

**ASSESSMENT PRACTICES, SKILLS, AND UTILIZATION OF ASSESSMENT TOOLS
BY THE SECONDARY SCHOOL TEACHERS IN SCHOOLS DIVISION OF
ZAMBALES**

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ABSTRACT

The study's main purpose was to examine assessment skills, practices, and utilization of assessment tools of 534 Secondary School Teachers in the Division of Zambales for the school year 2021-2022. Descriptive research design was used to assess the perception of the teachers in utilizing classroom assessment skills, practices and tools to monitor students learning and their performance inside the classroom. Descriptive (frequency, percentage and mean) and inferential statistics (Pearson r and ANOVA) were utilized for the analysis and interpretation of data.

Major results showed that teacher-respondents utilized in the study have doctorate units, teaching science subject, with few seminars/trainings attended related to classroom assessment, they have more than enough teaching experiences. The teacher-respondents perceived they were very skillful in using classroom assessment. The teacher-respondents perceived they had always done classroom assessment practices and often utilized traditional and authentic assessment. There was no significant difference on the perceived level of agreement of teacher-respondents with the use of classroom assessment skills. There was no significant difference on the perceived level of agreement of teacher-respondents with the use of classroom assessment skills. There was a significant difference on the use of classroom assessment tools among secondary school teachers. There was a significant relationship on the use of classroom assessment skills and the classroom assessment practices. There was a significant relationship between the utilization of assessment tools and the classroom assessment skills.

In light of the findings, it is recommended that the teacher may use the findings of the pretest to alter and update instructions before a unit of study, determine which pupils need additional practice, and adapt and revise instructions as needed. Teachers may utilize classroom assessment skills and practices to check on students' comprehension of ideas and a variety of assessment tools, including traditional and authentic assessment to obtain evidence on students' learning. School administrators should work with other stakeholders and ensure that teachers are sent for in-service training or workshops in assessment on a regular basis to make certain that they maintain current classroom assessment skills. Department of Education and curriculum planners may provide teachers with more comprehensive assessment tools to address the needs of students who are at risk of falling behind and equip teachers with traditional and authentic assessment tools to measure a broader variety of competencies. Further research can be conducted on other areas of assessment which are not included in this study.

Keywords: Assessment Practices, Skills, Utilization of Assessment Tools, Secondary School Teachers.

1. INTRODUCTION

1.1 Background

Assessments are particularly important to improve student learning, especially when they comprise formative feedback and help students to understand their own learning strategies. These allow for the evaluation of competencies that cannot be measured easily using external, standardized assessments. When they are conducted on an ongoing basis, they provide a range of evidence which teachers can use to monitor student progress and to adjust teaching in response to students' learning needs (Koloji- Keaikitse, 2012).

In line with the implementation of the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), the Department of Education is adopting the enclosed Policy Guidelines on Classroom Assessment for the k to 12 Basic Education Program. Classroom Assessment is an integral part of curriculum implementation. It allows the teachers to track and measure learners, as well as their parents and guardians, of their progress.

The Department of Education (DepEd) also issued DepEd Order No. 31, s. 2020 or the Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan. This is to provide guidance on the assessment of student learning and on the grading scheme for school year 2020-2021 despite of the new normal set up in education due to COVID-19 pandemic.

In its commitment to ensure teaching and learning continuity while looking after the health, safety, and wellbeing of its learners, teachers, and personnel, the Department of Education (DepEd) issued DepEd Order No. 012, s. 2020 titled *Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year (SY) 2020- 2021 in light of the COVID-19 Pandemic*. To supplement the said DO, the DepEd issues the **Interim Policy Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan** to provide guidance on the assessment of student learning and on the grading scheme to be adopted this school year.

As DepEd pursues learning continuity, it is imperative for schools to take stock of assessment and grading practices that will most meaningfully support learner development and respond to varied contexts at this time.

The policy is grounded on the following principles: (a) Assessment should be holistic and authentic in capturing the attainment of the most essential learning competencies; (b) Assessment is integral for understanding student learning and development; (c) A variety of assessment strategies is necessary, with formative assessment taking priority to inform teaching and promote growth and mastery; (d) Assessment and feedback should be a shared responsibility among teachers, learners, and their families; and (e) Assessment and grading should have a positive impact on learning.

Assessment is an integral part of the learning process. It is through assessment information that educators are able to make informed decisions regarding graduation, selection and placement of students to higher educational levels. It is clear that assessment, particularly classroom assessment will continue to play an integral role in shaping and informing vital decision making in education. It is, however, clear that regardless of this role educators continue to pay minor attention to teachers' classroom assessment practices. There is clear evidence that educators are not doing much to ensure that teachers are provided with sufficient skills during training to equip them with the necessary skills they need as they face major challenges of student assessment. Just

as Stiggins (2014) says, it is like someone out there expects teachers to know more about other classroom instructional methods but know little about assessment of students.

It is very important that teachers are proficient in classroom assessment practices, particularly in this era where both schools and teachers are held accountable for students learning. Making it pertinent for improved training in assessment that can lead to better test planning, test construction, grading practices, interpretation, and use of assessment information in decision making. Clearly, without improved training in assessment and understanding the beliefs that teachers have about the integral role of classroom assessment in teaching and learning, policy makers may continue to have limited knowledge about the challenges teachers face as they use essential classroom assessment practices. Some of these struggles may have major implications to the quality of teaching and learning and may ultimately prevent many students from attaining their educational goals.

Classroom assessments, which are a powerful direct influence on learning and motivation are defined as a process that shows what is really learned, what the students know, how effective the teacher is and helps the students to show the depths of students' understanding and tendencies. Classroom assessment is designed to support teachers' decision-making processes in teaching and learning in many ways allow the accurate and appropriate information to be gathered (McMillan, 2015). Research shows that the assessment methods used by teachers in the classroom significantly affect the academic achievement, motivational beliefs, classroom teaching activities, and self-regulation skills of students (Alkharusi, 2013; Yıldızlı & Saban, 2016). Therefore, the teacher factor has an important place in the classroom assessment process; that is, teachers' attitudes, tendencies, perspectives on teaching, beliefs about the teaching-learning process, and knowledge and skills about assessment play an important role in classroom assessment practices.

With this in mind, the researcher wants to examine assessment practices, skills, and utilization of Secondary School Teachers in Schools Division of Zambales and to determine whether teachers' perceived skills match the frequency with which they use assessment practices and whether teachers' utilization of assessment tools match the frequency of teachers' perceived skills which will serve as an input to a proposed conceptual model in classroom assessment in order to equip the teachers with the necessary skills they need in giving assessment to the students.

Objectives of the Study

The purpose of the study was to examine assessment practices, skills, and utilization of assessment tools of Secondary High School Teachers in Schools Division of Zambales. The study attempted to determine whether teachers' perceived skills match with the use of assessment practices and whether teachers' utilization of assessment tools match the teachers' perceived skills which served as an input to the proposed conceptual model in terms of classroom assessment.

Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Educational Level
 - 1.2 Subject Taught
 - 1.3 Teaching Experience
 - 1.4 Number of Seminars or Trainings Attended Related to Assessment
2. How are the classroom assessment skills of the teachers described as to:
 - 2.1 Criterion- referenced Testing
 - 2.2 Statistical Applications

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- 2.3 Grading Practices
 - 2.4 Assessment Application
 - 2.5 Essay Items
 - 2.6 Objective Items
3. How are the classroom assessment practices of the teachers as described to:
- 3.1 Criterion- referenced Testing
 - 3.2 Statistical Applications
 - 3.3 Grading Practices
 - 3.4 Assessment Application
 - 3.5 Subjective/ Essay Items
 - 3.6 Objective Items
4. How are the classroom assessment utilization of tools of the teachers as described to:
- 4.1 Traditional Assessment
 - 4.2 Authentic Assessment
5. Is there a significant difference on classroom assessment skills when respondents are grouped according to profile?
6. Is there a significant difference on classroom assessment practices when respondents are grouped according to profile?
7. Is there a significant difference on utilization of assessment tools when respondents are grouped according to profile?
8. Is there a significant relationship between teachers' classroom assessment skills and assessment practices?
9. Is there a significant relationship between teachers' utilization of assessment tools and assessment skills?
10. Based on the result, what conceptual model can be proposed?

2. METHODOLOGY

The study was a descriptive type of research specifically the descriptive survey design utilizing a questionnaire. For Shields (2013) descriptive method includes the collection of data to test the hypothesis and to answer the questions concerning the present status of the study. Each of them employs the process of disciplined inquiry through the gathering and analysis of empirical data, and each attempts to develop knowledge. Descriptive research includes surveys and fact-finding enquiries of different kinds. According to Scott (2012), the major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristic of this method is that the researcher has no control over the variables.

Since the nature of the study involves the gathering and interpreting of detailed information to be utilized as a basis for the development of intervention program, consequently, this method is undoubtedly indispensable.

Moreover, descriptive method is designed to describe something, its characteristics of the degree to which it varies and it includes data for a definite purpose.

The researcher used descriptive method because she believed that it was the most appropriate method since it aimed on development of intervention program in assessment by gathering, survey, and questionnaire checklist and involved describing and interpreting events or situations of the present.

Surveys can be a powerful and useful tool for collecting data on human characteristics, such as their beliefs, attitudes, thoughts, and behavior (Mertens, 2014), hence the survey design fitted very well within the framework of this study.

The study aimed to examine assessment practices, skills, and utilization of assessment tools of Secondary School Teachers in Schools Division of Zambales and to propose conceptual model that would help them improve their skills in making effective assessments.

The perceptions and insights were solicited from the teacher - participants. The study was conducted during the Third Quarter of the school year 2021-2022.

The researcher also had a strong desire to contribute and to help for the improvement of the teachers' skills in assessment practices.

3. RESULTS AND DISCUSSION

1. Profile of the Teacher-Respondents

1.1 Highest Educational Attainment.

The data revealed that majority of the teacher-respondents have doctorate units having a frequency of 231 or 43.30%. Next is doctorate degree holder having a frequency of 132 or 24.70%. Followed by master's degree holder having a frequency of 40 or 7.50%. Finally, there are only twelve respondents who are not updating their professional growth with 2.20%.

1.2 Subject Taught

The data gathered that majority of the teacher-respondents are teaching Science having a frequency of 98 or 18.40%. Next is Technology and livelihood Education having a frequency of 96 or 18.00%. Then, Araling Panlipunan (Social Studies) is the third most taught subject having a frequency of 79 or 14.80%. Filipino is the least subject taught with only 36 or 6.70%

1.3 Teaching Experience

The data gathered shows that majority of the teacher-respondents have taught for about 1 to 5 years having a frequency of 175 or 32.77% while bracket 31-35 is the least number of years in teaching. The findings revealed that the mean year of teaching is 11.23 years.

1.4 Number of Seminars/Trainings Attended Related to Assessment

The data gathered that majority of the teacher-respondents had a training bracket attended between 1-3 having a frequency of 293 or 11.80%, between 4-6 who attended trainings having a frequency of 130 or 9.00% while 48 or 24.30% who attended the least trainings bracket between 7-9 related to classroom assessments.

3.2 Use of Classroom Assessment Skills

3.2.1 Criterion-Referenced Testing

The indicators perceived as Very Skillful in terms of criterion-referenced testing was indicator 4, Assessing specific lesson objectives (WM=3.26, rank 1), while indicators perceived as Skillful were indicators 5 and 7, Making sure the test adequately covers the material taught in class and Aligning items with instructional objectives (WM=3.25, rank 2.5). The overall weighted mean was 3.20 with Qualitative Rating of Skillful.

3.2.2 Statistical Applications

The indicator perceived as Very Skillful in terms of Statistical Applications was indicator 4, Identifying most learned skills (WM=3.28, rank 1), while the indicators perceived as Skillful were indicator 5, Identifying least learned skills (WM=3.25, rank 2) and indicator 1, Using a table of specifications to plan assessments (WM=3.17, rank 3). The overall weighted mean was 3.11 with Qualitative Rating of Skillful.

3.2.3 Grading Practices

The indicator perceived as Very Skillful in terms of the Grading Practices/aspect of the Classroom Assessment Skills were indicator 8, Fairly assigning grades to all students (WM=3.34, rank 1), indicator 1, Including student improvement in the computation of grades (WM=3.31, rank 2) and indicator 2, Including student effort in the computation of grades (WM=3.30, rank 3). The overall weighted mean was 3.22 with Qualitative Rating of Skillful.

3.2.4 Assessment Application

The indicators perceived as Skillful in terms of the Assessment Application/aspect of the Classroom Assessment Skills were indicator 1, Assessing individual student participation in whole class lessons (WM=3.25, rank 1). Indicators 4, 8, and 10, Using assessment results when evaluating class improvement, communicating classroom assessment results to others (students, parents, subject teachers, and school head), and Recording assessment results on the rating scale/checklist while observing student's performance (WM=3.22, rank 3). The overall weighted mean was 3.19 with Qualitative Rating of Skillful.

3.2.5 Subjective/Essay Items

The indicators perceived as Skillful in terms of the Subjective/Essay Items/aspect of the Classroom Assessment Skills were indicator 5, Providing rubrics in checking essays, paragraphs and compositions (WM=3.18, rank 1), indicators 2, Fairly and consistently grading essay question responses (WM=3.13, rank 2), and indicator 10, Avoiding too many questions for the time available (WM=3.12, rank 3) The overall weighted mean was 3.11 with Qualitative Rating of Skillful.

3.2.6 Objective Items

The indicators perceived as Very Skillful in terms of the Objective Items/aspect of the Classroom Assessment Skills were indicator 2, Writing multiple choice questions (WM=3.38, rank 1), indicator 1, Writing paper-pencil tests (WM=3.33, rank 2) and indicators 3 and 6, Writing matching type questions and Making sure there is only one clearly correct answer (unless you are instructing the students to select more than one) (WM=3.28, rank 3.5). The overall weighted mean was 3.26 with Qualitative Rating of Very Skillful.

3.3.1 Use of Classroom Assessment Practices

3.3.2 Criterion-Referenced Testing

The indicators perceived as Always Practiced in terms of the Criterion-Referenced Testing/aspect of the Classroom Assessment Practices were indicator 5, Making sure the test adequately covers the material taught in class (WM=3.35, rank 1), indicator 7, Aligning items with instructional objectives (WM=3.34, rank 2) and indicator 4, Assessing specific lesson objectives (WM=3.33, rank 3). The overall weighted mean was 3.30 with Qualitative Rating of Always Practiced.

3.3.3 Statistical Applications

The indicators perceived as Always Practiced in terms of the Statistical Applications/aspect of the Classroom Assessment Practices were indicator 4, Identifying most learned skills (WM=3.36, rank 1), indicator 5, Identifying least learned skills (WM=3.35, rank 2), indicator 1, Using a table of specifications to plan assessments (WM=3.27, rank 3). The overall weighted mean was 3.24 with Qualitative Rating of Often Practiced.

3.3.4 Grading Practices

The indicators perceived as Always Practiced in terms of the Grading Practices/aspect of the Classroom Assessment Practices were indicator 8, Fairly assigning grades to all students (WM=3.34, rank 1), indicator 1, Including student improvement in the computation of grades (WM=3.33, rank 2), indicator 2, Including student effort in the computation of grades (WM=3.31, rank 3). The overall weighted mean was 3.27 with Qualitative Rating of Always Practiced.

3.3.5 Assessment Application

The indicators perceived as Always Practiced in terms of the Assessment of Application/aspect of the Classroom Assessment Practices were indicator 1, Assessing individual student participation in whole class lessons (WM=3.33, rank 1), indicator 6, Using assessment results when planning teaching (WM=3.28, rank 2), indicators 4 and 5, Using assessment results when evaluating class improvement and Using assessment results when evaluating school improvement (WM=3.27, rank 3). The overall weighted mean was 3.26 with Qualitative Rating of Always Practiced.

3.3.6 Subjective/Essay Items

The indicator perceived as Always Practiced in terms of the Subjective/Essay Item/aspect of the Classroom Assessment Practices was indicator 5, Providing rubrics in checking essays, paragraphs and compositions (WM=3.26, rank 1). The indicators perceived Often Practiced were Indicators 2, 4 and 6, Fairly and consistently grading essay question responses, Constructing test for higher cognitive skills, and Starting questions with words such as compare, contrast, and explain why (WM=3.19, rank 3). The overall weighted mean was 3.17 with Qualitative Rating of Often Practiced.

3.3.7 Objective Items

The indicators perceived as Always Practiced in terms of the Objective Item/aspect of the Classroom Assessment Practices were indicator 2, Writing multiple choice questions (WM=3.36, rank 1), indicator 1, Writing paper-pencil tests (WM=3.35, rank 2), indicator 6, Making sure there is only one clearly correct answer (unless you are instructing the students to select more than one) (WM=3.29, rank 3). The overall weighted mean was 3.27 with Qualitative Rating of Often Practiced.

3.4 Utilization of Assessment Tools

3.4.1 Traditional Assessment

The indicator perceived as Always Utilized in terms of the Traditional Assessment/aspect of the Utilization of Assessment was indicator 1, Multiple Choice (WM=3.55, rank 1), while indicators perceived as Often Utilized were indicator 2, True-False or Right-Wrong (WM=3.20, rank 2), indicator 3, Matching Types (WM=3.13, rank 3), indicator 4, Fill-in the blanks or short constructed response (WM=3.10, rank 4), and indicator 5, Essay (WM=2.96, rank 5). The overall weighted mean was 3.19 with Qualitative Rating of Often Utilized.

3.4.2 Authentic Assessment

The indicators perceived as Often Utilized in terms of the Traditional Assessment/aspect of the Utilization of Assessment were, indicator 8, Portfolios (WM=3.07, rank 1), indicator 4, Projects (WM=3.05, rank 2), indicators 3 and 7, Writing samples and Observations (WM=2.97, rank 3.5), indicator 9, Journals (WM=2.90, rank 5). Indicator 2, Stories (WM=2.78, rank 6), indicator 10, Role play and drama (WM=2.76, rank 7) interpreted as Often Utilized, indicator 6, Experiments (WM=2.73, rank 8), indicator 1, Interviews (WM=2.71, rank 9), and indicator 5, Public Speaking and debates (WM=2.62, rank 10). The overall weighted mean was 2.86 with Qualitative Rating of Often Utilized.

3.4.3 Analysis of Variance on the Difference on Classroom Assessment Skills Among the Secondary School Teachers when Grouped According to Profile Variables.

The computed Significant or P-values of 0.229 and 0.074 which all greater than ($>$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference in the use of classroom assessment skills among secondary teachers when the respondents are grouped according to teaching experiences and number of seminars/trainings attended related to assessment, respectively.

On the other hand, the computed Significant or P-values of 0.008, and 0.013 which is less than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected, hence there is significant difference in the use of classroom assessment skills among teachers when the respondents are grouped according to educational level and subject taught, respectively.

3.4.4 Analysis of Variance on the Difference on Classroom Assessment Practices Among the Students when Grouped According to Profile Variables.

The computed Significant or P-values of 0.206 and 0.122 which all greater than ($>$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference in the use of classroom assessment practices among secondary teachers when the respondents are grouped according to educational level and subject taught, respectively.

On the other hand, the computed Significant or P-values of 0.031 and .004 which is less than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected, hence there is significant difference in the use of classroom assessment practices among secondary teachers when the respondents are grouped according to teaching experiences and number of seminar/trainings attended related to assessment, respectively.

3.4.5 Analysis of Variance on the Difference on Classroom Assessment Tools Among the Secondary School Teachers when Grouped According to Profile Variables.

The computed Significant or P-values of 0.048, 0.000, 0.000 and 0.003 which is less than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected, hence there is significant difference in the use of classroom assessment tools among secondary teachers when the respondents are grouped according to educational level, subject taught, teaching experience, and number of seminars/trainings attended related to assessment, respectively.

3.4.6 Pearson r Correlation Coefficient on the Relationship between the use of Classroom Assessment Skills and Classroom Assessment Practices

The computer-generated sig value of 0.00 was less than 0.01 alpha level of significance, therefore, the Null Hypothesis is rejected, hence there is significant relationship on the use of classroom assessment skills and the classroom assessment practices as perceived by the secondary school teachers.

The findings show that at 1% significance level, the data provide sufficient evidence to conclude that there is significant relationship on the assessment used by the teachers have a Very High Positive Correlation as perceived by teacher-respondents.

3.4.7 Pearson r Correlation Coefficient on the Relationship between Teachers Utilization of Assessment Tools and Classroom Assessment Skills

The computer generated sig value of 0.00 was less than 0.01 alpha level of significance, therefore, the Null Hypothesis is rejected, hence, there is significant relationship between the utilization of assessment tools and the classroom assessment skills as perceived by secondary teachers in the Division of Zambales.

The findings show that at 1% significance level, the data provide sufficient evidence to conclude that there is significant relationship on the assessment used and have a Very High Positive Correlation as perceived by teacher-respondents.

4. CONCEPTUAL MODEL

Criterion-referenced tests are commonly used in educational contexts to determine whether a student has learnt a given body of knowledge. Criterion-referenced assessment is a crucial basis for including students in the learning process. When done correctly, it establishes a common vocabulary regarding assessment among students, teachers, and assessors, determines what is valued in a curriculum, and guarantees that what is assessed by assessment corresponds to the skills, knowledge, and understandings indicated by the desired learning goals. It helps students build strong self-evaluation skills by giving them tools to review, refine, and enhance their work. This type of testing compares the performance of one student to that of other students. This type of testing is used to categorize students based on their ability to do certain tasks satisfactorily. This can be used to track students' progress in relation to meaningful criteria.

5. CONCLUSIONS

Based on the findings, the researcher concluded that:

1. The typical teacher-respondents utilized in the study have doctorate units, teaching science subject, between 1-3 seminar/training bracket attended related in classroom assessment with teaching experience of 10 years and below.

2. The teacher-respondents perceived they are very skillful in their classroom assessment skills in terms of objective items while perceived they are skillful in terms of criteria-referenced testing, statistical application, grading practices, assessment application, and subjective/essay items.
3. The teacher-respondents perceived they always practiced classroom assessment practices in terms of criteria-referenced testing, grading practices, assessment application, and objective items while perceived they often practiced classroom practices in terms of statistical application and subjective/essay items.
4. The teacher-respondents perceived they often utilized assessment tools in terms of traditional and authentic assessment.
5. There is no significant difference on the perceived level of agreement of teacher-respondents in the classroom assessment skills when grouped according to teaching experiences and number of seminars/trainings attended related to assessment.
There is a significant difference on the perceived level of agreement of teacher-respondents in the classroom assessment skills when grouped according to educational level and subject taught.
6. There is no significant difference on the perceived level of agreement of teacher-respondents in the use of classroom assessment skills when grouped according to educational level and subject taught.
There is a significant difference on the perceived level of agreement of teacher-respondents in the use of classroom assessment skills when grouped according to teaching experience and number of seminars/trainings attended related to assessment.
7. There is a significant difference on the use of classroom assessment tools among secondary school teachers when the respondents are grouped according to educational level, subject taught, teaching experience, and seminar/trainings attended related to assessment.
8. There is a significant relationship between the classroom assessment skills and the classroom assessment practices as perceived by the teacher-respondents.
9. There is a significant relationship between the utilization of assessment tools and the classroom assessment skills as perceived by the teacher-respondents.
10. Criterion-referenced tests are commonly used in educational contexts to determine whether a student has learnt a given body of knowledge. Criterion-referenced assessment is a crucial basis for including students in the learning process. This type of testing is used to categorize students based on their ability to do certain tasks satisfactorily. This can be used to track students' progress in relation to meaningful criteria.

6. RECOMMENDATIONS

In the light of the foregoing conclusions of the study, the following recommendations were advanced:

1. The teacher may use the findings of the pretest to alter and update instructions before a unit of study, determine which students need additional practice, and adapt and revise instructions as needed.
2. Teachers may utilize classroom assessment skills and practices to check on students' comprehension of ideas.
3. Teachers may utilize a variety of assessment tools, including traditional and authentic assessment to obtain evidence on students' learning.

4. School administrators shall establish link with other stakeholders and ensure that teachers are sent for in-service training or workshops in assessment on a regular basis to make certain that they maintain current classroom assessment skills.
5. Department of Education and curriculum planners may provide teachers with more comprehensive assessment tools to address the needs of students who are at risk of falling behind and equip teachers with traditional and authentic assessment tools to measure a broader variety of competencies.
6. Further research can be conducted on other areas of assessment which are not included in this study.

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