

Teachers Assessment Practices and Their Influence on Pupils Learning Outcomes: Inputs for Designing Learning Exemplar

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Abstract—This study examined the teachers' assessment practices and their influence on pupils' learning competencies as basis for designing learning exemplar. A descriptive research design was employed, focusing on all seven teachers of Rombang Elementary School through total enumeration sampling. A researcher-made questionnaire was used to gather the needed data on teachers' assessment practices and pupils' competency levels using a 5-point Likert scale. Descriptive statistics, particularly percentages and weighted mean were utilized to determine the levels of assessment practices and learning competencies. Data gathered revealed that the respondents frequently implemented formative assessment practices and consistently applied summative assessment practices. Likewise, pupils' learning competencies were rated high, particularly in literacy and numeracy skills, application of learned concepts, and attainment of the Most Essential Learning Competencies (MELCs). The results indicated a positive association between effective classroom-based assessment practices and enhanced pupils' learning outcomes. The study concluded that teachers' assessment practices play a significant role in improving the quality of instruction and the learning competencies of pupils. The result may serve as basis for the Department of Education in enhancing assessment-based policies, reinforcing teacher professional development, and improving assessment implementation in schools.

Index Terms—formative assessment, summative assessment, classroom-based assessment, learning competencies.

1. Introduction

A. Background of the Study

Assessment is an integral component of the teaching and learning process, serving as the basis for evaluating what pupils are expected to know, understand, and are able to do. Teachers used assessment data to guide instruction, identify learning gaps, and determine pupils' progress toward competency standards. According to Black and Wiliam (1998), assessment when implemented effectively it has the potential to raise learning outcomes more significantly than any other interventions. The Department of Education (DepEd) emphasizes the use of varied assessment strategies in the Revised K–12 curriculum to enhance competency-based learning and ensure that learners be able to master foundational skills with the help of 21st Century Skills which are essential for

lifelong learning (DepEd Order No. 8, s. 2015).

Educational research underscores the effective use of both formative and summative assessments which is associated with improved learning outcomes. Formative assessment improves pupils' learning growth through timely feedback, scaffolding, and instructional adjustments (Black & Wiliam, 2009; Hattie & Timperley, 2007). Strategies of summative assessments, when aligned with learning standards provides accurate evidence of competency mastery (Popham, 2017). Yet the extent of teachers' assessment practices influences pupils' competency levels depends on teachers' assessment strategies, understanding, and actual classroom implementation (Stiggins, 2014). Thus, it is important to investigate how teachers utilize formative and summative assessments opportunities and how these practices influence competency development at the school level.

Assessment opportunities given by teachers inside the classroom are vital in empowering learners to challenge their way of thinking specifically on how to understand lessons. The quality of formative and summative assessment determines the quality of learning that the pupils will gain. In reality, there are assessment that fails to measure what it intends to measure because of poor planning practices which translates to lower assessment practices.

The problem focuses on the need to deeply understand how teachers' assessment practices transcend into actual improvements in pupils' learning competencies, particularly in areas where academic performance gaps remain a concern. While policies mandate the use of varied assessments, the effectiveness of these practices depends on how teachers utilize them. Therefore, exploring existing practices can offer insights into what works and what needs improvement, ultimately strengthening instructional decision-making and learning support mechanisms in schools.

This study is grounded in the belief that assessment practices play a significant role in enhancing pupils' learning competencies. By examining teachers' formative and summative assessment practices, and determining their influence on pupils' competency levels, the research seeks to contribute to evidence-based improvements in assessment

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implementation in basic education. The study focuses on classroom assessment practices within the context of DepEd's competency-based curriculum, using teacher-reported practices and pupils' competency indicators as the primary data sources.

Thus, the objective of this study is to examine the teachers' assessment practices of teachers and determine how these practices influence pupils' learning competencies as basis in designing lesson exemplar.

2. Materials and Methodology

A. Research Design

This study employed a descriptive research design to determine teachers' assessment practices and influence pupils' learning competencies. The research design will try to identify assessment practices of teachers and examine how these practices influence pupils' learning outcomes.

The descriptive component will describe teachers' assessment practices, identify patterns and describes existing conditions.

B. Locale of the Study

This study was conducted at Rombang Elementary School, Laoang V District a public school located in Brgy. Rombang, Laoang, Northern Samar. The school serves as the primary provider of basic education in the barangay and nearby sitios.

For the current school year, the school has a total of eighty-eight (88) learners enrolled from Kindergarten to Grade VI and is composed of eight (8) teachers and one (1) school head. Rombang Elementary School is an institution that values quality education.

C. Population and Sampling

The respondents of this study included all seven (7) teachers of Rombang Elementary School. The study employed a total enumeration sampling technique to gather the teachers' assessment practices. The data gathered used to design learning exemplars to help improve the learning outcomes of the pupils.

Quality Education requires a lot of commitment, dedication and perseverance from the school community. Thus, the institution is gearing towards improved pupils learning outcomes by using the data of this study to design Learning Exemplars that will benefit both the teachers and the learners.

It is crucial since the school has experienced major setbacks in terms of the learning performance of the pupils.

D. Research Variable

The independent variable of this study are the classroom-based assessment practices of the teachers and the dependent variables are the pupils' competency. These Variables are the basis in designing learning exemplars that can be used for system inputs to improve the performance of the school through the provision of Learning Action Cell.

E. Research Instrument

The study utilized a researcher-made questionnaire designed to measure teachers' formative and summative assessment practices and their influence on pupils' learning competencies.

The instrument is composed of four parts: teacher profile in terms of age, gender and years of service, formative assessment practices, summative assessment practices, and pupils' competency levels.

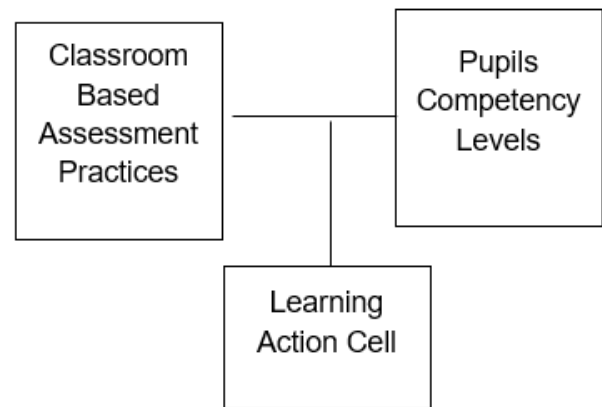


Fig. 1.

F. Research Validation

The questionnaire underwent pilot testing to ensure clarity, relevance, and reliability. Scores were analyzed through frequency, and percentages and weighted means.

G. Data Gathering Procedure

The data gathering began after the researcher secured approval from the district Head of Laoang V District and obtained consent from all teacher participants. The researcher administered the validated questionnaire through a google spreadsheet to ensure complete and accurate responses. Teachers were given sufficient time to answer. All gathered information was organized, encoded, and prepared for statistical analysis. Furthermore, the researcher also utilized interview to support the findings and to understand deeper the existing practices of the teachers in the school.

H. Scoping and Interpretation of Data

The study focused on assessment practices of teachers and their influence on pupils' learning competencies at Rombang Elementary School, Laoang, Northern Samar. Data were collected from all seven respondents on assessment practices. They rated each item using a 5-point Likert scale, described as: 5 – Always (the practice is consistently applied), 4 – Often (the practice is frequently applied), 3 – Sometimes (the practice is occasionally applied), 2 – Rarely (the practice is seldom applied), and 1 – Never (the practice is not applied). Data were encoded, organized, and analyzed using weighted means. The findings were interpreted to identify trends, strengths, and areas for improvement in teachers' assessment practices and their influence on pupils' learning outcomes.

I. Statistical Treatment of Data

The data collected from the questionnaires and pupils' records were organized, encoded, and analyzed using descriptive statistics. Descriptive statistics, particularly weighted means, were used to determine the levels of teachers' formative and summative assessment practices and pupils'

competency enhancement.

Table 1

Weighted Mean Range	Descriptive Rating	Interpretation
4.21 – 5.00	Always	Very High
3.41 – 4.20	Often	High
2.61 – 3.40	Sometimes	Moderate
1.81 – 2.60	Rarely	Low
1.00 – 1.80	Never	Very Low

3. Results

A. Demographic Profile of Respondents

Table 2

Demographic profile in terms of age		
	Frequency	Percentage (%)
41-45	1	14.29
36-40	0	0
31-35	2	28.57
26-30	2	28.57
21-25	2	28.57
Total	7	100%

Table 2 shows the demographic profile of the respondents in terms of the age range of respondents ranges from 21 to 45. The majority fall within the 31–35; 26–30; and 21–25 age group (28.57%), followed by 41–45 years old (14.29%). The data gathered suggests that teachers are in the bracket of young to mid-adulthood.

Table 3

Demographic profile in terms of gender		
Gender	Frequency	Percentage (%)
Male	2	28.57
Female	5	71.43
Total	7	100%

Table 3 shows in terms of gender distribution. Out of 7 teachers, 5 are female (71.43%) and 2 are Male (28.57%). This slight predominance of female teachers suggests a nearly balanced gender distribution among the respondents.

Table 4

Demographic profile in terms of years in service		
Years of Service	Frequency	Percentage (%)
0-2	3	42.86
3-5	2	28.57
6-10	0	0
11 years and above	2	28.57
Total	7	100%

Table 4 shows the years of service rendered by the respondents. Out of 7 teachers, three (3) are within 0-2 years (42.86%), two (2) is 3-5 (28.57%) and 11 years above (28.57%). This means that most of the respondents are still new in the department.

The findings revealed that teachers frequently implemented formative assessment practices, with an overall weighted mean of 4.36, interpreted as Always or has a very high level of practice. This indicates that formative assessment is an integral part and a consistent practice in classroom instruction among the teacher-respondents.

The survey revealed that participants are using formative assessment in their everyday teaching. This is required in the

Lesson Planning as mandated by the Department of Education as reflected in DepEd Order No. 40 s. 2016. Although, some of the respondents stated that they sometimes failed to finish their lesson in the allotted time yet they still reflect that they actually finish the lesson and indeed administered formative assessment.

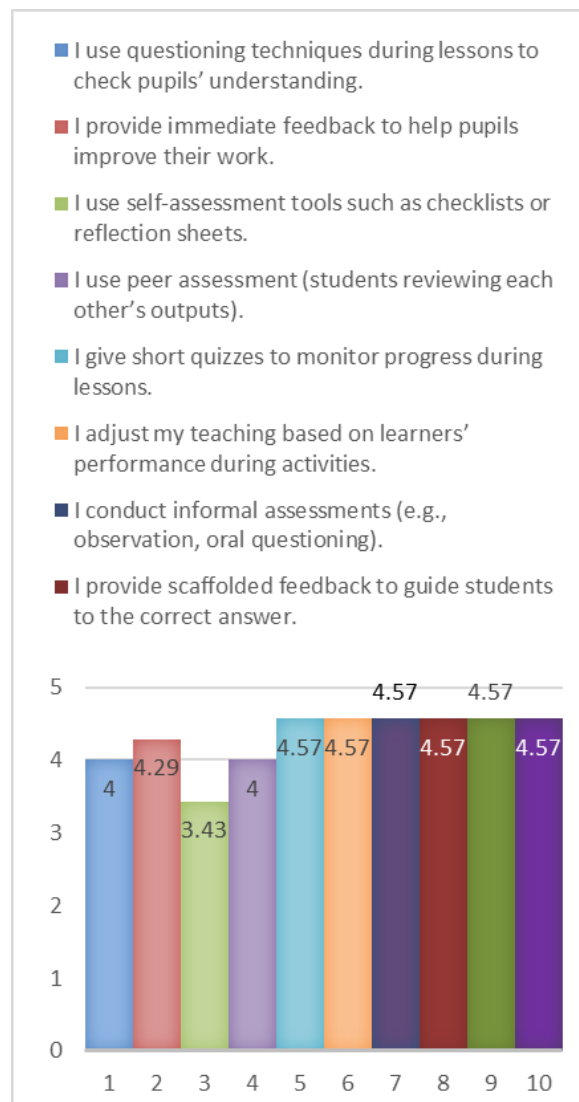


Fig. 2. Formative assessment practices

This is a systemic problem, however based on the interview respondents asserted that they tried their best as they understand the importance of tailoring lessons in the allotted time which also includes giving formative assessment to help improve the competency level of the learners.

Further, most practices—such as conducting informal assessments, adjusting instruction based on learners' performance, providing scaffolded feedback, recording assessment results for planning, and using exit tickets—were rated Always, or has a high level of practice also.

It was also revealed in the interview, that the respondents used observation or informal assessments as part of their assessment practices which are consistent with the findings in the questionnaire given. Before, during and after instruction informal assessments are being observed by the way pupils ask

and answer questions, how they explain what they see, hear or observed during interactions, how they phrased their answers during recitations and even how they understand instructions given.

It was also mentioned how important giving feedbacks to the learners work especially during group presentations or performance task. All respondents assert that sometimes they failed to consistently give feedback, especially if they are running out of time. The participants responses were consistent with the result in the questionnaire however it matters on how consistent these practices are.

However, the use of self-assessment tools obtained a lower mean and was interpreted as Often or has a high level of practice only. The result suggests that learner-centered assessment still needs strengthening. This was echoed on the interview, where the participants described their assessment practices are focused on how much pupils understand the concepts rather than giving opportunities for learners to reflect and evaluate their own learning.

Overall, the results suggest that teachers demonstrate strong formative assessment practices, which are likely to contribute positively to pupils' learning competencies.

The study of Cabansag (2014) found that teachers who religiously administered formative assessment strategies has a high chance of achieving better learner performance and mastery of competency. This affirms the recent study findings, suggesting that the high level of practice on the use of formative assessment contributes to pupil competency.

Black and Wiliam (1998) also emphasized the significance of formative assessment practices such as feedback, questioning, and classroom observation. This improves pupils learning outcomes. They asserted that when teachers consistently use formative assessment to adjust instruction, learners show higher levels of participation.

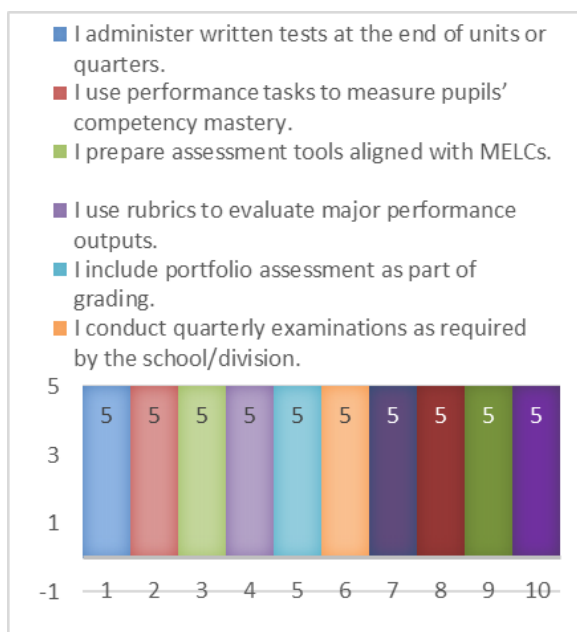


Fig. 3. Summative assessment practices

The results revealed that teachers consistently and fully

implemented summative assessment practices, as evidenced by an overall weighted mean of 5.00, interpreted as Always or with high level of practice. This indicates that summative assessment is institutionalized and is consistently practiced among the teacher-respondents.

Data revealed that the respondents, administer written tests, use performance tasks, align assessments with MELCs, utilize rubrics, conduct quarterly examinations, and follow DepEd grading guidelines consistently. This uniformity suggests high compliance with school and division assessment policies.

Moreover, the consistent practice of analyzing summative results for remediation and communicating results to parents/guardians reflects responsible use of assessment outcomes beyond grading, supporting instructional improvement and stakeholder involvement.

These findings confirm that respondents demonstrate a very high level of summative assessment practices, making summative assessment a strong independent variable in examining its influence on pupils' learning competencies.

Based on the data gathered through the interview with the participants, it was also found out that during the administration of written texts or summative test especially in the primary levels they tend to read the texts to support the learners understanding. This is to ensure that pupils will be able to understand more. Some also admit that they review the same exact materials to be used to ensure higher summative/quarterly assessment scores.

Although, these practices are most present in the administration of summative assessment it was also found out that there is a problem when it comes to consistency of administering these practices. Participants admit that because of overlapping of school activities, sometimes they lack sufficient time to cover all the competencies for the quarter yet they still include in the examination because of system pressure.

However, in terms of reporting/communicating with the result of the summative test to the parents' participants asserted a good feedback mechanism. Parents are welcome to ask how the grades of the pupils are computed, encouraging them to raise questions if they are confused and give support on how to improve the learners of the performance.

Additionally, it is crucial to understand how data will be used in the designing of remediation activities. Based on the interview, 100% of the participants agreed that it is a significant action to scrutinize and redirect activities so that it will allow learners to improve their skills. One of the highlights of the data gathered that to arrive at this result they maximize the result from the summative test and reflect on how they will design another set of remediation activities to supplement the learning.

Using rubrics also helps since it allows the pupils to understand what is expected of them and how they will be rated. Thus, the respondents introduced and explains first the rubric to their respective classes to help them navigate what are the expected outputs. All the participants agreed to the importance of this assessment practice.

Brookhart (2013) emphasized that well-aligned summative assessments, when paired with proper feedback and reporting, help ensure accountability and validate learners' mastery of

competencies. The consistent use of summative assessment practices in this study supports Brookhart's assertion that structured summative assessment strengthens instructional coherence.

Same study by Balagtas et al. (2019) found that teachers who consistently implemented summative assessment procedures showed better documentation of learner progress and clearer communication with parents, which supports the findings of the present study.

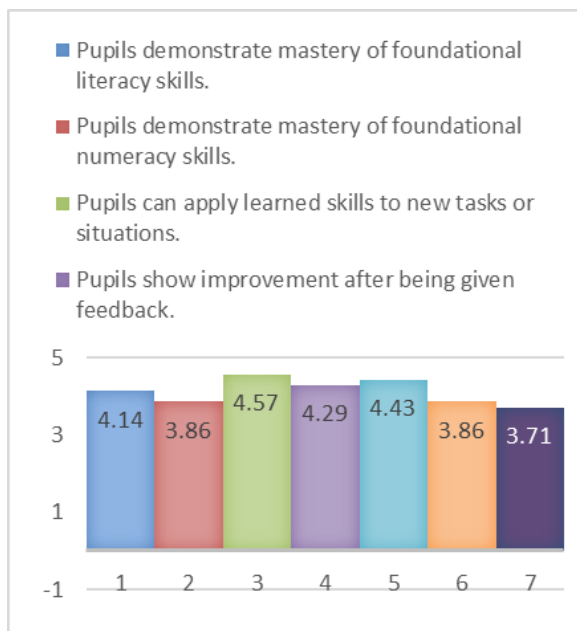


Fig. 4. Learners' competency level

The results indicated that pupils' learning competency enhancement was rated High, with an overall weighted mean of 4.12. This suggests that pupils generally demonstrated strong learning outcomes based on teachers' observations.

Pupils' ability to apply learned skills to new tasks or situations obtained a Very High rating, indicating that learners were able to transfer knowledge effectively beyond routine classroom activities. This reflects meaningful learning rather than mere memorization.

Indicators related to literacy, numeracy, response to feedback, performance in summative assessments, and attainment of MELCs were all rated High, suggesting that pupils were consistently meeting expected learning standards. However, the slightly lower means in numeracy and summative performance indicate areas where further instructional support may still be beneficial.

Overall, the findings imply that classroom-based assessment practices contributed positively to pupils' learning competencies, supporting the study's assumption that effective assessment enhances learning outcomes.

Black and Wiliam (1998) emphasized that formative assessment specifically by providing feedback and monitoring leads to improved learners' achievement.

DepEd Order No. 8, s. 2015 highlights assessment should be aligned with MELCs and used to support learner mastery. The

high level of competency attainment in this study indicates that assessment practices were generally aligned with national standards.

Study by Cruz and Tantoy (2021) found that consistent use of formative and summative assessments resulted in higher learner competency levels, particularly in application-based tasks, which aligns with the present findings.

4. Discussion

This chapter presents a detailed interpretation of the study's findings, focusing on how they address the central issue identified in the introduction— by examining teachers' formative and summative assessment practices, and determining their influence on pupils' competency levels.

A. Bridging the Gap: What the Study Found

The findings of the study revealed that teachers practiced high level on both formative and summative assessments.

The demographic profile of the respondents in terms of age suggests that majority are in the mid-thirties, are females and are still new in the service. Based on these findings, the respondents may have assessment literacy but lack assessment fluency. This means that respondents still need trainings specifically for assessment to emersed themselves in the variety of assessment strategies that can be used in their instruction.

The data gathered revealed that teachers frequently implemented formative assessment practices, with an overall weighted mean of 4.36, interpreted as Always or has a very high level of practice. This indicates that the respondents are utilizing assessment practices in their respective classrooms.

This is a significant finding that confirms the alignment of effective classroom-based assessment and is patterned from the Department of Education framework which emphasizes alignment of assessment with learning standards and systematic monitoring of learner progress. The frequent use of feedback, questioning strategies, and assessment results for instructional planning supports the assertion that assessment was embedded in everyday teaching practice rather than treated as a separate instructional activity.

The study further found that pupils demonstrated high levels of learning competency enhancement, particularly in literacy, numeracy, application of skills, and attainment of the Most Essential Learning Competencies (MELCs). These results are consistent with the work of Black and Wiliam (1998), who established that formative assessment practices significantly improve student learning outcomes when feedback is used to close learning gaps. Similarly, Hattie (2009) emphasized that feedbacking is one of the most powerful influences on achievement.

This supports existing researches that teachers' assessments practices are complementary processes that, when properly implemented, contribute to improved instructional quality and learner achievement (Shepard, 2005; Wiliam, 2011). The study therefore reinforces the role of assessment as a central mechanism for bridging instructional practices and desired learning outcomes in the elementary school context.

5. Conclusion

Based on the data gathered, it was concluded that respondents have demonstrated strong implementation of assessment practices, particularly in summative assessment, which was consistently applied at a very high level. Formative assessment practices were also frequently employed, indicating that teachers regularly monitored pupils' learning and adjusted instruction to support understanding. These results reflect a high level of compliance with DepEd policies on classroom assessment and suggest that assessment was an integral component of daily teaching practices.

The study further concluded that pupils exhibited a high level of learning competency enhancement in terms of literacy, numeracy, application of skills, and attainment of the Most Essential Learning Competencies (MELCs). Pupils' ability to apply learned skills and show improvement after feedback highlighted the positive role of effective assessment in promoting meaningful learning. This confirms that consistent and well-aligned assessment practices contribute meaningfully to improved learner outcomes.

The demographic profile of the respondents specifically in terms of years in service suggests that there is a need for strengthened monitoring and coaching from among the school leaders and master teachers. This data can be used as basis in institutionalizing Learning Action Cell by increasing the number of hours allotted to this initiative. Mobilization of resource management for materials and outsourcing of learning facilitators who are considered experts on the field.

Importantly, the findings of this study may be utilized by the Department of Education as empirical input for strengthening and redirecting existing assessment-based programs and policies; may guide DepEd in designing and enhancing teacher professional development programs focused on assessment strategies, feedback mechanisms, and learner-centered assessment approaches.

Furthermore, the results can be used to inform curriculum reviews, particularly in addressing gaps in learner self-assessment and reflective practices through the conceptualization of Learning Exemplars during Learning Action Cell.

Overall, the study provides practical insights that can support DepEd's continuous efforts to improve teaching and learning quality, assessment implementation, and learner competency development in basic education.

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