



CONTENT KNOWLEDGE ON K TO 12 CLASSROOM ASSESSMENT: STRENGTHENING ACTUAL PEDAGOGICAL PRACTICES OF JUNIOR AND SENIOR HIGH SCHOOL TEACHERS

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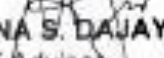


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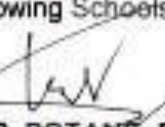
APPROVAL SHEET


In fulfillment of the requirements for the Basic Education Research Fund, this study entitled *"Content Knowledge on K to 12 Classroom Assessment: Strengthening Actual Pedagogical Practices of Junior and Senior High School Teachers in Tablon National High School"* prepared and submitted by Ray Butch D. Mahinay is hereby recommended for acceptance and approval.

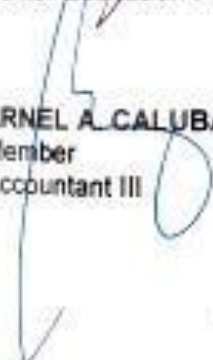

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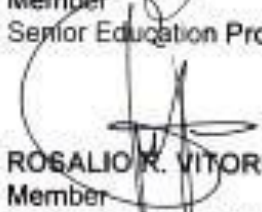
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CERTIFICATE OF ORIGINALITY

I, Ray Butch D. Mahinay, Ph.D., hereby declare that this BERF study is my own work and that, to the best of our knowledge and belief, it contains no material previously published or written by another author nor material to which a substantial extent has been accepted for award of any other degree/diploma of a university or other institute of higher learning, except where due acknowledgement is made in the text.


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ABSTRACT

Identifying the teachers' content knowledge on assessment will basically give a broad impression on how the teaching-learning process is taking place in the classrooms of the public high schools. This study investigated the level of content knowledge of the junior and senior high school teachers in Tablon National High School, in East II district of the Division of Cagayan de Oro City, with regard to the policy guidelines of classroom assessment in the K to 12 basic education program. Complete enumeration identified the teacher-respondents for this study. A validated researcher-made questionnaire which was based on (1) DepEd Order No. 8, series 2015; (2) DepEd Order No. 36, series 2016; and (3) DepEd Order No. 55, series 2016, was used in a survey. Descriptive analysis results that teachers have proficiency level lower than the planning standard in the basic concepts on assessment of student learning as well as in the technical concepts on classroom assessment based on the aforementioned DepEd orders. Other factors such as the teachers' set of beliefs, values, and attitudes about classroom assessment, teachers' economic status, and among others are regarded beyond the scope of this study. Nevertheless, this research is posed to strengthen the implementation of the agency's assessment policies and hopefully improve the quality of pedagogical practices among the teachers.

Keywords: *classroom assessment, assessment knowledge, assessment policies*



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Our Almighty God, Family and Friends. For the life and for making it lovely, happy and meaningful.



INTRODUCTION

It was on the school year 2012-2013 that the Department of Education (DepEd) rolled out its one of the biggest curricular reforms: the implementation of the K to 12 basic education curriculum. With Republic Act 10533, *Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education*, this curriculum is the country's response to the 12-year cycle that most countries are adopting in their education system. This curricular improvisation also sets the mainstreaming of Philippine education to international accreditation standards such as with the Bologna and Washington Accords. These associations ensured academic quality, recognition of accredited degrees, and thus ease the mobility of professionals within inclusive geographical areas (Kasuba & Ziliukas, 2004).

The issuance of DepEd Order 31, series 2012, or otherwise known as the *Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum (BEC)*, initially outlined the assessment and rating of learning outcomes. For three school years (SY's 2012-2013, 2013-2014, 2014-2015), elementary and high school teachers in public and private schools were mandated to implement the four levels of assessment which was known as KPUP – knowledge, process or skills, understanding, and product or performances. This framework was deemed as a major shift of assessment practice among the teachers contrary to the accustomed grading structure of the previous curricula (i.e. BEC, SEC, RBEC).

The change of curricula would almost always entail adjustments of assessment policies. On April 1, 2015, DepEd Order No. 8, series of 2015, or otherwise known as the *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program*, was released. Apparently, there were changes in the assessment ways that teachers in the field



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are expected to employ on the start of the school year 2015-2016. The comparisons between formative and summative assessments were heavily stressed furthering to the components of the latter as the bases for computing students' grades. The components of the summative assessment are as follows: (1) written work; (2) performance tasks; and (3) quarterly assessment. This current assessment structure may be stemmed from the KPUP framework but there are specific areas and ways that the two set-ups differ.

Additionally, there were two more assessment policy guidelines released, namely: (1) DepEd Order No. 36, series 2016, or the *Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program*; and (2) DepEd Order No. 55, series 2016, or the *Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program*. These orders laid out new guidelines that are supportive to DepEd Order No. 8, series 2015 and therefore substantive to classroom assessment practices.

The reason for the development of these new assessment practices was not further explicated to the teachers. It may be construed too abrupt for classroom implementation considering the dates of the release of the orders and its actual application. This scenario may infer that some teachers, both the in-service and the newly-hired, are not yet well- oriented on the new assessment procedures. Consequently, the K to 12 policy guidelines on how assessment should be carried out in the classroom may be affected which in turn will impede the overall direction of the current curriculum.

There is a call for the teachers to be assessment literate. As accorded by Klenowski and Wyatt-Smith (2014), for teachers to be assessment literate, it is necessary for teachers to have a set of skills and understandings to strategize and carry out quality assessments and to use learning standards and evidences as ways by which to distinguish, monitor, and advance learning as well as to evaluate the qualities of student work. Deep knowledge of



the domain and the expected outcomes in the intended curriculum are foundational to professional practice. These stressed that the center of maneuvering classroom assessment is the teacher. Ergo, it is imperative that a teacher is equipped with the content knowledge on assessment and to its associated skills required of the curricular set-up to deliver assessment tasks appropriately.

Moreover, the pedagogical practices of classroom teachers are largely influenced by how one is knowledgeable in the nature and practice of classroom assessment. Klenowski and Wyatt-Smith (2014) pointed out the following: (1) teachers need to have well-developed knowledge of the curriculum domain; (2) teachers need to be in-tune with the interactivity of assessment, teaching and learning; and (3) teachers need to reflect upon and open up their own judgements and share discussion about the qualities of work samples assessed against standards. Hence, there is a definite alignment of assessment, curriculum and instruction (Tomlinson & Imbeau, 2010).

Central to Black and William (1998) is that there should be an understanding that learning outcomes, including accountability, could only be improved when the specific nature of what is happening in the classroom was clearly understood. This goes that the teacher should be open-minded to the inquiry because this is a way for them to be better informed about their actual practice and adopt effective strategies for subsequent implementation to improve student learning.

With the aforementioned information, this study explored the teachers' content knowledge on classroom assessment in the K-12 basic education program. Identifying the teachers' content knowledge on assessment will basically give a broad impression on how the teaching-learning process is taking place in the classrooms of the public high schools. The results of this research endeavor may give a basis for a re-tooling seminar and



workshop on assessment for teachers in Tablon National High School. This research endeavor will strengthen the implementation of DepEd classroom assessment policies and hopefully improve the (1) quality of instruction and assessment techniques among teachers; and (2) the learning outcomes of the students.

REVIEW OF LITERATURE

Assessment and Rating of Learning Outcomes based on DepEd Order No. 31, s. 2012 and DepEd Order No. 73, s. 2012

Released on April 17, 2012, is DepEd Order No. 31, 2012. It primarily focused on the roll-out of the K to 12 basic education curriculum. Zeroing in the assessment part, the desired learning outcomes of grades 1 to 10 are defined in terms of standards and competencies as articulated in the curriculum guide. These expectancies are expressed in specific terms in the form of content and performance standards. All teaching and learning activities are aligned to these two standards.

The assessment process is holistic, with emphasis on the formative or developmental purpose of quality assuring student learning. It is standards-based as it seeks to ensure that teachers will teach to the standards and the students in terms of content and performance. Assessments were done at four levels and were weighted as follows: Knowledge (15%), Process or Skills (25%), Understanding (30%), and Products or Performances (30%).

At the end of the quarter, the achievements of the students will be described in the report card basing the following levels of proficiency: Beginning (for grades 74% and below), Developing (for grades 75-79%), Approaching Proficiency (for grades 80-84%), Proficient (for grades 85-89%), and Advanced (for grades 90% and above).



These guidelines were further elaborated in DepEd Order No. 73, series 2012, or known as the *Guidelines on the Assessment and Rating of Learning Outcomes under the K to 12 Basic Education Curriculum*. Released on September 5, 2012, it systematically and comprehensively laid out the assessment procedures with prototypes of rubrics for the different levels of assessment, prototype formative and summative assessment tools, and sample assessment matrices for students.

Classroom Assessment based on DepEd Order No. 8, s. 2015

DepEd Order No. 8, s. 2015 was released on April 1, 2015. In the said order, it stated that all orders and memoranda that are inconsistent with it are rescinded. Therefore, the policies that were initially introduced in DepEd Order No. 31, s. 2012 and DepEd Order No. 73, s. 2012 that are found to be incongruent with the current order were annulled.

Classroom assessment was defined as the ongoing processes of recognizing, gathering, organizing, and giving meaning to quantitative and qualitative information about what learners know and can do. Teachers were encouraged to employ classroom assessment methods that are in line with the curriculum standards. Classroom assessment can be done in two types, formative and summative assessments. It was stressed that formative assessment results are not included in the computation of summative assessment.

Summative assessment on the other hand, measures whether learners have met the content and performance standards. This type of assessment is classified into three components, namely, written works, performance tasks, and quarterly assessment. The weight of each component varies on every subject area. The results of this assessment are recoded and used to report on the learners' achievement.



One highlight in this order is the grading system for kindergarten and grades 11-12 of the Senior High School (SHS) program. The previous orders did not touch on the two programs. This order is already posed as encompassing to all levels in basic education on how assessment practices should be done. A prototype card for the SHS is likewise shown. The inclusion of the SHS in this order is advantageous to the stance of the future SHS teachers, especially that SHS will be opened in the next school year, 2016-2017.

Another is the assessment of the students' values which is made to align with the DepEd core values: *maka-Diyos*, *maka-tao*, *maka-bayan*, and *maka-kalikasan*. The items are to be assessed in scales from strongly observed (SO) to not observed at all (NO).

Awards and Recognition based on DepEd Order No. 36, s. 2016

The rationale of DepEd Order No. 36, series 2016 articulated the recognition given to learners who have shown exemplary performance in specific areas of their school life. It recognized that students have their unique strengths that need to be identified, strengthened and publicly acknowledged. Moreover, the awards aimed to acknowledge and promote student excellence in various areas and to provide formal recognition of student achievements that can motivate learners to strive for excellence in academic, leadership, and social responsibility.

Contrary to DepEd Order 74, series 2012, or the *Guidelines on the Selection of Honor Pupils and Students of Grades 1-10 in the K to 12 Basic Education Curriculum*, wherein the 7-3 weighted ranking for academic excellence and co-curricular performance was followed, the new policy guideline focused only on the academic excellence of the learner. There will be cut-off grades to get an *Academic Excellence Award* that runs in levels, *With Honors*, *With High Honors*, and *With Highest Honors*.



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In addition, the following awards were also highlighted: (1) *Conduct Awards* which are attuned to DepEd core values; (2) *Recognition for Perfect Attendance*; (3) *Leadership Award*; (4) *Award for Outstanding Performance in Specific Disciplines* (i.e. Athletics, Performance Arts, Communication Arts, Science, Math, Social Sciences, Technical- Vocational Education); (5) *Award for Work Immersion* which is specific to SHS tracks; (6) *Award for Research or Innovation* which is likewise aligned to SHS tracks; and (7) *Award for Club or Organization Achievement* which is due to recognized school clubs that created a positive impact in school and in the community. These awards cover classroom- and grade- level recognitions with detailed criteria.

The new award and recognition policy guidelines also include the technical specifications on medals and plaques to be given to the recipients. All these are expected to be implemented in the school year 2016-2017.

National Assessment based on DepEd Order No. 55, s. 2016

DepEd Order No. 55, s. 2016 features national assessment of student learning that is integral to DepEd's assessment framework. It is aimed to (1) monitor the Philippine education system and schools for public accountability; (2) assess the effectiveness and efficiency of the delivery of education services using learning outcomes as indicators; (3) provide information that will guide decisions on instructional practices; (4) determine if learners are meeting the learning standards of the curriculum; (5) measure students' aptitude and occupational interest for career guidance; and (6) assess prior learning for placement, accreditation and equivalency.

Through the Bureau of Education Assessment, DepEd will conduct the following assessments:

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(1) *Early Language, Literacy, and Numeracy Assessment* which are to be administered at the end of Grade 3 to determine if learners are meeting the relevant learning standards.

(2) *Exit Assessments* which are to given in Grade 6, Grade 10 and Grade 12 to identify if the learners have met the learning standards of the Elementary, Junior HighSchool and Senior High School curricula.

(3) *Career Assessment* which will be focused on Grade 9 students to determine their aptitudes and occupational interests for career direction.

(4) *Accreditation and Equivalency Assessment* which are to be taken by out-of- school youths and adults to certify completion of elementary and secondary education.

Albeit wider in scope, national assessment is stemmed to actual classroom assessment practices of the teachers. Like in a ripple, the performance of the learners in national assessments are reflective of the kind of achievement these learners have at the classroom level.

Teachers' Tasks in Assessment in the National Competency-Based Teaching Standards

The standards for teachers in the Philippine setting are incorporated in the National Competency-Based Teaching Standards (NCBTS). These competencies were created to set standards on a set of behaviors, attitudes and skills that each teacher must have. These standards enable teachers to carry out better performance in their teaching.

The fifth domain of the NCBTS is about teacher's planning, assessing and reporting tasks. In particular, this domain focuses on the use of assessment data to plan and revise teaching-learning plans; integration of assessment procedures in the plan and



implementation of teaching-learning activities, and reporting of the learners' actual achievement and behavior. The subdomains include: (5.1) The teacher communicates promptly and clearly the learners' progress to parents, superiors and to learners themselves; (5.2) the teacher develops and uses a variety of appropriate assessment strategies to monitor and evaluate learning; and (5.3) the teacher monitors regularly and provides feedback on learners' understanding of content.

Researches on Assessment Practices in the Philippines

A study by the Center for Educational Measurement (CEM), Inc. by Tan and Santos (2009) presented a preliminary framework for planning a proposed assessment program that includes: (1) a testing and data utilization component for identifying student learning needs and measuring achievement, and (2) intervention components for teacher-level factors affecting students' acquisition of knowledge and skills in the classroom. A core feature of the program is the use of assessment to inform improvement efforts at the level of classroom learning. In their study, the authors posited that assessment of student learning is also expected to focus teacher professional development efforts. Support structures for classroom teaching (academic supervision, coaching, monitoring and evaluation) can also be avenues for continuous professional development of classroom teachers. With it, training becomes integrated into the routine activities of a teacher, allowing for the greater possibility of coherent and relevant content that builds on the teacher's existing competencies. Fundamentally, the framework presented has shown that while some components/services are already in place, others are yet to be established, namely support programs and structures, such as training on formative assessment, reflective teacher practice and monitoring and evaluation mechanisms.



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A De La Salle University report by Magno (2013) outlined the need to come up with a set of standards that specify Filipino teachers' competence in student assessment. In the Philippines, the teachers' competencies are already specified in the National Competency-Based Teacher Standards (NCBTS) and one of the components is the assessment. However, there is a need to identify further appropriate competencies and micro skills of teachers on student assessment. When these assessment competencies are specified, teachers are better guided in their practice.

The development of the competencies recommended is described in four phases (Magno, 2013). In the first phase, the competencies need to be identified through focus group discussions and observations of teachers. The best practices in assessment will be categorized based on the data gathered. In phase 2, instruments will be constructed to assess the competencies among basic education and higher education teachers in the Philippines. The third phase of the project recommends the dissemination of the competencies, which will be part of training program in assessment for teachers. The dissemination would involve teacher training, seminars, and symposia for public and private school teachers. The last phase recommended is the evaluation of the training program that was implemented.

A more recent study in Pamantasan ng Lungsod ng Marikina by Iripta (2015) showed that faculty members of their university used a combination of traditional and alternative means of assessing students' performance. Formative and summative assessments can also be observed, though further appreciation of the data confirmed that faculty members often use formative assessments strategies. However, it was recommended that teachers should have more focus on differentiated instruction as a strategy to help more students



master content standards, use more formative assessment in the classroom, and attend training and echo the output about the benefits of classroom assessment for the students.

In another article by Magno (2014), he presented that a more contemporary viewpoint of assessment is introduced in DepEd at present. Through formative assessment, the process of assessment becomes closely integrated with instruction and becomes instruction itself. Teachers may provide activities through games, small groups, exercises that immediately provide information on how the teacher begins her instruction. The teacher after teaching some small bits of skills follow with an immediate assessment to determine if the lesson will be repeated or who among the students need further help. The actual activities in the classroom such as games can provide information to the teacher about what the students can and cannot do. On the other hand, summative assessment is given when students have mastered the lesson, to determine the learners' achievement on a unit or course.

RESEARCH QUESTIONS

This study explored on the level of content knowledge of the junior and senior high school teachers in Tablon National High School regarding the policy guidelines of classroom assessment in the K to 12 basic education program.

Specifically, it answered the following questions:

1. What is the sociodemographic profile of the teacher-respondents in terms of the following:
 - a. Age,
 - b. Gender,
 - c. Length of Service, and



d. Teaching Position or Rank?

2. What is the teacher-respondents' proficiency level of the content knowledge on the policy guidelines of classroom assessment in the K to 12 basic education program?
3. What are the responses among the teacher-respondents if interviewed about the content knowledge on the policy guidelines of classroom assessment in the K to 12 basic education program?
4. What mediation activities can be made to improve teacher-respondents' content knowledge on the policy guidelines of classroom assessment in the K to 12 basic education program?

SCOPE AND LIMITATION

This study was conducted in Tablon National High School, Division of Cagayan de Oro City for the school year 2016-2017. The researcher covered the junior and senior high school levels. With complete enumeration, all the high school teachers were tapped as respondents regardless of age, gender, the length of service and subject handled.

The foci of this study were (a) the teachers' content knowledge of the policy guidelines of classroom assessment in the K to 12 basic education program. The bases of this will be DepEd Order 8, series of 2015, or the *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program*; and (b) their sociodemographic profiles (i.e. age, gender, length of service, teaching position or rank) which might have bearing along with their content knowledge of the said policy guidelines.

Other factors which might be contributory to this study such as the teachers' set of beliefs, values, and attitudes about classroom assessment, teachers' socioeconomic status, and teachers' perceptions on school leadership and management, and among others were not incorporated.

Another important consideration noted by the researcher is the inclusion of the Senior High School (SHS) teachers. As of the time when this research study commenced, the implementation of the SHS also started. It is deemed important to also identify the content knowledge of the SHS teachers on the assessment policy guidelines. This will ensure that the fundamental assessment know-how does not only concern the Junior High School teachers and that there is continuity of the standard assessment practices up to the SHS.

RESEARCH METHODS

Sampling

Due to the limited number of teachers in the school, the researcher opted to consider all the 18 members of the faculty of Tablon National High School. Statistically, this procedure is called *complete enumeration*.

Table 1 presents the distribution and the total number of teacher-respondents in the junior and senior high school levels.

Table 1. *Distribution of teacher-respondents.*

	Levels	n	%
1	Junior High School	13	72.22
2	Senior High School	5	27.78
	TOTAL	18	100.00

**Data Collection**

A survey tool was made by the researcher and has undergone (1) *content and face validity* processes with three research and educational assessment experts; and (2) *reliability testing* to attain the ideal reliability coefficient prior the field survey. Kuder- Richardson 21 was employed to process the tool's internal consistency reliability. It yielded a reliability coefficient of 0.88.

The items on this researcher-made questionnaire were based on DepEd Order No. 8, series 2015, DepEd Order No. 36, series 2016, and DepEd Order No. 55, series 2016, to gauge the teacher-respondents' content knowledge level on the policy guidelines of classroom assessment in the K to 12 basic education program. The items were framed in multiple choice questions (MCQs). Table 2 details the contents of the survey questionnaire.

Table 2. *Distribution of items on the survey questionnaire.*

	Content	Number of Items	%	Item Placement
1	Basic Concepts on Assessment of Student Learning	12	35	1-12
2	Technical Concepts on Classroom Assessment based on DepEd Order 8, series 2015	15	43	13-27
3	Technical Concepts on National Assessment based on DepEd Order 55, series 2016	4	11	28-31
4	Technical Concepts on Awards and Recognitions based on DepEd Order 36, 2016	4	11	32-35
	TOTAL	35	100	



Permission was secured from the school principal prior the conduct of the survey. The actual survey was personally managed by this researcher. The respondents were asked to complete the survey tool in one setting with no time limit. In most sessions, the tools were completed approximately within an hour. The respondents were assured of the confidentiality of their answers. The gathered data were then collated, coded and tabulated for statistical processing.

Through unstructured or non-directive interviews, the researcher has engaged with 50% of the respondents (n=8). This was done to further explore the responses done by the teachers in the survey tool.

Ethical Issues

There were no heavy ethical implications of this research study. However, as a protocol in conducting research surveys, a written permission was given to the teacher-respondents. Also, the respondents were assured of the concealment of their responses and that their answers do not reflect their ability in answering the questions nor their biases on the current assessment policies of DepEd. Furthermore, the results of this study were not used as data to mean their achievement and productivity as classroom teachers.

Data Analysis

Consolidation and data analyses through appropriate statistical treatment were done. The following statistical tools and techniques were employed:

1. Descriptive Statistics

Frequency and percentages were used to tally on the following: (1) teacher-respondents' sociodemographic profiling and (2) in their responses in the



unstructured interview. Descriptive means organized the teachers' scores in the survey tool.

2. Measure of Internal Consistency Reliability

Kuder-Richardson 21 (KR-21) was used to secure the internal consistency reliability of the researcher-made survey tool meant to measure the teacher-respondents' content knowledge on the policy guidelines of classroom assessment in the K to 12 basic education program.

RESULTS AND DISCUSSION

The results of this research study are presented according to the sequence of the research questions.

On Teachers' Demographic Profile

The demographic profiles of the teacher-respondents are detailed in Table 3. As can be seen below, the teaching faculty in Tablon National High School are composed of relatively young teachers with 61.54 per cent (JHS) and 60 per cent (SHS) in the age bracket, 25-39. Collectively that is 11 younger teachers of 18 in the school. There is only one teacher who belonged to the 52-70 group.

Based on their gender, the female population led the teaching circle of the school. With 84.62 per cent in the JHS and 60.00 per cent in SHS, the dominance of female teachers held true to most teaching population at any schools. The teacher education course in the higher education institutions (HEIs) has always been highly perceived to be a female-dominated course.

Table 3. The demographic profiles of the teacher-respondents.

	Junior High School (n=13)		Senior High School (n=5)	
	f	%	f	%
<u>Age</u>				
71 and above	0	0.00	0	0.00
52 - 70	1	7.69	0	0.00
40 - 51	4	30.77	2	40.00
25 - 39	8	61.54	3	60.00
<u>Gender</u>				
Male	2	15.38	2	40.00
Female	11	84.62	3	60.00
<u>Position/Rank</u>				
Teacher I	10	76.92	4	80.00
Teacher II	2	15.38	0	0.00
Teacher III	1	7.69	0	0.00
Master Teacher I	0	0.00	0	0.00
Master Teacher II	0	0.00	1	20.00
<u>Length of Service</u>				
0 – 3 years	5	38.46	3	60.00
4 – 6 years	3	23.07	1	20.00
7 – 10 years	1	7.69	0	0.00
11 – above	4	30.77	1	20.00

Looking at their present teaching ranks, majority are Teacher I (76.92% in SHS, 80% in JHS). However, there are five teachers who have sought for promotion already (Teacher II – two teachers, Teacher III – one teacher, Master Teacher II for SHS – one teacher).

In their years of service, the distribution from the neophytes to the seasoned are leveled proportionately especially in the JHS. In the SHS level, most teachers have rendered less than three years yet in service.

This profiling of the teachers may be contributory to the results of their content knowledge on classroom assessment specific to the K to 12 basic education program.

***On Teachers' Content Knowledge on Classroom Assessment Policies***

Table 4 shows the per content and the overall description of the JHS teachers' knowledge on the said defined areas. Overall, the JHS teachers have a proficiency level of 63.11. This suggests that there is still a gap vis-à-vis the planning standard of DepEd which is 75 per cent.

Among the four content areas, it is on DO 8, s.2015 that the JHS teachers are most familiar with. This is the first DO among the three and it is presumed that these teachers have understood the specifics contained therein along the period since it was first released. At almost 70 per cent, these teachers have known the rudiments of classroom assessment that is congruent to the present curriculum.

Table 4. *Per content and overall description of the Junior HS teachers' knowledge on classroom assessment (n=13)*

Content		Number of Items	Mean Score	Proficiency Level*
1	Basic Concepts on Assessment of Student Learning	12	7.18	59.83
2	Technical Concepts on Classroom Assessment based on DepEd Order 8, series 2015	15	10.33	69.87
3	Technical Concepts on National Assessment based on DepEd Order 55, series 2016	4	1.85	46.25
4	Technical Concepts on Awards and Recognitions based on DepEd Order 36, 2016	4	2.73	68.25
OVERALL		35	22.09	63.11

*Proficiency level vs DepEd planning standard of 75%.

It is a point of interest to consider that on the basic concepts on assessment of student learning, these teachers got the lowest proficiency level at 59.83. The topics along with this content is about the principles of assessment, the cognitive learning taxonomy, lesson planning, preparing the Table of Specification (TOS), among others.

These teachers also scored low in the technical concepts on national assessment with the proficiency level of 46.25. This is about the policies in conducting national standardized assessments such as NAT and NCAE.

For the SHS teachers, Table 5 presents the per content and overall description of their knowledge on classroom assessment. Overall, these teachers attained a proficiency level of 61.97. Just like the JHS teachers, this also manifests a gap from the 75 per cent planning standard of DepEd.

Table 5. *Per content and overall description of the Senior HS teachers' knowledge on classroom assessment (n=6)*

	Content	Number of Items	Mean Score	Proficiency Level*
1	Basic Concepts on Assessment of Student Learning	12	9.32	77.67
2	Technical Concepts on Classroom Assessment based on DepEd Order 8, series 2015	15	9.04	60.27
3	Technical Concepts on National Assessment based on DepEd Order 55, series 2016	4	2.25	56.25
4	Technical Concepts on Awards and Recognitions based on DepEd Order 36, 2016	4	1.08	27.00

OVERALL

35

21.69

61.97

**Proficiency level vs DepEd planning standard of 75%.*

In the basic concepts on assessment of student learning these teachers garnered the highest proficiency level at 77.67. This indicates that they know the nature and purposes of classroom assessment and how elemental it is for student learning.

Among the three DOs, the SHS teachers got the highest proficiency level of 60.27 on DO 8, s.2015. This is very important that SHS teachers know the technical aspects of assessment in the SHS classroom. Since it is the first year of implementation, how the students are graded and promoted or retained respective to the SHS tracks and strands is very crucial.

The lowest is on DO 36, 2016 with a proficiency level of 27.00 which is about the technical concepts on awards and recognitions. This part is very understandable since there is no SHS graduation yet. Inclusive in this DO are the specific academic, curricular and behavior awards to be given to SHS graduates. Perhaps at this point, there is still no need for the information since the first SHS graduation will happen on the year 2019.

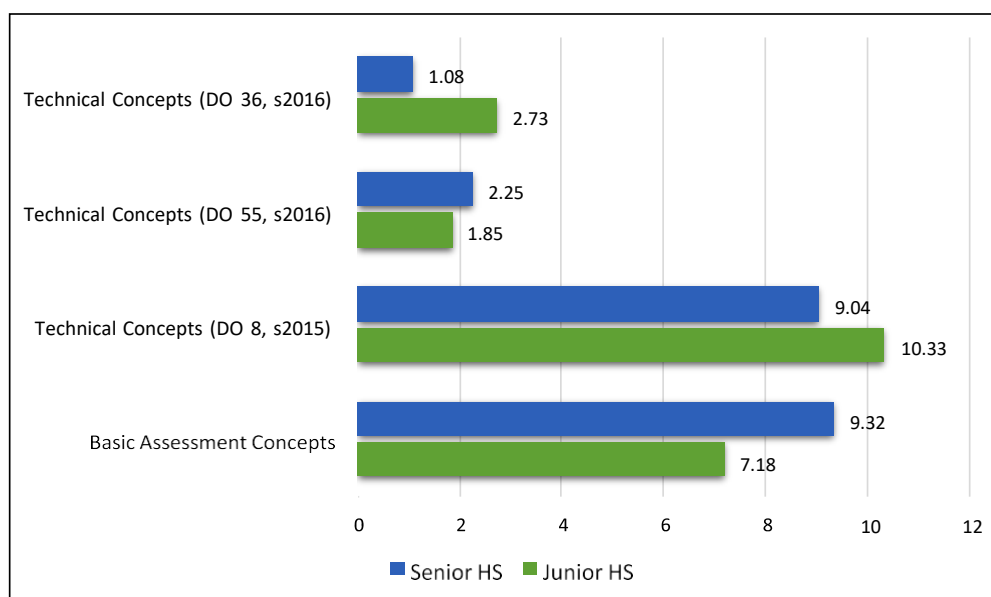


Figure 1. Comparison between Junior and Senior HS teachers on the basic and technical assessment concepts.



Comparably between the JHS and SHS teachers as shown in Figure 1, the JHS teachers led in the technical concepts in DO 8, s.2015 and in DO 36, s.2016. The implementation of JHS ahead of SHS gave the JHS teachers already the know-hows of classroom assessment.

The SHS teachers on the other hand led in the basic assessment concepts which are theoretically-founded and in DO 55, s.2016 which is on national assessment tests. This assumes that SHS teachers have anchored their knowledge on the things they learned during their teacher-training days (i.e. baccalaureate, masters) and on their experiences in handling national standardized exams.

Given all these data, it can be surmised that there is a need for a refresher on the basic assessment concepts. There are newer concepts in assessment as a course in the teacher education curriculum (TEC). In the older TEC, the course title is *Measurement and Evaluation*. At present, it is changed into *Assessment of Student Learning 1 and 2* – two courses for traditional and authentic assessments. The TEC like all curricula is always developing. This follows the thought that teachers should also be keen on keeping updated with these improvements in assessment concepts and practices.

Likewise, there is a dire need for teachers to be oriented again with the three DOs that all concern with technical concepts in implementing classroom assessment in the K to 12 curriculum. These documents are however accessible anytime for the teacher. But if given in a more formal orientation, this researcher believes that the content knowledge of these teachers will improve better.

On Teachers' Interview Responses about Classroom Assessment

Unstructured interviews were held among eight teachers in the JHS and SHS to sustain the data gathered in survey. Table 6 shows that responses of the teachers when asked about their knowledge and practices of basic assessment concepts.

Table 6. *Teachers' interview responses on the basic assessment concepts (n=8)*

Motive Question: *Do you know or practice basic assessment concepts in your classroom?*

Responses	f	%
(1) Yes, I give both formative and summative assessments in my classes.	8	100.00
(2) Yes, I conduct both traditional and authentic assessments.	5	62.50
(3) Yes, I use the levels of the Bloom's cognitive domain in making the TOS and preparing test questions.	4	50.00
(4) Yes, I use rubrics to score performance tasks. The rubrics are usually given already in the teacher's material.	8	100.00

The teachers unanimously shared that they know the difference and importance of formative and summative assessments. They specifically enumerated the following formative assessment techniques: (1) short quizzes; (2) board works; and (3) class recitations. As accorded by DepEd Order No. 8, series 2015, the purposes of formative assessment are to identify the strengths and weaknesses of the learners and to monitor their progress. The respondents are aware of these purposes that they acknowledge formative assessments as part of the forming and reinforcement of the concepts. Hence, this only requires recording of the students' scores for monitoring purposes and not meant to be included in the final grading.



The respondents also mentioned that they practiced appropriate summative assessment techniques such as (1) unit tests; (2) performance tasks; and (3) quarterly exams. In the same DepEd Order, it was specified that summative assessments synthesize all the learning skills, concepts, and values learned in an entire quarter. The evidence produced through summative assessments enables teachers to describe how well the students have learned the standards and competencies for a given quarter. These evidences are reflected in the class record. These evidences are presented in a report card to show the progress of learners to parents and other stakeholders.

All the teacher-respondents use rubrics to score performance assessments. It is reassuring to know that teachers and students in Tablon NHS collaboratively use rubrics to improve the quality of performance tasks. Rubrics are scoring guides, consisting of specific pre-established performance criteria, used in evaluating student work resulting from a performance task (Raagas, 2007). Research experts believe that rubrics improve students' end products and therefore increase learning (Cott, 2007).

A corollary to this, 62.50 per cent of the respondents have identified their assessment techniques as traditional (i.e. quizzes, written works) and authentic (i.e. project-based, product-based). Half of the respondents confessed to have effortlessly related the levels of Bloom's cognitive taxonomy to test paper preparation. It has been the common concern among teachers that it is challenging to make test items in the higher order thinking levels (i.e. analysis, synthesis, evaluation). Test papers will secure content validity if the test items are based on the Table of Specification (TOS) wherein the distribution of the test items are accorded to the levels of Bloom's cognitive taxonomy.

Table 7 presents the respondents' responses on the technical assessment concepts primarily based on DepEd Order 8, series 2015. This covers on the grading system in the K

to 12 basic education curriculum, promotion, retention, and appropriate actions to help learners sustain in classroom assessments.

All the respondents professed that they are knowledgeable in computing grades such that their Excel files are already programmed based on DepEd Order 8, series 2015. They have been using this Excel file for many years already. Likewise, all of them know when to promote or retain students.

Table 7. *Teachers' interview responses on the technical assessment concepts based on DepEd Order 8, series 2015 (n=8)*

Motive Question: *Were you able to follow the K to 12 assessment policies in your classroom (i.e. grading system, promotion and retention)?*

Responses	f	%
(1) Yes, I know what is the grading system for the subject that I handle.	7	87.50
(2) Yes, I know that the grading system in JHS and SHS is different.	7	87.50
(3) Yes, my Excel file in computing for grades follows the DO 8, series 2015.	8	100.00
(4) Yes, I know when to promote or retain students.	8	100.00

Since the implementation of the K to 12 basic education curriculum, classroom assessment policies were already laid out in DepEd Order No. 31, series 2012. This was heavily emphasized during mass training of teachers in regional and division levels. The roll-out of DepEd Order 8, series 2015 came not as a surprise to the teachers since according to the respondents, the contents of the two orders are fundamentally the same. If there are differences, it is only about the grading system which is not anymore on KPUP (Knowledge-Process/Skill-Understanding-Performance/Product). Even the KPUP is



identical to the present bases of computing grades which is on written works, performance tasks and quarterly exams.

Along with this vein, most of the respondents knew the grading system respective to the subject they handle. They are also familiar that the grading system in junior high school is different in senior high school. For six years of implementation of the curriculum, the teachers are familiar with how grades are computed and reported to the stakeholders.

Table 8 is about the respondents' views on the technical concepts on national assessment policies, specifically in the nature and conduct of NAT and NCAE. This is based on DepEd Order 55, series 2016.

Table 8. *Teachers' interview responses on the technical assessment concepts based on DepEd Order 55, series 2016 (n=8)*

Motive Question: *Were you able to practice national assessment policies like in NAT and the NCAE?*

Responses	f	%
(1) Yes, I was trained to handle the conduct of NAT as the proctor.	1	12.50
(2) No, it has been a while that I have not proctored NAT nor NCAE.	5	62.50
(3) Yes, as a class adviser, I orient my students with what to do in NAT/NCAE.	1	12.50

Due to the random selection of schools and students to take part in these exams, not all teachers are conversant with the four national assessments, namely: (1) Early Language, Literacy, and Numeracy Assessment; (2) Exit Assessments; (3) Career Assessment and (4) Accreditation and Equivalency Assessment. Among these, only exit assessment (National



Achievement Test or NAT) and career assessment (National Career Assessment Examination or NCAE) are conducted in high schools.

In the Division of Cagayan de Oro City, the practice of proctoring NAT or NCAE involves public and private secondary schools' teachers. Teachers in the public schools will manually administer the exam in private schools, and vice versa. For many years already, Tablon NHS and Noah's Ark Christian School (NACS) collaborate on this practice. However, the student population in NACS is low that it only requires one teacher-proctor from Tablon NHS. This one teacher takes the proctoring assignment every year so it concedes that only this teacher is most knowledgeable in NAT or NCAE.

Table 9. *Teachers' interview responses on the technical assessment concepts based on DepEd Order 36, series 2016 (n=8)*

Motive Question: *Were you able to follow the awards and recognition policies in your classroom (i.e. identifying honor students, etc)?*

Responses	f	%
(1) I based on the DO 36, s.2016 in the ranking of our honor students in my section.	7	87.50
(2) I am aware that the recognition titles are limited already, unlike on the previous school years where we can give as much awards.	6	75.00
(3) I am not aware that there are specifications to follow in the preparation of medals.	7	87.50
(4) I am still confused on some areas like on the rounding-off of the average grades.	5	62.50



The respondents' views on the awards and recognition policies based on DepEd Order 36, series 2016 is shown in Table 9. Basically, the awards aim to acknowledge and promote student excellence in various areas and to provide formal recognition of student achievements that can motivate learners to strive for excellence in academic, leadership, and social responsibility.

Most of the teachers are aware of the ranking procedure in the selection of honor students but they also expressed that they got confused on some areas like on the rounding-off of the average grades to whole numbers. In previous ranking practices, average grades are expressed in two decimal places.

Almost all respondents said that they are not aware that there are specifications to follow in the preparation of medals. This is the first time that DepEd is mindful in this area. According to DepEd Order No. 36, series 2016, schools are required to follow the specifications to ensure the quality of awards, certifications, and medals, and uphold the prestige of the awards. As cited in the Order, medals should have a diameter size of 6 centimeters and weight of 30 grams attached to a ribbon with a width of 1 inch and with a color representative of the regional trademark color (i.e. Region X is tangerine orange).

In sum, the junior and senior high school teachers of Tablon National High School have practiced the assessment ways ideal to the DepEd policy guidelines as accorded during the interviews but the results in the survey tool indicated otherwise. The technical concepts on national and classroom assessments needs to be established first and foremost to essentially equip the teachers in their actual pedagogical ways. Content knowledge always precedes in actual situation.

***On Teachers' Suggestions to Improve their Assessment Practices***

Table 10 shows the suggestions made by the respondents to improve their assessment practices. Majority of them mentioned that Learning Action Cells (LAC) or a school-based in-service training can be a good venue to discuss about classroom assessment.

Table 10. *Teachers' suggestions to improve assessment practices (n=8)*

Motive Question: *What suggestions can you make to improve teachers' knowledge and practices on classroom assessment?*

Responses	f	%
(1) Seminar-Training on classroom and national assessment policies will be conducted.	6	75.00
(2) LAC Sessions or INSET on classroom assessment will be held in school.	8	100.00
(3) Copies of the DepEd Orders pertinent to classroom and national assessment policies will be given to all teachers.	5	62.50
(4) Monitoring and technical assistance on teachers' classroom assessment and evaluation practices.	5	62.50

Almost all the respondents said that seminar-trainings on the technical and basic assessments concepts would be helpful for them to be updated with the changes introduced in DepEd. In the same manner, monitoring and technical assistance from the school head will also improve their classroom assessment techniques.

Albeit the pertinent DepEd policies on the national and classroom assessment are readily available in the DepEd website, most of the respondents cited that copies of these policies must be distributed to them. These will serve as a technical guide for them.



All the results gathered in this research conformed to the study of Iripta (2015) that teachers showed skills in traditional and alternative means of assessing students' performances. However, improvements were suggested to teachers to achieve more content standards among the learners.

As Tan and Santos (2009) revealed in their study that some components in classroom assessments are already in place, but other areas are yet to be recognized. Hence, support structures for classroom teachers like academic supervision, coaching, mentoring and evaluation are imperative for their continuous professional development.

CONCLUSION AND RECOMMENDATIONS

Teachers ought to be assessment literate which can be manifested by having a repertoire of skills and understandings to design quality assessments and to use achievement standards and evidence as means by which to discern, monitor, and improve learning as well as judge the qualities of student work. In this study about identifying the level of content knowledge in assessment basic and technical concepts, both the junior and senior high school teachers of Tablon NHS revealed a proficiency level below the planning standard of 75%.

However, it was detailed in the interview that most of the teachers practiced the technical rudiments required in the K to 12 basic education curriculum classroom assessment policies. These practices were anchored on the pertinent DepEd Orders and were strengthened due to its yearly implementation since the school year 2012-2013.

Albeit, a need for the teachers to revisit the basic concepts on the assessment of student learning is called for. After the curriculum improvements made by CHED for Teacher Education Institutions, pre-service teachers are trained with newer and more relevant



assessments concepts. These same concepts must be communicated to the in-service teachers.

Learning to teach is a lifelong continuing effort for teachers. By equipping with the necessary know-hows on assessment, a teacher will improve his classroom assessment techniques. Like the Peter's effect, we cannot demonstrate with what we do not have. Given all these, a teacher will enhance his general pedagogical approaches as it has been stressed that classroom assessment is the heart of learning.

DISSEMINATION AND ADVOCACY PLANS

After significant information was culled out from this research study, it is planned that a retooling seminar-workshop or learning action cell sessions (LAC) on classroom assessment – its nature, policies, and appropriate practices – will be given to junior and senior high school teachers in Tablon NHS. A sample flow can be done like the following:

ACTIVITY	TOPIC	PERSON/GROUP IN CHARGE
INSET or LAC SESSIONS	Basic Assessment Concepts	Assessment Expert from Teacher Education Institutions
	DepEd Order 8, s2015	School Head/Master Teacher
	DepEd Order 36, s2016	School Head/Master Teacher
	DepEd Order 55, s2016	School Head/Master Teacher



Collaborations between DepEd Cagayan de Oro City Division and Teacher Education Institutes (TEIs) can be forged to handle the said seminar-workshop during in- service training or INSET.

All these activities will enforce the assessment policies of DepEd and thereby, raising the bar of assessment techniques among the teachers which will ultimately benefit the students in the end.

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