

Assessment Practices of Secondary Mathematics Teachers

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Abstract— This study aimed to evaluate the assessment practices of Mathematics teachers in the selected public secondary schools in the Division of Sorsogon Province for the school year 2022-2023. It utilized the descriptive-survey method of research with a questionnaire in which the indicators were adapted. Similarly, the respondents were 40 Mathematics teachers from selected secondary schools in Matnog and Sta Magdalena districts. Likewise, the frequency, percentage, and weighted mean were the statistical tools used in analyzing the data. It was concluded that the evaluation of questions orally, development of assessments based on course objectives, performance tasks matched with instruction and course objectives, and written multiple choice questions are the practices of all the teachers in assessing their student's performance. The teachers used often the practices in assessing the student's performance. The teachers are moderately skilled in assessing the student's performance. A training program was proposed to enhance the practices of the teachers in assessing the student's performance. It was recommended that the teachers may be provided re-orientation through a series of lectures on the assessment practices to ensure that all assessment practices are utilized. The school heads may assist the teachers in improving the extent of the practice in assessing the student's performance through mentoring and capability-building activities during LAC sessions. The teachers may be encouraged to attend seminars, training, and conferences related to assessing the student's performance to elevate their skills to the highest level. The training program may be submitted to the concerned authorities for further review and evaluation before its implementation and adoption. Further study may be conducted and may widen the scope that includes other secondary schools in the province and relate the academic performance with the assessment practiced utilized.

Keywords— assessment practices, extent of practice, level of skills, Mathematics teachers.

I. INTRODUCTION

Teachers are catalysts of national development. With their help, the country can create and nurture learners who might help it advance and develop. One of the most integral parts of teachers' instruction is assessment, as it determines whether the goals of education are being met. Teachers' classroom grading and assessment practices are important elements of assessment reform. For the students to investigate and use a variety of assessment methods to track their learners' learning and progress, it is crucial that the instructor practice assessment in the classroom.

According to the Association of Independent School of the ACT Inc (AIS ACT, 2012) teachers should always be aware of students' achievement after doing assessments and acknowledge students' success and achievement. Besides the above characteristic, there are some guidelines that teachers can identify, as listed by AIS ACT, 2012. Teachers must have a clear understanding of the aims of assessment which is to ameliorate and meliorate learning progress.

There are several ways to gauge student's level of thinking and gather enough data to conclude each student's level of learning, including assigning tasks, having them complete activities, having them take quizzes, or having them play educational games. During the progress of these activities, the student will actively be involved and enjoy the educational environment. Such an atmosphere will provide various choices to students to express their information, knowledge, understanding, and abilities that indirectly help them to identify their learning aims.

According to Areekkuzhiyil (2021) being a critical component of the process of education, assessment has to be practiced with extreme care and vigilance. Educational practitioners have to be very cautious of the issues involved in the assessment practices in classrooms and have to take steps to continuously improve its quality and modernise the practice.

According to Ebel (1972), the increase in the use of educational tests has been accompanied by an increase in criticism of the practice. Tests vary in quality, with

some being particularly poor. He argued that educational testing may be socially detrimental for a number of reasons. First, it labels a child, which may damage his or her self esteem and decrease motivation. Ebel (1972)

comments that tests should not be evaluated in terms of how accurately they predict later the efforts of students and teachers. Another criticism is that assessment encourages development

of a single ability, and reduces the diversity of talent within society. A third argument is that assessors assume control of the educational curriculum. Brady (1997) suggested that, although assessment is intended to support the curriculum, there is a risk that it may come to dominate the curriculum because what is assessed is taken as an indication of what is important. Ebel (1972) argues that tests generally lag rather than lead curricular change. The aim of assessment should be 'to educate and improve student performance, not merely to audit it' (Wiggins, 1998).

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comments that tests should not be evaluated in terms of how accurately they predict later achievement, but in terms of how much they increase achievement by motivating and directing the efforts of students and teachers. Another criticism is that assessment encourages development of a single ability, and reduces the diversity of talent within society. A third argument is that assessors assume control of the educational curriculum. Brady (1997) suggested that, although assessment is intended to support the curriculum, there is a risk that it may come to dominate the curriculum because what is assessed is taken as an indication of what is important. Ebel (1972) argues that tests generally lag rather than lead curricular change. The aim of assessment should be 'to educate and improve student performance, not merely to audit it' (Wiggins, 1998).

In our daily lives, we employ mathematics as a key tool to address physical issues. As a result, math has always been seen as a foundational topic in the curriculum.

More mathematics lessons are likely to be taught in schools and colleges throughout the world than in any other subject. However, results of the standard tests and evaluations revealed that students do not perform to the expected level.

According to Burkhardt (2018), every teacher should uphold good practice and continual assessment to ensure successful teaching of the subject matter and to aid students in acquiring the necessary information, skill, and attitude. Significant advances have been made within the field of mathematics education in conducting both formative and summative assessment, but these advances have not made a comparable impact on learning). Mengesha (2018) stated that perception towards continuous assessment is medium, and attention should be given to the perception of teachers. Generally, most of the researchers indicated that the status of Classroom Assessment is only a symbol and not practiced well to enhance the quality of education.

It is becoming more and more evident that classroom assessment is an integral component of the teaching and learning process, as what Gipps, (1990); Black and William, (1998) implied. The National Council of Teachers of Mathematics (NCTM) regards assessment as a tool for learning mathematics. The NCTM contends that effective mathematics teaching requires understanding what students know and need to know.

Most research studies in both education and cognitive psychology have reported weaknesses in the way mathematics is taught. The most serious weakness is the psychological assumption about how mathematics is learned, which is based on the 'stimulus-response' theory (Althouse, 1994; Cathcart, Pothier, Vance & Bezuk, 2001; Sheffield & Cruikshank, 2000). The 'stimulus-response' theory states that learning occurs when a 'bond' is established between some stimulus and a person's response to it.

In the study of Ewell, Paulson and Kinzie (2011), in one of their findings, they concluded that differences in assessment practices are consistent with differences in typical research methods and modes of inquiry across disciplines. For example, few programs in the arts and humanities or social sciences use standardized examinations while in professional programs like education and health their use is widespread. The perception of what would be helpful at the program level and the observation about disciplinary differences in

assessment methods and use also suggest a role for disciplinary associations in the effort to advance the assessment of student learning outcomes. Disciplinary associations may be the appropriate venues to disseminate information about assessment measures and methods and to exchange examples of assessment experiences in programs across institutions.

In the study conducted by Elipane (2020), it explored and identified the common and best assessment practices employed by STEAM (Science, Technology, Engineering, Arts and Math) teachers. More particularly, these assessment practices, utilizing both traditional and authentic tools and strategies, were categorized as readiness for career or industry. The results highlighted the effective use of perennial and established assessment practices in monitoring and evaluating students' learning and academic progress; describes how STEAM teachers collaborate, reflect and utilize real-life situations, stakeholders' participation, role playing, simulations, and technology-enhance tools and techniques for the different purposes of assessment; and emphasize STEAM teachers' capability in utilizing assessment information, like students' scores, misconceptions, and difficulties, to address academic challenges and to enhance pedagogical practices. However, their findings also hinted that STEAM teachers do not have preparation required to incorporate assessment in a flexible learning environment.

With the preceding study, it emphasized that teachers being the facilitator in the classroom need to be flexible in assessing the learners whatever the situation is. Flexibility of assessment must depend upon the needs of the students.

In the Philippines, the Department of Education (DepEd) on October 23, 2021, launched the Professional Development Program on Assessment and Emerging Literacies with a focus on PISA (Assessment PD) in line with its commitment to improving the quality of basic education. The Assessment PD aims to improve teachers' assessment strategies, methods, and content knowledge in Math, Science, and Reading, and to help them align their classroom practices with emerging literacies measured by international assessments.

Former Secretary Leonor Magtolis Briones (2019) in her speech in the launching of Sulong EduKalidad stated, "As we endeavor to enhance quality through Sulong EduKalidad, we acknowledge the critical need to upskill

and reskill our teachers so that they will be prepared to meet the changing standards, terrain, and context of basic education. She added that the national, regional, and even local assessments strategies have to be aligned with such methodologies and literacies in international assessments.

With the foregoing statements, assessment relies on the capacity of the teachers to employ the right strategies. It is just worth noting that the assessment practices made by teachers in the classroom need to have the quality to correctly assess the performance of the learners. Assessment need not only to be aligned with the competencies, but it needs to be aligned with the international assessments for us to be able to produce competitive learners.

Generally, this study aimed to evaluate the Assessment Practices of the Secondary Mathematics Teachers in the Cluster Schools in the 2nd District of Sorsogon Province for School Year 2022-2023. Specifically, it sought to answer the following questions:

1. What are the practices of the teachers in assessing students' performance along:
 - a. assessment preparation,
 - b. choice of assessment tools,
 - c. assessment development, and
 - d. assessment administration?
2. What is the extent of the practices of the teachers in assessing the students' performance along the identified variables?
3. What is the level of skill of the teachers in assessing the students' performance along the identified variables?
4. What action plan can be proposed based on the results of the study?

II. METHODOLOGY

This study aimed to determine the assessment practices of secondary mathematics teachers. To attain its goal, the descriptive research design was utilized in the study. It uses the descriptive-survey research design since a questionnaire were utilized to gather the primary data from the respondents. Likewise, unstructured interviews was used for the secondary data.

Descriptive studies gather data to answer questions about a subject or topic of study. Descriptive research employs tools such as surveys to elicit information about individuals' preferences, attitudes, interests, behaviors,

and concerns. One significant advantage of this methodology is that it places expertise with the participants rather than the researcher.

Descriptive studies are useful in providing facts on which scientific judgments can be based. They provide critical information about the nature of the subjects and people. This method denotes the gathering of information about the current state of an organization, group, or region, and it is a systematic attempt to study, interpret, and report on the status of an institution, group, or area. It plays an important role in the development of instruments for measuring many things, such as questionnaire instruments, observation schedules, checklists, and rating scales, which are used in all types of quantitative research as data gathering instruments.

Descriptive research is conclusive rather than exploratory. This means that descriptive research collects quantifiable data on your target audience that can be used for statistical inference through data analysis.

The respondents were the mathematics teachers from the two municipalities, Sta. Magdalena and Matnog. The results were analyzed and interpreted with the use of appropriate statistical tools such as frequency count, percentage, weighted mean, and ranking.

The survey questionnaire was used as a tool in gathering the data needed to answer the queries of the study. A questionnaire is a research tool featuring a series of questions used to collect useful information from respondents. These instruments include either written or oral questions and comprise an interview-style format. Questionnaires may be qualitative or quantitative and can be conducted online, by phone, on paper or face-to-face, and questions don't necessarily have to be administered with a researcher present. As the definition of Quantitative research says that it is the methodology which researchers use to test theories about people's attitudes and behaviors based on numerical and statistical evidence. It assesses the teachers on what assessment practices they were using their teaching, thus it is fitted to this study.

The Sample

The primary sources of data are the Secondary Mathematics Teachers from the cluster schools of Sta. Magdalena namely, Sta. Magdalena National High School and Talaonga National High School; and Matnog, namely, Matnog National High School, Tiong Hen So National High School, Sua National High School, and Culasi National High School. They were involved in the said study since they are directly involved in the assessment practices in their respective school. The said teachers were interviewed in case the information must be verified and the coordinator cannot give the full details.

Table 1. The Respondents

Cluster Schools	Frequency	Percentage
Sta. Magdalena Cluster Schools	15	37%
Matnog Cluster Schools	25	63%
Total	40	100%

The Instrument

In this study, data were gathered through a survey-questionnaires. Questionnaires were considered ideal for data gathering purposes for this study. The questionnaire was administered by the researcher with the instructions carefully explain to the understanding of the respondents. They were given enough time to respond to the various questions. The questionnaires will be collected back on the spot to avoid any type of bias that may arise because of filling out the answers to the questionnaires.

The researcher with the assistance of the adviser crafted the questionnaire to deal with the various issues covered

in this study. To precisely address the research questions posed in the study, the questions were separated into 4 sections. It includes the indicators of assessment practices along preparations, choice of assessment tools, development, and administration, the extent of the practice of the teachers in assessing the student's performance, and the level of skills of the teachers along the mentioned variables.

A dry run of the initial draft of the questionnaire was conducted with the mathematics teachers in the public schools in the nearby municipality. The said activity was done to determine the accuracy and clarity of the instrument. That was done to determine whether the

respondents understood all the items in the questionnaire. The questionnaire designer needs to ensure that respondents fully understand the questions and are not likely to refuse to answer, lie to the interviewer or try to conceal their attitudes. Dry run of the questionnaire was administered before the real procedure in the conduct of data gathering. To validate and verify the questions were the purpose of the dry run and improve it if there is a need. Irrelevant questions were disregarded.

Data Collection Procedures

With the instrument ready for administration, a letter of request was addressed to the Superintendent of Schools Division of Sorsogon. After the approval was granted, the researcher asked permission from the school principal for the dry run of the instrument. After collecting the accomplished questionnaires in the dry run, it was sent to the adviser for approval. The questionnaires were distributed to the identified respondents for them to accomplish. The researcher set a target of a 100 percent retrieval rate of the instruments. The data gathered from the respondents will be collated, tallied, and analyzed for statistical interpretation.

Data Analysis Procedures

The data gathered from the respondents were subjected to various statistical analyses before its interpretation. For problem 1, the frequency and percentile rank were used to present the practices used by the teachers in assessing the student’s performance along preparation, choice of assessment tools, development, and administration.

For problem 2, the weighted mean was used to present the extent of practices in assessing the student's performance along preparation, choice of assessment tool, development, and administration. The scale below is for the verbal interpretation of the computed weighted mean: 1.00 – 1.49 (Not at All); 1.50 – 2.49 (Seldom Used); 2.50 – 3.49 (Used Occasionally); 3.50 – 4.49 (Used Often); 4.50 – 5.00 (Used Very Often)

For problem 3, the weighted mean was used to present the level of skills in assessing the student's performance along preparation, choice of assessment tool, development, and administration. The scale below is for the verb (l interpretation of t); he computed weighted mean. 1.00 – 1.49 (Least Skilled); 1.50 – 2.49 (Less Skilled); 2.50 – 3.49 (Moderately Skilled); 3.50 – 4.49 (Much Skilled); 4.50 – 5.00 (Very Much Skilled).

III. RESULTS AND DISCUSSION

1. Practices of the teachers in assessing the students’ performance.

This section discusses the practice of the teachers in assessing the students’ performance along preparation, choice of assessment tools, development, and administration. The frequency and rank were used in the data analysis.

Assessment Preparation. Table 2A presents the frequency and rank of the practices of the teachers in assessing the students’ performance along assessment preparation.

Table 2A. Assessment Preparation Practices

Indicators	f (n=40)	Rank
Matching performance tasks to instruction and course objectives.	40	1.5
Writing paper-pencil tests.	38	3.5
Writing multiple-choice questions.	40	1.5
Writing matching questions.	38	3.5
Writing true/false questions.	36	5

The data revealed that relative to practices in assessing the students’ performance along assessment preparation of the 40 teachers, the practices of matching the assessment to be given to the students with course objectives and preparing multiple-choice questions as test item in rank 1.5. However, there were 36 teachers who were using the true/false questions in preparing the assessment with the students which is rank 5. It can be gleaned from the table that evaluating oral questions

from students, developing assessments based on clearly defined course objectives, matching performance tasks to instruction and course objectives, and writing multiple-choice questions got the highest hundred percent frequency.

Likewise, activities for assessment should be in line with course objectives, especially if they are explicitly graded and assessed. An indication of the standards of students'

expected performance linked to each learning objective should be provided through well-designed examinations. Thus, assessments are activities that would provide students the opportunity to demonstrate their understanding of the course's or topic's learning goals while also being tested on their performance. Teachers could strengthen their instruction techniques by using this preparation for the delivery of instructions. Regardless of the manner of delivery, clarity is crucial in the instructions for the evaluation.

In terms of preparation of multiple-choice questions are particularly common in education for a number of reasons, including their ease of checking, scoring, and grading, increased objectivity, and capacity to cover more topics on a single examination. Teachers are utilizing multiple-choice questions in order for the students might be able to improve through better retention and altering the representation of that knowledge in memory by deeper understanding when they extract information from memory and utilize it to answer a test question. Results implied that these are the most practiced of the teachers in assessing student's performance along preparation.

One of the most comprehensive and advanced types of assessment that teachers perform is the evaluation of student learning in the practice context. In order to determine the performance domains being tested and to

guarantee that a fair and representative sample of questions appears on the test, teachers are permitted to construct the best questions and ways of evaluating student performance, such as creating multiple-choice questions. Every topic or target cannot be evaluated, and teachers are not always able to ask all the questions they would like to.

This claim was supported by Mehta & Mokhasi (2014) and Marsenani (2022) their study concluded that frequent preparation of assessments covering brief topics with fast feedback for the students are necessary for multiple-choice questions to be a useful and efficient instrument of evaluation. The written examinations should be purposefully blended with all different kinds of questions in order to make any assessment fair and genuine. It also provided teachers with helpful feedback on how well their teaching instruction meet the course objectives and multiple-choice questions preparation went. Subsequently, teachers should motivate to recognize subpar the multiple-choice questions and enhance their quality on assessing student's performance.

Choice of Assessment Tools. Table 2B presents the frequency and rank of the practices of the eachers in assessing the students' performance along choice of assessment tools.

Table 2B. Choice of Assessment Tools Practices

Indicators	f (n=40)	Rank
Choosing appropriate assessment methods for instructional decisions.	39	2
Selecting textbook-provided test items for classroom assessment.	39	2
Choosing appropriate portfolio designs to assess student progress.	38	4
Selecting higher cognitive levels of test questions.	39	2
Selecting matching type of assessments with instruction.	37	5

It can be gleaned from the table that in terms of choice of assessment tools, 39 teachers considered with appropriate assessment methods for instructional decisions, textbook-provided test items for classroom assessment, and higher cognitive levels of test questions. Whereas the least choice of assessment tool is selecting matching type of assessments with instruction with 37 responses. This implies that teachers preferred higher cognitive level test questions, textbook-provided judgments, and instructional decisions when determining assessment mechanisms to assess student performance.

A classroom teacher is crucial to enhancing the quality of the teaching-learning process and to the development of a country. According to DepEd Order No. 36, series of 2013, the country's educational system can educate students who are morally upright, have the skills needed in the twenty-first century, and can advance the country's development through the use of qualified teachers. Moreover, the K-12 Curriculum, globalization, ASEAN integration, and various shifting characteristics of students in the 21st century are just a few of the reforms cited by local, national, and international frameworks that call for the improvement, advancement, and adaptability of education. This

necessitates revising and updating the existing teaching standards on assessing student’s performance.

First, on selecting choice of assessment tools is a significant step in the assessment process. When deciding how to appropriate assessment methods for instructional decisions, it must have the following: (1) The type of data needed, (2), repetition of gathering of information(3) accessibility of the existing data, (4) usefulness of the existing data, (5) potential for collaboration with another individual, program, or department, (6) best way to collect the data, and (7) ways on how to use the information collected.

The following information might help teachers decide what to educate their students. Making sure a technique would offer the data required to assess how well a goal or outcome was achieved is the most crucial component of assessment tool. Instead of considering previous data collecting efforts or practicality, decisions on the assessment methods to use should be focused largely on the data required for the particular aims and outcomes being examined on the learners.

On selecting textbook-provided test items for classroom assessment also one of the factors on the choice of assessment tools for teachers. Moreover, as supported by Rahmawati (2018) one of the numerous items that is most commonly utilized in the teaching and learning process is the textbook. It is one of the most accessible sources of knowledge and serves as one of many tools used to help students develop coherent subject-matter understanding. The usage of a textbook in the classroom is crucial since it helps students with their learning

activities by providing benefits that serve as valuable resources.

Teachers should consider which type of textbook to employ as an assessment tool based on the subject or topic. It is important for teachers to decide on the suitable textbook when designing test items. A textbook should fit the needs, interests, and talents of the students as well as the teacher. It should also satisfy the requirements of the teachers in teaching curriculum or creating the test items.

On selecting higher cognitive levels of test questions is another topmost best practice in assessing students’ performance along choice of assessment tools. Higher cognitive levels for test questions and earlier assessment tools for creating test items are both relative to one another. As cited and supported by Alfonal (2018) One of the most significant activities in classroom is questioning from the teacher and questions from the textbook. The most crucial aspect, according to the cognitive domain theory, is that higher cognitive levels might encourage students’ higher-order thinking since higher-level topics might require for independent thinking such as problem solving, analyzing, and assessing data. Higher-level skills, in the viewpoint of teachers and instructors, are essential, thus they prefer to teach their students lower-level skills. The establishment of textbooks has probably been influenced by this occurrence and has assisted in the accomplishment of this objective. Assessment Development. Table 2C presents the frequency and rank of the practices of the teachers in assessing the students’ performance along assessment development.

Table 2C. Assessment Development Practices

Indicators	f (n=40)	Rank
Revising previously produced teacher-made to match current instructional emphasis.	39	3.5
Constructing oral questions for the students.	40	1.5
Constructing a table of specifications to plan assessments.	39	3.5
Developing assessments based on clearly defined course objectives.	40	1.5
Developing a grading philosophy.	34	5

The table above exhibits the practices of teachers in assessing the students’ performance along assessment development. Based on the results constructing oral questions for the students and developing assessments based on clearly defined course objectives were the rank 1.5. Whereas the least practices along development, with a total of 34 responses which rank 5, is developing a grading philosophy. Thus, this can be implied on from

the results on development or during the establishing the performance to the student’s majority of the teachers execute these undertakings. Meanwhile, teachers utilized the above assessing for students’ performance and applies as main tool for progressing the teacher-student’ activity.

The most significant aspect of the classroom is the relationship between the teacher and the students. Questions are essential for assisting students in acquiring fundamental knowledge, improving problem-solving abilities, or engaging in higher-order thinking activities like assessment. Both students and teachers may ask questions since they are crucial tools for both teaching and learning. Oral questions are use of instructional signals or stimuli to help students communicate the knowledge to be learnt as well as instructions on what to do and how to accomplish it.

This result was supported by Milawati & Suryati (2019) on their study the higher-level questions were infrequently employed, but knowledge-based questions were the most common way to ensure that students understood the lessons they had learned. Additionally, it was discovered that the teacher's use of questioning techniques to control the class was inefficient; there was not enough time to address complicated topics; and the volume of inquiries led to confusion. Consequently, modifications on oral questioning to make successful classroom questioning and a stronger link between the level of the question and the questioning techniques should be observed by the teachers.

In the same way, on developing assessments based on clearly defined course objectives is said to be par equally on constructing oral questions for the students during the development on assessing student's performance. On the preparation on assessment performance to the

students should be establishment prior to implementation of the activity. As a result, the assessment development should be based on the course objectives and go hand in hand. Course objectives are the expected student behaviors at the conclusion of a particular educational process, and assessment is the process of obtaining data or information about the students' learning to determine whether or not they met the stated course objectives.

The above-mentioned result is also claimed by Sewagegn (2020) stated that creating clear and relevant course objectives is a skill that academic teachers must possess, and that the right connection between learning objectives and evaluation is crucial to the success of students' learning. In addition, there are three basic areas are involved in the constructive alignment of any subject: (1) clearly formulate the learning outcomes, (2) select teaching methods which help to achieve the learning outcomes formulated, and (3) assessing the student learning outcomes and checking to see how well they match with what was intended. Lastly, to encourage high quality education and support student learning, course objectives and assessments should be coordinated and flow together seamlessly.

Assessment Administration. Table 2D presents the frequency and rank of the practices of the teachers in assessing the students' performance along assessment administration.

Table 2D. Assessment Administration Practices

Indicators	f (n=40)	Rank
Providing oral feedback to students.	38	4
Assessing students through observation.	39	1.5
Informing students in advance how grades are to be assigned.	39	1.5
Protecting students' confidentiality with regards to test scores.	38	4
Providing written feedback to students.	38	4

Table 2D presents that 39 respondents have best practices assessing students through observation and informing students in advance how grades are to be assigned which rank 1.5 on practices in assessing the students' performance along administration. Whereas, providing oral feedback to students, protecting students' confidentiality with regards to test scores, and providing written feedback to students rank 4. Hence, this implies that along administration on assessing the student's performance through observation and how grades are to be assigned are the best practices.

Observing classroom activities is essential to increasing the visibility of the teaching-learning process, as Halim, et. al. (2018) revealed on their study. This program gives teachers positive and critical feedback on their successful teaching and teaching approaches in order to help them become more effective in the classroom. Because these interactions have the potential to affect the learning opportunities available to students, education professionals must pay close attention to how teachers and students interact in the classroom.

One of these important studies was carried out by Barrogo (2020), who examined teachers' viewpoints of the prevalent classroom observation tool. In this study, the researcher used a descriptive design and a survey as the main data collection tool.

The results showed that a single standardized classroom observation instrument may be used to help teachers evaluate their performance and provide a plan for improvement, continuing to increase teachers' preparation and competency. In this study, it reflected on the results that teachers utilized observation to the students as tool for assessing the student's performance and thereby suggests in order to achieve the performance teachers should also integrate the observational tool.

The result was supported by Caratiquit & Pablo (2021) that teachers think of classroom observation as a tool for gauging their performance or reaching professional objectives. One way to enhance teaching abilities and teacher quality is to observe classrooms.

It is an additional method for determining the various tasks that a teacher can carry out and their developmental requirements. It also helps identify those who need help getting the extra training they need to be effective. Additionally, they believe that effective and efficient evaluation and assessment of the students' learning outcomes may be done in the classroom.

On the other hand, on informing students in advance how grades are to be assigned is also top practices of teacher on assessing the student's performance along administration. Through the 19th and 20th centuries, schools expanded quickly in both size and quantity, and grades became the major method of communication among institutions that required a mechanism to coordinate with one another (Schinske & Tanner, 2014). In addition, grading is becoming a common and well-liked aspect of our educational system. Grades are mostly used in academic settings to assess students' achievement of a particular subject (Munzur, 2014).

The findings is supported by the informal interview done with some teacher as reflected by the verbatim conversation mentioned below:

“Ang assessment ay dapat maplano ng maayos, kasi assessment must be varied to accommodate differences in learners learning skills. Ang feedback, either oral or written man yan, dapat ibigay.” (“The assessment must be planned carefully, because assessment must be varied to accommodate differences in learners learning skills. Feedback, either oral or written, must be given”.)

In addition, result is supported by Vitug, Abogadie, Borromeo, Obeda, Torres and Edillor (2020) on their study examined the positive and negative effects of placing a higher value on grades than on learning on students' written work, performance tasks, and quarterly assessments of their academic performance.

This study was carried out as a result of the issues that the current generation is dealing with, specifically the ongoing conflict between students' desire to prioritize learning over grades. Some students do not even rely their self-worth on academics, choosing instead to keep in mind that the trip itself is more significant than the final goal. While learning through study can lead to good grades that students deserve, this is not to say that grades are not important. Finally, it is believed that the suggestions made in this study would significantly improve academic performance. Students are therefore counseled to do the same.

2. Extent of Practice of the teachers in assessing the students' performance

This part presents the extent of practice of the teachers in assessing the students' performance along assessment preparation, choice of assessment tools, assessment development, and assessment administration. The weighted mean was utilized in analyzing the data. Assessment Preparation. Table 3A includes the weighted mean and description of the extent of practice of the teachers in assessing the students' performance along assessment preparation.

Table 3A. Assessment Preparation Extent of Practices

Indicators	Weighted Mean	Description
1. Matching performance tasks to instruction and course objectives.	4.28	Used often
2. Writing paper-pencil tests.	4.33	Used often
3. Writing multiple-choice questions	4.30	Used often
4. Writing matching question	3.60	Used often

5. Writing true/false questions	3.35	Used occasionally
Overall	3.99	Used often

The table indicates that the teachers utilized their practices to evaluate students' performance and preparedness, with an overall weighted mean of 3.99 which was interpreted as used often in their assessment. The findings, which had a weighted average of 3.99 overall, were viewed as frequently being employed in practices of evaluating the students' performance. Whereas, among of the indicators the topmost extent of teachers utilized in assessing the students' performance in terms on preparing is writing of multiple-choice questions which interpreted as used often however writing true/false questions used occasionally by the teachers.

Similarly, the findings of Banda (2005) on classroom assessment in Marawi regarding Teachers' perceptions and practices in Mathematics which focused on the assessment and grading processes of 19 high school mathematics teachers, can also be used to support the conclusion.

They found that tests and quizzes, which are variations on paper and pencil assessments, were the evaluation methods that teachers utilized the most. Since these types of assessments call for objective responses, the outcomes of these kinds of assessments may also be simply evaluated and converted into grades.

This implies that teachers on informing students in advance about how grades are to be assigned was most used often by the teachers. It means that the teachers always remind students about the evaluation and assessment of students' performance, and they inform students how grades will be assigned and categorized.

In order to better comprehend this type of assessment, they expressed the need for trainings and seminars on other alternative or authentic evaluation. Constant practice is necessary to become proficient in the use of alternative or genuine types of evaluation. Therefore, it is important to urge teachers to evaluate their students'

learning using other methods of assessment. Knowing about these methods of evaluation is one thing; utilizing them in a classroom environment is another.

Since teachers are aware of their students' finest performances and are familiar with them, they occasionally evaluate students through monitoring. In light of the fact that reflective thinking begins when students consider the approaches, they will engage to complete a task, the teacher may also be familiar with the cognitive and metacognitive methods of evaluating students. When teachers select the most efficient tactics and judge for themselves if the results of these strategies match the requirements, they are engaging in metacognition.

This result was supported by Kitchen, A., Bethell, G., Fordham, E., Henderson, K., & Li, R.R (2019) on this study offers suggestions for enhancing the use of classroom assessment in Turkey so that it supports student learning more potently. While assessments are already routinely conducted in Turkish classrooms by teachers, they frequently take the shape of multiple-choice or short-answer, closed-question forms.

This limits the variety of information and abilities that teachers may evaluate in their students. Formative assessment, one of the most crucial forms of evaluation for learning, is hampered by the emphasis on summative tests that yield a numerical grade.

This study offers ideas for motivating teachers to employ a wider variety of assessment forms and include more formative assessment methods into their typical classroom instruction.

Choice of Assessment tools. Table 3B includes the weighted mean and description of the extent of practice of the teachers in assessing the students' performance along choice of assessment tools.

Table 3B. Choice of Assessment Tools Extent of Practices

Indicators	Weighted Mean	Description
1. Choosing appropriate assessment methods for instructional decisions.	4.18	Used often
2. Selecting textbook-provided test items for classroom assessment.	4.00	Used often
3. Choosing appropriate portfolio designs to assess student progress.	3.35	Used occasionally

4. Selecting higher cognitive levels of test questions.	3.98	Used often
5. Selecting matching type of assessments with instruction.	3.45	Used occasionally
Overall	3.79	Used often

The table above portrays the extent of practice in assessing the student's performance along choice of assessments tools with corresponding weighted mean of 3.79 which described as used often. Result shown teachers were used often in utilizing appropriate assessment methods for instructional decisions, they based on textbook, use of portfolio designs, questions that were measures the higher cognitive levels of the students and selecting matching type of assessments with instruction used occasionally. Likewise, among the indicators teachers on choosing appropriate assessment methods for instructional decisions garnered with 4.18 which described as used often on their assessing the student's performance.

This implies that teachers conducting a variety of assessments to collect evidence of students' learning from several sources. Giving students the chance to demonstrate what they have learned in a variety of ways, such as through teacher observations, discussions, and student outputs linked to conventional assessment techniques (such as examinations with higher order thinking level questions) and "alternative" assessment methods, is necessary to achieve this (e.g. portfolios). By making it more likely that assessment would consistently represent various students' growth over time, this improves the reliability, validity, and equality of assessments.

On the other hand, this result is supported and cited by Lasaten (2016) agrees that teachers do not often employ portfolio assessments since they take a lot of time to prepare for and carry out. Additionally, it is challenging

to evaluate since grading guidelines and rubrics must be applied. Furthermore, teachers do not frequently employ this type of evaluation since it has not yet become acquainted to them. Thus, there is a massive shortage for evaluation in general. As most of the teachers stated in the interview, they expressed that they continue to have many worries regarding evaluation, particularly given that there has already been a paradigm change in classroom instruction. The reforms (such as the K-12 Curriculum) incorporated into the educational system are significantly altering how teachers see and conduct assessments.

Subsequently, on the study of Manarpiis (2002), teachers must exercise caution while selecting the appropriate evaluation tools for a 21st-century classroom. Otherwise, these students' performances in their classes can be negatively impacted by a bad assessment for the right activity. Furthermore, if teachers only use paper-and-pencil examinations or summative assessments, which are indirect performances that discourage oral engagement and mastery from students, they would not be able to measure what needs to be measured. Despite the study's use of 100 carefully chosen participants, the results cannot be regarded as evidence that the majority of teachers in the Philippines employ the same assessment techniques.

Assessment Development. Table 3C includes the weighted mean and description of the extent of practice of the teachers in assessing the students' performance along assessment development.

Table 3C. Assessment Development Extent of Practice

Indicators	Weighted Mean	Description
1. Revising previously produced teacher-made to match current instructional emphasis.	4.25	Used often
2. Constructing oral questions for the students.	4.08	Used often
3. Constructing a table of specifications to plan assessments.	3.93	Used often
4. Developing assessments based on clearly defined course objectives.	4.20	Used often
5. Developing a grading philosophy	3.68	Used often
Overall	4.03	Used often

Table 3C showcases the extent of practices in assessing the student's performance along assessment

development with equivalent weighted mean of 4.03 which described as used often. Based on proceeding

results on teachers' development of assessing the performance of the students revising previously produced teacher-made to match current instructional emphasis which has the highest numerical value of extent which is equivalent of 4.25. Other activities such as constructing oral questions for the students, constructing a table of specifications to plan assessments, developing assessments based on clearly defined course objectives and developing a grading philosophy.

This study implies that teachers on assessment development were utilizing and executing these actions in their respective classes. In addition, this assist teachers in assessing students' knowledge and making decisions that enhance the learning process and students could track their progress toward certain targets and changing their behavior to achieve those results. The assessments utilized in instruction may not differ from traditional assessments. The usage of contemporary assessments would have significant effects, particularly on students' futures. Every assignment completed in

class with exact measurements will be rewarded when students graduate and enter the workforce, especially if it is related to their long-term objectives.

This claim is supported by Villena & Ilanan (2013) mentioned about how making decisions is one of the responsibilities of teachers. As a result, they make decisions about a number of things, including what goals should be set, what kind of instructional plan would best achieve the goals, what information should be conveyed, and which approaches, techniques, methods, and materials will be most helpful in achieving the goals. They also choose the most suitable grouping that will benefit the learners the most. When these are achieved, teachers become assessors of their students' accomplishment, which leads to their other position as an achievement judge.

Assessment Administration. Table 3D includes the weighted mean and description of the extent of practice of the teachers in assessing the students' performance along assessment administration.

Table 3D. Assessment Administration Extent of Practices

Indicators	Weighted Mean	Description
1. Providing oral feedback to students.	4.18	Used often
2. Assessing students through observation.	4.30	Used often
3. Informing students in advance how grades are to be assigned.	4.40	Used often
4. Protecting students' confidentiality with regards to test scores.	4.28	Used often
5. Providing written feedback to students.	3.73	Used often
Overall	4.18	Used often

The table reveals the overall extent of practices of teachers with which assessments of students' performance were conducted together with a numerical weighted mean of 4.18, which was evaluated as being used often. Additionally, the administration's highest practice, informing students in advance how grades will be determined is rated at 4.40 and is said to be used often. But together with administration, giving students written criticism has the lowest practice rating of 3.73.

In addition, when someone completes a behavior or action, they are given feedback, which is information. In order to transform assessments into a tool for future learning, feedback is a crucial component. Feedback in the educational setting enables teachers to ascertain what needs to be done in order to improve their teaching.

This study implies that this aspect of assessment pertains to the reporting and use of results from the teacher's oral

feedback, student's observation, informing student's grades, protecting of grades and written feedback, which is its administration role.

Teachers conduct assessments to tell students about how well they do in class performance. Since the purpose of assessment is to be able to educate them about the performance in school at the conclusion of an assessment conducted by the teachers, assessment to inform is connected to evaluation of learning. Teachers employ assessments to rank students, and the outcomes of assessments serve as a more accurate foundation for representing students' academic success in class through grades and ratings.

The result is supported by the informal interview done with another teacher as reflected by the response in verbatim mentioned below:

“Monitoring and checking assessment test completely and study the output of student for improvement and upgrade their knowledge and ability in Mathematics.”

“Kapag nag-aassess ng performance ng mga bata, we must be observant on how the learning of the students took place in their mind. We must know where our student’s strength is when it comes to assessment because we are after their strength.” (“When assessing the performance of the students, we must be observant on how the learning took place in their mind. We must know where our student’s strength is when it comes to assessment because we are after their strength”)

The preceding results on the extent of this assessment of students’ performance is supported by Selvaraj & Azman (2022) explored teacher-written assessments and barriers to student input in order to understand the value of feedback in the field of education. Student feedback highlights the understandings, limitations, and characteristics that knowledge should be gathered and applied to develop work or learning strategy. The assessment study provides the necessary feedback, and the students learn how to meet their learning objectives as a result. These are the crucial components of making assessment a mechanism for teachers' and students' future learning, even while feedback is not only assessed. Lastly, one can ponder about what is happening right now and what might happen in the future by reflecting on feedback. It makes it easier to

adapt to new situations, create effective teaching methods, and instill confidence in students. Feedback may help teaching and learning exercises to overcome students' problems if it is used appropriately. They contribute information that demonstrates where the emphasis and focus of instruction should be delivered by commenting on the teacher's understanding. Because teachers may modify their teachings in response to student input, it enhances learning in the classroom. In addition, feedback assists teachers in developing models of knowledge and learning for their students in order to direct subsequent instruction and feedback. Teachers that are adept at adjusting their instruction to meet the requirements of their students may give students useful feedback on their learning through assessment results and formative purposes

3. Level of Skills of the Teachers in Assessing the Students’ Performance

This portion encompasses the level of skills of the teachers in assessing the students’ performance along assessment preparation, choice of assessment tools, assessment development, and assessment preparation. In analyzing the data, the weighted mean was used.

Assessment Preparation. Table 4A consists of the weighted mean and description of the level of skill of the teachers in assessing the student’s performance along assessment preparation

Table 4A. Assessment Preparation Level of Skills

Indicators	Weighted Mean	Description
1. Matching performance tasks to instruction and course objectives.	3.93	Much Skilled
2. Writing paper-pencil tests.	4.08	Much Skilled
3. Writing multiple-choice questions.	4.13	Much Skilled
4. Writing matching questions.	3.70	Much Skilled
5. Writing true/false questions	3.75	Much Skilled
Overall	3.96	Much skilled

On Table 4A shows that the teachers’ degree of level in evaluating the performance of the students along assessment preparation received a numerical value of 3.96, which was evaluated as much skilled. Protecting students' test score concealment and evaluating students through observation are two strategies with high calculated weighted means. It indicates that through writing paper-pencil test and multiple-choices questions were is used to get assessment of the students. This implies that traditional assessment or conventional

methods of testing were still efficient assessment tools. Teachers consider that one of the most important aspects of the instruction is assessment.

Moreover, teachers were capable of constructing multiple-choice questions that are more objective, reliable and valid. Examinations, lengthy tests, and other paper-based assessments, according to Cajigal and Mantuano (2014), are all legitimately classified as traditional assessment types that are very indirect

because they place a greater emphasis on the cognitive level without the use of affective and psychomotor processes. Since the teacher addressed most of the time and there is no other method to determine whether the students have learnt is by providing quizzes or exams, the teacher's assessment in this situation will result in another activity requiring paper and pencil. While essentialism places a strong emphasis on achievement test results as a way to gauge students' development, the teacher.

The preceding result is supported by the informal interview done with some teachers as reflected in the verbatim conversation mentioned below:

“Ang instructional materials ay dapat naka-align sa kanilang skills and level of understanding at dapat maprovide ng positive feedback bawat achievement ng mga students.”(The instructional materials should be aligned in their skills and level of understanding and should be provided with a positive feedback every achievement of the students.”)

Similarly, the study of Corres & Aaron (2022) entitled investigating the assessment literacy of teachers in private junior high schools in the Philippines teachers desire to create innovative assessment methods for formative and summative classroom reasons, but they are apprehensive to share the results with the students and parents, which suggests that they have an unequal

goal and understanding of assessment in terms of school accountability. Based on their assessment results, the Mathematics and Science teachers outscored the teachers of the Humanities, Arts, and Social Sciences. Teachers who teach Mathematics and Science have a higher level of assessment literacy than other teachers. Only the teacher's subject area was able to predict the teachers' assessment literacy level among the categorical predictors. The research shows that teachers have different viewpoints about how important it is for a system of educational accountability to include student learning assessment.

This claim is supported by Eckert, Dunn, Coddling, Begeny & Kleinmann (2006) that teacher judgments have been identified as a primary source of information regarding student academic achievement. Research examining the accuracy of teachers' judgments in assessing students' academic abilities has shown relatively high accuracy. However, previous studies have relied primarily on norm-referenced measures to obtain estimates of students' achievement in reading and mathematics. Recent developments in the assessment of students' academic skills, such as Curriculum-Based Measurement (CBM), provide a direct estimate of students' skill levels in basic areas such as reading and Mathematics. Choice of assessment tools. Table 4B consists of the weighted mean and description of the level of skill of the teachers in assessing the students' performance along choice of assessment tools.

Table 4B. Choice of Assessment Tools Level of Skills

Indicators	Weighted Mean	Description
1. Choosing appropriate assessment methods for instructional decisions.	3.98	Much Skilled
2. Selecting textbook-provided test items for classroom assessment.	3.98	
3. Choosing appropriate portfolio designs to assess student progress.	3.68	
4. Selecting higher cognitive levels of test questions.	4.05	
5. Selecting matching type of assessments with instruction.	3.68	
Overall	3.87	Much Skilled

Results on Table 4B indicates the level of skill in assessing the students' performance along choice of assessment tools with overall numerical value of 3.87 which described as much skilled. Teachers were cautiously practicing appropriate assessment methods for instructional decisions, providing items for classroom assessment, utilizing portfolio designs to assess students' progress and matching type of assessments with instructions. However, selecting higher cognitive levels of test questions have the

topmost assessment choice of tools in assessing students' performance with weighted mean of 4.05.

This is due to the fact that the cognitive level necessitates the use of higher order thinking skills to be able to validate an idea, assemble data, and decide on a problem-solving strategy. Because the HOTS ability is a mental process that develops uniquely in each person, each student's high-level thinking capacity. Different

actions or circumstances must be present to encourage its development.

According to Suhaili (2014) study, teachers' readiness and skill in teaching and learning, which implements parts of HOTS, has an impact on students' HOTS performance. The research reveals that although teachers believe they have successfully integrated HOTS into their lessons and assessments, this is not the case based on the teaching methods they employ. In order to encourage the use of HOTS, professional development for teachers should be conducted. Importantly, it aims to help teachers understand and use the HOTS idea in teaching and learning. Writing paper-pencil and multiple-choice questions requires a moderate degree of expertise on the part of the teachers, whose skill level in selecting assessment tools is generally associated with the preparation and choice of assessment tools. As a result, while designing the aforementioned kind of assessments, higher order thinking skills should be considered as well as lower order thinking skills. Simonson, Smaldino, Albright & Zvacek (2000) talked about the drawbacks of multiple-choice assessments.

They asserted that the difficulty and time required to build them increase with the amount of cognitive effort. In other words, multiple-choice items may be used to

evaluate knowledge that requires little cognitive effort, such as memorizing information that has been previously remembered, while questions that involve higher order thinking abilities, such as analyzing and synthesizing, are more challenging to generate.

Hughes also critiques multiple-choice assessments for the following reasons (in Bailey, 1998): (1) the technique test only recognition knowledge, (2) guessing may have a considerable but unknown effect on the test scores, (3) the technique severely restricts what can be tested, (4) it is very difficult to write successful items, (5) backwash maybe harmful, and (6) cheating may be facilitated. Thus, utilizing multiple-choices assessment is (1) They are fast, easy, and economical to score. In fact, they are machine scorable. (2) They can be scored objectively and thus may give the test appearance of being fairer and/or more reliable than subjectively scored tests. (3) They "look like" tests and may thus seem to be acceptable by convention. (4) They reduce the chances of learners guessing the correct items in comparison to true-false items.

Assessment Development. Table 4C consists of the weighted mean and description of the level of skill of the teachers in assessing the students' performance along assessment development.

Table 4C. Assessment Development Level of Skills

Indicators	Weighted Mean	Description
<ul style="list-style-type: none"> Revising previously produced teacher-made to match current instructional emphasis. Constructing oral questions for the students. Constructing a table of specifications to plan assessments. Developing assessments based on clearly defined course objectives. Developing a grading philosophy. 	4.00 4.08 3.93 4.08 4.03	Much Skilled
Overall	4.02	Much Skilled

Based on the table above, the level of skill of teachers in assessing students' performance along development is interpreted as much skilled with overall weighed mean of 4.02. Teachers on revising previously produced teacher-made to match current instructional emphasis, constructing a table of specifications to plan assessments, and developing a grading philosophy is echoed on assessing student' performance. Though, constructing oral questions for the students and developing assessments based on clearly defined course

objectives were the topmost skill on assessing student's performance of the teachers with the weighted mean of 4.08. This implies that teachers were always priority good oral questions during the assessment and aligning it to the course objectives of their lesson. A good question can motivate students to respond positively and correctly to the question. On the other hand, getting such a response is difficult. A teacher must think about their question-asking method in addition to the quality of the question they must ask. Further, it has been discovered

that teachers' ignorance about the negative impacts of taxonomies can be detrimental to students' learning.

On the study of Milawati & Suryati (2019) redirecting was found to be the most often employed of the four types of inquiry strategies to start students' replies and delve further into their comprehension. Other finding on their research demonstrates the prevalence of low-cognitive inquiries. Higher-level questions were infrequently employed, however knowledge-based questions were routinely used to assess students' comprehension of the content they had learned. Likewise, it was discovered that the teacher's use of questioning techniques to control the class was inefficient; there was not enough time to address complicated topics; and the volume of inquiries led to confusion. Talk about some adjustments to make successful classroom questioning and a stronger link between the level of the question and the questioning techniques.

This claim is supported and cited by Aziza (2021) stated that oral rather than written questions are more successful at stimulating learning and teaching activities in class recitations. Teachers might encourage students to participate actively in class discussions and then courageously express their thoughts by asking them oral questions. Asking questions aloud in a mathematics class is most likely to achieve the objectives of the activity, such as fostering students' independent thought, immersing them in an interactive learning process, and enhancing their verbal communication skills and teachers should incorporate suitable higher-order inquiries to maximize oral questioning activity.

On the other hand, as stated by Barrios, Ballesteros, Mirnada & Rañosa (2018), there are several factors driving up interest in reviewing and analyzing teacher training programs. One of these is the significant revisions of the curriculum and assessment in their country, which require training to put into practice. Another factor is the growing responsibility or function placed on teachers in terms of rating and grading student performance. The evaluation that the students will receive might have an impact on their learning and potentially their future. It is common knowledge that teachers' knowledge on course objectives in assessment plays a key role in implementing innovative teaching methods and effective school system changes.

Teachers must view assessment as their professional key and constantly include it as part of a strategy for teaching and learning if they want to be highly proficient in educational assessment. Each time a student is assessed, all teachers should be aware of their progress of students' performance. It is a method that teachers employ in the course routine to compile data or information about how well the students performed in the various assessment tasks, whether they were completed individually or in groups. It will be simpler to determine the whole capacity learners must attain as well as the intended educational results by using various assessment methods and procedures. Whereas the assessment is very crucial in the curriculum teaching and learning implementation.

Assessment Administration. Table 4D consists of the weighted mean and description of the level of skill of the teachers in assessing the students' assessment administration.

Table 4D. Assessment Administration Level of Skill

Indicators	Weighted Mean	Description
1. Providing oral feedback to students.	4.18	Much Skilled
2. Assessing students through observation.	4.20	Much Skilled
3. Informing students in advance how grades are to be assigned.	4.10	Much Skilled
4. Protecting students' confidentiality with regards to test scores.	4.20	Much Skilled
5. Providing written feedback to students.	3.93	Much Skilled
Overall	4.12	Much Skilled

The table above showcases the level of skill in assessing the students' performance along assessment administration of the teachers with numerical weighed mean of 4.12 which described as much skilled. Among of the practices on administration assessing through observation and protecting students in advance how

grades are to be assigned were the topmost skill of the teachers in assessing the student's performance. Results implied that an authentic assessment-observation is one of the tools were practice by the teachers to observed on their assessment classes and observing and maintaining anonymity of the grades are observed at all times.

The aforementioned results are supported by Rural (2021) competency in assessment of selected DepEd teachers in National Capital Region during the first, third, and fourth strands of the teacher competence evaluation in elementary and secondary schools are all verbally characterized as "somewhat competent." Teachers had a moderate level of skill when it came to designing, selecting, organizing, and utilizing assessment strategies. They are also only marginally skilled at providing feedback to enhance learning and informing key stakeholders about the accomplishments, progress, and needs of learners.

The findings of Yeworiew (2017), who found that secondary school teachers failed to demonstrate competency in conducting educational assessments for students, are at odds with the conclusions of this study. Particularly, the aforementioned teachers are constrained in their ability to choosing, developing, administering, using and communicating appropriate classroom assessment. In general, the results showed that teachers lack sufficient expertise of classroom assessment, which might significantly impact the region's educational standards. Likewise, research by Lake (2014) found that teachers' abilities to evaluate students' learning in the classroom were extremely lacking. The use of assessments should be for learning purposes and as a means of successful learning, which are both required but distinct from one another, with functioning teachers at any instructional level. It would be difficult for teachers who failed to accomplish both tasks well to become productive in the classroom.

4. Proposed Action Plan On Assessment Practices

This portion presents the proposed action plan which emerged as an output based on the results of the study. It includes the key results areas, objectives, activities, persons involved, budgetary requirements, time frame, and expected outcome.

Rationale

Teachers should never stop learning. Teachers must always adopt to the different upgrades and updates in the world of education. One should not stop to improve oneself be it in technology or strategies for the betterment of the primary receiver of learning, the learners.

One crucial element of teaching learning process is the assessment. Gauging the learners correctly be it objectively or subjectively is a must. Learners have

individual differences who needs to be treated and assessed differently. But considering the classroom situation in the public schools in the country, assessing the learners differently is hardly possible. Assessment practices should be enhanced and modified in some way.

To better equip the teachers with the assessment techniques and tools thus this action plan.

General Objective

The main goal of the plan is to equip the teachers in different techniques in assessing the learners.

Specific Objectives

1. To provide technical assistance to teachers with regards to the different assessment tools.
2. To provide know-how in the preparation of Math Worksheets.
3. To provide assistance to teachers in the different techniques in assessment.

IV. CONCLUSION AND RECOMMENDATIONS

His study concluded that the Mathematics teachers have common practices in assessing the students' performance along preparation, choice of assessment tools, development, and administration. The preparation, choice of assessment tools, development, and administration are used often by the Mathematics teachers in assessing the students' performance. The Mathematics teachers are moderately skilled in assessing the students' performance along preparation, choice of assessment tools, development, and administration. An action plan was proposed in order to enhance the practices and skills of the teachers in assessing the students' performance.

It was recommended that the Mathematics teachers may be provided re-orientation through series of lectures of the assessment practices so as to ensure that all assessment practices are properly utilized. The school heads may assist the Mathematics teachers in improving the extent of practice in assessing the students' performance through mentoring and capability building activities during LAC sessions. The Mathematics teachers may be encouraged to attend seminar, training, and conferences related to assessing the student's performance in order to elevate their skills to the highest level. The action plan may be submitted to the concerned authorities for further review and evaluation prior to its implementation and adoption. Further study may be conducted which may widen the scope that includes

other secondary schools in the province and to relate the academic performance with the assessment practiced utilized.

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