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| RESEARCH ARTICLE

Evaluating Educators: A Comprehensive Study of Teachers' Assessment Skills and Practices

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| ABSTRACT
The study delved into the evaluation of teachers' assessment proficiency and classroom assessment methodologies within the context of five distinct academic programs. The research findings unveiled the commendable abilities of teachers in various aspects, including their adeptness in paper-pencil tests, performance assessments, authentic assessments, item analysis, and effectively communicating assessment results to their students. Remarkably, both teachers and students held positive perceptions of these assessment skills across these different domains. The study's results further illuminated that there was no discernible relationship between the gender of teachers and their assessment skills. However, a substantial correlation emerged between the teaching experience of educators and their assessment practices. This indicated that more seasoned teachers tended to exhibit superior assessment skills, underscoring the role of experience in this regard. Significantly, there were no substantial disparities in classroom assessment practices and the proficiency of teachers in assessment skills among the various academic programs under scrutiny. These findings underscore the critical significance of continuous professional development as a means to augment assessment competencies among educators. Such development initiatives are pivotal in contributing to enhanced student learning outcomes across diverse educational settings.

| KEYWORDS

Assessment, teaching skills, performance

| ARTICLE INFORMATION

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1. Introduction

Assessment is a fundamental component of the educational process, serving as a critical tool for gauging student learning, guiding instructional decisions, and providing essential feedback to teachers and students. The quality of assessment practices in the classroom significantly impacts students' educational experience and outcomes (Stiggins, 2002). This research rationale outlines the importance and necessity of investigating teachers' assessment skills and practices to understand better how they influence student learning and educational success.

Effective assessment practices play a crucial role in promoting student learning. When teachers employ sound assessment strategies, they can identify students' strengths and weaknesses, tailor instruction to meet individual needs and track progress over time (Wiliam, 2011). Consequently, teachers can positively impact student academic achievement by improving their assessment skills and practices.

Assessment practices can either promote or hinder fairness and equity in education. Focusing on teachers' assessment skills is essential to ensure that assessments are culturally responsive, free from bias, and designed to accommodate diverse learning needs (Popham, 2009). Understanding how teachers develop and implement assessments is central to creating more equitable educational systems.

Teachers rely on assessment data to make informed decisions about instructional strategies and interventions (Black & Wiliam, 1998). Teachers needing the necessary assessment skills may need help to provide timely and relevant student feedback, hindering

the learning process. Research in this area can reveal best practices that enable educators to make more effective instructional decisions.

Examining teachers' assessment skills and practices provides insights into educators' training and professional development needs. Such research can help educational institutions and policymakers design more targeted and impactful professional development programs, fostering continuous growth and improvement among teachers (Guskey, 2000).

In many educational systems, assessments are used for accountability purposes, such as teacher evaluations and school performance metrics (Darling-Hammond, 2013). Investigating teachers' assessment skills and practices can help ensure that these accountability measures are fair and reflect the classroom realities rather than being based on standardized test scores alone.

Understanding how teachers assess their students allows exploring innovative assessment techniques and technologies (Pellegrino et al., 2001). As educational contexts evolve, the need for adaptive, versatile, and reflective assessments of 21st-century skills becomes increasingly important. Research in this area can drive the development of new assessment tools and methodologies.

Research on teachers' assessment skills and practices can inform the development of educational policies and curricula (Stake, 2010). When policymakers and curriculum developers comprehensively understand how assessments are used in the classroom, they can create policies that align with best practices and support student learning.

Effective assessment practices are vital in an era of rapidly changing educational challenges, such as the impact of technology, changing workforce needs, and global competition. Research in this area is essential for addressing these challenges and ensuring students are prepared for future demands.

Investigating teachers' assessment skills and practices is crucial for enhancing student learning, promoting fairness and equity, guiding instructional decision-making, supporting professional development, ensuring accountability, encouraging innovation, informing policy and curriculum development, and meeting global educational challenges. Understanding how teachers assess their students is central to creating a more effective, equitable, and responsive education system. This research can ultimately lead to improved educational outcomes and a brighter future for students worldwide.

1.1 Research Objectives

The study assessed the teachers' assessment skills and their classroom assessment practices. Specifically, it sought to answer the following inquiries:

1. What are the teachers' classroom practices and assessment skills?

2. What are the self-perceived and student-perceived assessment skills of the teachers in terms of:

   2.1 Paper-pencil tests;
   2.2 Performance assessment;
   2.3 Authentic assessment;
   2.4 Item Analysis; and
   2.5 Communicating assessment results?

3. What is the difference between classroom assessment practices skills when classified according to:

   3.1 gender; and
   3.2 teaching experience?

2. Theoretical Framework

The study is anchored on Social Cognitive Theory (SCT), as developed by Albert Bandura, which posits that individuals learn through direct experiences and by observing and interacting with others (Bandura, 1977). When applied to the field of education and teachers' assessment practices, SCT highlights several essential aspects:

Teachers often acquire assessment skills by observing the assessment practices of their peers and more experienced educators. Through SCT, research can explore how this observational learning occurs, what specific behaviors and strategies teachers pick up, and how these observations influence their assessment practices (Bandura, 1977). This insight is crucial for designing interventions and professional development programs that promote best practices in assessment.

SCT also underscores the importance of feedback and self-regulation in the learning process. In the context of assessment, research guided by SCT can investigate how teachers use feedback from assessments to adapt and refine their teaching methods (Bandura,

1977). Understanding how teachers internalize feedback and adjust their practices can inform the development of assessment practices that are more responsive to student needs and ultimately lead to

SCT highlights the significance of collaborative experiences in developing skills and knowledge. Teachers often collaborate to share assessment strategies, exchange ideas, and collectively improve their assessment practices. Research in this area can identify the types of collaborative experiences that are most effective in enhancing assessment skills and how they contribute to a culture of continuous improvement in education (Bandura, 1977).

Educational institutions can use SCT as a guide to design professional development initiatives that leverage social interaction and observational learning. Peer mentoring programs, learning communities, and opportunities for teachers to observe and provide feedback to one another can be more intentionally structured based on SCT principles to enhance teachers' assessment skills (Bandura, 1977). This can result in a more supportive and dynamic professional learning environment.

Incorporating SCT into research on teachers' assessment skills and practices provides a comprehensive framework for understanding how social interaction and observational learning impact the development of these skills. By acknowledging the importance of these factors, educational institutions and policymakers can create more effective strategies for improving the quality of assessment practices in the classroom, ultimately benefiting both educators and students.

Another theory that supports this study is the Cognitive Load Theory (CLT), which emphasizes that individuals have a limited cognitive capacity. Excessive cognitive load can hinder the learning process (Sweller, 1988). When teachers design assessments that align with CLT principles, they create precise, concise, and well-structured assessments. This clarity reduces unnecessary cognitive load, making it easier for students to focus on the assessed content. Consequently, assessments designed with CLT in mind are more likely to provide an accurate measure of students' knowledge and skills, improving the validity of the assessment process.

Teachers can help students better understand and retain the assessed content by minimizing extraneous cognitive load in assessments. When assessment questions are unambiguous and aligned with instructional objectives, students can direct their cognitive resources toward demonstrating their knowledge rather than deciphering confusing questions (Sweller, 1988). This leads to a more accurate reflection of what students have learned and a more positive impact on their long-term retention of the material.

Cognitive Load Theory can inform the design of professional development programs for teachers. Educators can be trained to design assessments that optimize cognitive load for their students, ensuring that the assessment process is as effective as possible. Such training can help teachers create assessments that align with their instructional goals and enhance student learning outcomes (Sweller, 1988).

CLT can also be applied to create more inclusive assessment practices. Teachers can design assessments sensitive to the cognitive load of diverse learners, including students with learning disabilities or English language learners. Understanding how to adapt assessments to accommodate varying cognitive loads is essential for creating equitable educational experiences for all students (Sweller, 1988).

As technology plays an increasingly significant role in education, CLT can guide the design of digital assessments. By creating technology-enhanced assessments that are mindful of cognitive load, educators can ensure that these tools effectively measure student learning and support the educational process (Sweller, 1988).

Incorporating CLT into research on teachers' assessment skills and practices provides a practical framework for designing assessments that are more efficient, effective, and learner-centered (Sweller, 1988). Teachers can create assessments that improve student understanding and retention by understanding and applying CLT principles while minimizing cognitive overload. Additionally, the theory informs professional development efforts, making it a valuable tool for improving teaching and learning practices in educational settings.

The third theory that supports this study is the Self-Determination Theory (SDT), which emphasizes the importance of intrinsic motivation and autonomy in learning (Deci & Ryan, 1985). In the context of teachers' assessment practices, this theory is relevant as it highlights the significance of teachers' intrinsic motivation to improve their assessment skills continually. Research informed by SDT can investigate the factors that enhance or inhibit teachers' motivation to develop and refine their assessment practices (Deci & Ryan, 1985). Understanding the motivational aspects of assessment can guide the creation of professional development programs that empower teachers with autonomy, competence, and relatedness, leading to more engaged and effective educators.

SDT underscores the importance of intrinsic motivation in the learning process. In the context of teachers' assessment practices, this theory highlights the significance of teachers' intrinsic motivation to improve and refine their assessment skills continually.

Intrinsically motivated teachers are more likely to engage in ongoing professional development and seek opportunities to enhance their assessment practices (Deci & Ryan, 1985). Research informed by SDT can explore what drives this intrinsic motivation and how it can be fostered and sustained.

SDT strongly emphasizes autonomy, which is particularly relevant in the context of assessment practices. Teachers who feel a sense of autonomy in designing and implementing assessments are more likely to be invested in the process. When teachers have the freedom to tailor assessments to the specific needs of their students and instructional objectives, it can lead to more effective assessment practices (Deci & Ryan, 1985). Research guided by SDT can explore how autonomy in assessment design can lead to more engaged and motivated teachers committed to continuously improving their assessment skills.

SDT also emphasizes the importance of competence and mastery in fostering motivation. In the realm of assessment, teachers who feel competent in their assessment skills are more likely to be motivated to use them effectively. Research can investigate how professional development programs can support teachers in developing a sense of competence in assessment design, leading to more motivated and engaged educators (Deci & Ryan, 1985).

The relatedness component of SDT highlights the importance of social interactions and relationships in motivation. Research informed by SDT can explore how collaborative learning experiences and opportunities for teachers to share and discuss assessment practices with their peers can enhance their motivation and sense of relatedness in their professional growth (Deci & Ryan, 1985). Collaborative learning and peer support can lead to a stronger sense of community among educators, which drives motivation to improve assessment practices.

By understanding the motivational aspects of assessment, educational institutions and policymakers can design professional development programs that align with the principles of SDT. These programs can be structured to empower teachers with the autonomy to shape their assessment practices, provide opportunities for competence-building, and foster a sense of relatedness through collaborative learning experiences (Deci & Ryan, 1985).

3. Research Methodology

3.1 Research Design

The researcher employed the descriptive normative survey method to investigate teachers' assessment skills and classroom assessment practices. This approach utilized questionnaires to gather data, and the responses obtained from the questionnaires were subsequently subjected to thorough analysis and interpretation. By utilizing this method, the research aimed to provide a comprehensive understanding of how teachers assess students, shedding light on their practices and the skills they employ in the assessment process.

3.2 Research Environment

The study is at the University of the Visayas, specifically within the College of Arts and Sciences. The University of the Visayas is strategically positioned along Colon St. in Cebu City and provides diverse academic programs. The College of Arts and Sciences serves as a training hub for students, equipping them with the necessary skills and competencies to prepare for their future roles and responsibilities. This college is housed within the main campus, facilitating easy access to resources and academic support.

3.3 Research Respondents

The study's participants included students and teachers from the following programs: 30 from AB Mascom, 30 from BSMT, 30 from BS Psychology, 30 from Associate in Office Administration, and 30 from Criminology. Two hundred respondents were selected for the study, with ten teachers and 30 students representing each course. Non-random purposive sampling was used for participant selection. The criteria for inclusion were as follows: a) affiliation with the University of the Visayas as student or teacher, and b) enrollment in one of the specified courses, including AB Mascom, BSMT, BS Psychology, Associate in Office Administration, or Criminology.

Table 1
Distributions of the Respondents

Degree Program	Teachers	Students
AB MASSCOM	10	30
BSMT	10	30
BS PSYCHOLOGY	10	30
Associate in Office Administration	10	30
Criminology	10	30
TOTAL	50	150

3.4 Research Instruments

The study utilized a standardized questionnaire to assess teachers' classroom practices and self-perceived and student-perceived assessment skills. The questionnaire covered various aspects of assessment, including paper-pencil tests, standardized testing, revision, instructional improvement, communication of assessment results, ethical considerations, and grading. This questionnaire was adapted from Zhang and Stock's study on Classroom Assessment Practices and Teachers' Self-Perceived Assessment Skills, consisting of 67 statements. The questionnaire employed a five-point Likert scale to gauge the frequency of practices: 5 - Used Very Often, 4 - Used Often, 3 - Used Occasionally, 2 - Seldom Used, and 1 - Not Used. Similarly, for the assessment skills, a five-point Likert scale was used: 5 - Very Skilled, 4 - Moderately Skilled, 3 - Skilled, 2 - Less Skilled, and 1 - Not Skilled. To complement this data, semi-structured interviews were conducted to delve into the challenges faced by teachers in test construction. Furthermore, Focus Group Discussions were organized to identify the areas of weakness in the assessment practices undertaken by the teachers. This multifaceted approach allowed for a comprehensive exploration of assessment practices and skills among teachers.

3.5 Research Procedures

The research process was carefully structured and executed systematically. It commenced with an official letter addressed to the Deans of the College of Arts and Sciences and the Graduate School, seeking permission to study teacher assessment skills and classroom assessment practices. Additionally, ethical clearance was obtained through the Institutional Review Board (IRB) to ensure compliance with ethical standards. A letter of consent was also distributed to the study's respondents, underscoring the importance of legal and ethical considerations in research.

The researcher administered the questionnaire once the necessary approvals and permits were secured. The data collected through the questionnaires were meticulously gathered and then subjected to a rigorous process of analysis and interpretation. Subsequently, a final draft of the research findings was prepared, allowing for necessary corrections and finalization.

A dedicated session was organized for Focus Group Discussions (FGD) in parallel with the questionnaire. These discussions centered on various aspects of test construction, including the preparation preceding test development, the time required for test creation, the alignment of test content with the Table of Specifications, the ease or difficulty teachers experienced in test construction, and their familiarity with the process. Furthermore, FGDs delved into the challenges encountered during test construction, such as formulating questions that align with the desired cognitive levels.

An interview schedule was facilitated to enhance the study's comprehensiveness, offering a deeper and more enriching understanding of the subject matter. This multifaceted approach thoroughly explored teachers' assessment skills and practices.

3.6 Data Analysis

The collected responses underwent rigorous statistical analysis to provide a comprehensive and nuanced understanding of the research findings.

The **Weighted Mean** was employed to gauge the extent of teachers' classroom practices and assess their self-perceived and student-perceived assessment skills. This analysis method allowed for a more in-depth assessment of the levels and variations in these practices and skills.

A chi-square analysis was conducted to assess a significant relationship between gender and teachers' classroom practices and assessment skills, as well as age and these factors. This statistical approach aided in uncovering potential correlations that could shed light on the influence of gender and age on assessment practices and skills.

Furthermore, **Analysis of Variance (ANOVA)** was applied to investigate whether there were substantial differences in classroom assessment practices and teacher assessment skills across the five distinct courses offered by the College of Arts and Sciences at the University of the Visayas. ANOVA enabled the examination of variations among the different courses, which can be instrumental in tailoring future educational strategies to meet the specific needs of each course. This multifaceted analytical approach provided a robust and detailed data exploration, offering valuable insights into the research objectives.

4. Results and Discussion

4.1 Teacher Classroom Practices

This study's initial segment delves into teachers' assessment practices, encompassing various aspects such as paper-pencil tests, performance assessment, authentic assessment, item analysis, and communication of assessment results. This section focuses on evaluating classroom practices related to paper and pencil tests. The weighted mean scores and their interpretations have been presented in Table 2.

Table 2
Teachers Classroom Practices in Terms of Paper-Pencil Test

Paper and Pencil Test	Teacher		Students	
	Weighted Mean	Description	WM	Description
Writing paper-pencil test	3.79	S	3.72	S
Writing multiple-choice questions	3.65	S	3.69	S
Writing matching questions	3.32	SS	3.09	SS
Writing fill-in the blank or short answer questions	3.60	S	3.49	S
Writing essay questions	3.39	SS	3.42	S
Writing test items for higher cognitive levels	3.27	SS	3.51	S
Average Weighted Mean	3.50	S	3.49	S

1.00	1.80	Not at all Skilled	(NAAS)
1.81	2.60	A Little Skilled	(ALS)
2.61	3.40	Somewhat Skilled	(SS)
3.41	4.20	Skilled	(S)
4.21	5.00	Very Skilled	(VS)

The table reveals that, according to teachers' perceptions, certain assessment practices are recognized as "Skilled," including writing paper-pencil tests (3.79), crafting multiple-choice questions (3.65), and generating fill-in-the-blank or short-answer questions (3.60). These practices all fall within the range of 3.41-4.20, indicating a commendable level of proficiency. Conversely, practices perceived as "Semi-Skilled" are writing matching questions (3.32), writing essay questions (3.39), and writing test items for higher cognitive levels (3.27), as their weighted means fall within the range of 2.61-3.40. This dichotomy in perceptions underscores that while some assessment practices are already proficient, there exists a noticeable need for improvement in others to meet the needs of the students better.

From the students' perspectives, practices interpreted as "Skilled" encompass writing paper-pencil tests (3.27), crafting multiple-choice questions (3.69), writing essay questions (3.49), and generating test items for higher cognitive levels (3.51). These practices are already proficient, indicating a solid foundation. However, there remains an opportunity for enhancing skills in constructing paper and pencil tests, thereby optimizing the assessment process for teachers and students.

Upon considering the average weighted mean from teachers and students, it becomes evident that paper and pencil test practices are perceived as "Skilled." This collective perspective suggests that teachers and students view these practices favorably, indicating a commendable level of proficiency in paper and pencil test construction. Paper and pencil tests play a pivotal role in educational assessment, offering various assessment tools that evaluate qualifications and competencies, ranging from knowledge and abilities to problem-solving skills. Consequently, these instruments hold a prominent place in the educational assessment toolkit, contributing significantly to measuring student performance and learning outcomes (Hurlock, 2012).

4.2 Performance Assessment

Table 3 shows the teacher assessment practices in terms of performance assessment.

Table 3
Teachers Assessment Practices in terms of Performance Assessment

Performance Assessment	Teacher		Students	
	Weighted Mean	Description	WM	Description
Choosing appropriate assessment methods for instructional decisions	3.96	S	3.85	S
Administering announced quizzes	4.09	S	4.00	S
Administering unannounced quizzes	4.05	S	3.90	S
Recording assessment result on the rating scale/checklist while observing a student's performance	3.96	S	3.80	S
Following required procedures(time limit, no hints, no interpretation) when administering standardized tests	3.91	S	3.83	S
Average Weighted Mean	4.00	S	3.87	S

1.00	1.80	Not at all Skilled (NAAS)
1.81	2.60	A Little Skilled (ALS)
2.61	3.40	Somewhat Skilled (SS)
3.41	4.20	Skilled (S)
4.21	5.00	Very Skilled (VS)

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4.3 Authentic Assessment

Table 4 shows the extent of teacher assessment practices in terms of authentic assessment.

Table 4
Teachers Assessment Practices in terms of Authentic Assessment

Authentic Assessment	Teacher		Students	
	Weighted Mean	Description	WM	Description
Assessing individual class participation	3.79	S	3.83	S
Assessing individual hands-on activities	4.14	S	4.24	VS
Assessing group hands-on activities	4.18	S	4.32	VS
Assessing group class participation	4.02	S	3.92	S
Incorporating extra credit activities in the calculation of grades	3.92	S	3.93	S
Incorporating ability in the calculation of grades	4.06	S	3.99	S
Incorporating classroom behavior in the calculation of grades	3.98	S	3.95	S
Incorporating effort in the calculation of grades	3.81	S	3.89	S
Incorporating attendance in the calculation of grades	4.35	VS	4.45	VS
Average Weighted Mean	4.03	S	4.06	S

1.00	1.80	Not at all Skilled	(NAAS)
1.81	2.60	A Little Skilled	(ALS)
2.61	3.40	Somewhat Skilled	(SS)
3.41	4.20	Skilled	(S)
4.21	5.00	Very Skilled	(VS)

As observed in Table 3, from the teachers' perspective, the practice that obtained a weighted mean interpreted as "Very Skilled" was "Incorporating attendance in the calculation of grades." Teachers overwhelmingly recognize the importance of attendance in grading, as reflected in this very high rating. The findings signify a solid practice, emphasizing the significance of incorporating attendance into the grading system based on teachers' perceptions. On the other hand, the practices that achieved weighted means interpreted as "Skilled" include:

- assessing individual class participation (3.79),
- assessing individual hands-on activities (4.14),
- assessing group hands-on activities (4.18),
- assessing group class participation (4.02),
- incorporating extra credit activities in the calculation of grades (3.92),
- incorporating ability in the calculation of grades (4.06),
- incorporating classroom behavior in the calculation of grades (3.98) and
- incorporating effort in the calculation of grades (3.81).

These practices all fall within the range of 3.41-4.20, indicating a commendable level of proficiency. Nevertheless, there remains room for skill enhancement to promote students' well-being further.

In alignment with the teachers' perceptions, the students also interpreted these practices as "Skilled." However, as perceived by students, three practices achieved a rating of "Very Skilled," which include assessing individual hands-on activities (4.24), assessing group hands-on activities (4.32), and incorporating attendance in the calculation of grades (4.45). These findings highlight the students' recognition of the significance of these practices. The other practices were perceived as "Skilled" by students, with their weighted means falling within the range of 3.41-4.20. This indicates that, overall, students also perceive the practices favorably.

When considering the mean ratings from teachers and students, the average weighted mean is 4.03 for teachers and 4.06 for students, both interpreted as "Skilled." These findings collectively emphasize an excellent level of proficiency in authentic assessment practices. However, there is always room for further enhancement.

Grading and standardized testing are integral components of classroom assessment. Given the significant and lasting academic and social consequences that grade-based decisions may have, teachers must prioritize assessment components based on instructional emphasis. Grades should be based solely on achievement-related factors, and grading criteria should be communicated to students in advance and consistently applied to handle regular and borderline cases. Non-achievement factors, such as effort, ability, attitude, and motivation, should not be integrated into subject-matter grades, as they are challenging to define and measure (Mehren, 2009). These insights underscore the importance of ensuring the integrity and accuracy of grading systems in educational settings.

4.4 Item Analysis

Table 5 shows the teacher classroom practices in terms of standardized testing revision and instructional improvement.

Table 5
Teachers Classroom Practices in terms of Item Analysis

Authentic Assessment	Teacher		Students	
	Weighted Mean	Description	WM	Description
Selecting textbook-provided test items for classroom assessment	3.91	S	3.90	S
Revising previously produced teacher-made tests to match current instructional emphasis	3.84	S	3.93	S
Establishing students expectations for determining grades for special education students	3.65	S	3.88	S
Weighing differently projects, exams, homework, etc. when assigning semester grades	3.54	S	3.63	S
Determining if a standardized achievement test is valid for classroom assessment	3.40	S	3.74	S
Using a table of specifications to plan assessment	3.58	S	3.74	S
Developing assessments based on clearly defined course objectives	3.58	S	3.58	S
Constructing a model answer for scoring essay questions	3.89	S	3.90	S
Matching performance tasks to instruction and course objectives	3.66	S	3.66	S
Defining a rating scale for performance criteria in advance	3.82	S	3.86	S
Using concept mapping to assess student learning	3.77	S	3.77	S
Using portfolios to assess student progress	3.74	S	3.74	S
Interpreting standardized test scores(Stanine, Percentile, Rank)	3.50	S	3.50	S
Using norm-referenced grading model	3.51	S	3.51	S
Using criteria-referenced grading model	3.76	S	3.70	S
Using systematic procedures to determine borderline grades	3.79	S	3.79	S
Avoiding teaching to the test when preparing students for tests.	3.83	S	3.76	S
Average Weighted Mean	3.69	S	3.74	S

1.00	1.80	Not at all Skilled (NAAS)
1.81	2.60	A Little Skilled (ALS)
2.61	3.40	Somewhat Skilled (SS)
3.41	4.20	Skilled (S)
4.21	5.00	Very Skilled (VS)

The overall perception from teachers suggests that these practices are proficient but may still benefit from further enhancement to better serve the student's educational needs. Conversely, when examining the students' perspectives, these practices are perceived as "Skilled," indicating a favorable student assessment.

When considering the mean ratings from teachers and students, the average weighted mean is 3.69 for teachers and 3.74 for students, with both groups interpreting the practices as "Skilled." This collective perspective suggests a commendable level of proficiency in item analysis practices from both parties. Nonetheless, there is an ongoing opportunity for skill enhancement to enhance the educational experience for students further.

Regarding item analysis, teachers must refrain from "teaching to the test," as this practice can distort the assessment process (Mehrens, 2009). Additionally, teachers should be well-versed in interpreting test items accurately, avoiding hints, and providing extra time during test administration. It is essential for teachers to accurately interpret test scores and extract diagnostic information from test results to inform their instructional decisions and support student learning effectively. These insights underscore the importance of maintaining the integrity and fairness of the assessment process to benefit both teachers and students.

4.5 Communicating Assessments Results

Table 6 shows the extent of teacher assessment practices in terms of communicating assessment results, ethics, and grading.

Table 6
Teacher Assessment Practices in terms of Communicating Assessment Results

Communicating Assessment Results, Ethics and Grading	Teacher		Students	
	Weighted Mean	Description	WM	Description
Communicating performance assessment criteria to student in advance	3.80	S	3.76	S
Using assessment results when evaluating class improvement	3.84	S	3.80	S
Using assessment results when evaluating school improvement	4.06	S	3.96	S
Informing students in advance how grades are to be assigned	3.84	S	3.76	S
Assigning grades	3.95	S	3,84	S
Providing oral feedback to students	4.06	S	3.92	S
Providing written feedback to students	3.87	S	3.76	S
Communicating classroom assessment results to students	3.81	S	3.90	S
Communicating classroom assessment results to parents	3.99	S	3.89	S
Communicating assessment results to educators	3.79	S	3.74	S
Incorporating improvement in the calculation of grades	3.99	S	3.72	S
Using systematic procedures to determine borderline grades	3.92	S	3.86	S
Protecting student's confidentiality with regard to test scores	4.05	S	3.91	S
Recognizing unethical, illegal or otherwise inappropriate assessment methods	3.92	S	3.75	S
Recognizes unethical, illegal or otherwise inappropriate uses of assessment information.	3.88	S	3.75	S
Average Weighted Mean	3.92	S	3.84	S

1.00 1.80 Not at all Skilled (NAAS)

1.81	2.60	A Little Skilled (ALS)
2.61	3.40	Somewhat Skilled (SS)
3.41	4.20	Skilled (S)
4.21	5.00	Very Skilled (VS)

The assessment of teacher practices in communicating assessment results, ethics, and grading, as presented in Table 5, provides valuable insights into this crucial aspect of education.

The overall perception from teachers indicates that these practices are proficient but may still benefit from further enhancement. Students' perceptions align with the teachers, interpreting these practices as "Skilled." This dual perspective suggests that both groups view this aspect of education positively.

When considering the mean ratings from teachers and students, the average weighted mean is 3.92 for teachers and 3.84 for students, with both groups interpreting the practices as "Skilled." This collective perspective emphasizes a commendable level of proficiency in communicating assessment results, ethics, and grading practices. However, there remains an opportunity for continued skill enhancement to maximize the potential of this essential aspect of education.

The effective communication of assessment results is vital in the school improvement process and is critical to garnering support for initiatives to enhance education. Assessment results should be presented clearly and understandably to meet the information needs of various stakeholders and build support for educational initiatives (Hunt, 2012).

Misinterpretation of assessment data by students, parents, and community members often occurs when the context of the information is not adequately understood. Many variables influence the education process, including students' diverse backgrounds and motivation levels. It is essential to recognize that not all students come to school equally prepared to learn, and low-performing students may face unique challenges. Effective communication can help address these challenges and promote a more accurate understanding of assessment data within the school community (Hunt, 2012)

4.6 Summary of Tables

Table 7 shows the summary table of the teacher assessment skills.

Table 7
Table of the Teacher Assessment Skills

Teacher Assessment Skills	Teacher		Students	
	Weighted Mean	Description	WM	Description
Paper and Pencil Test	3.50	S	3.49	S
Performance Assessment	4.00	S	3.87	S
Authentic Assessment	4.03	S	4.06	S
Item Analysis	3.69	S	3.74	S
Communicating Assessment Results	3.92	S	3.84	S
Average Weighted Mean	3.83	S	3.80	S

The summary table of teacher assessment skills provides a comprehensive view of teachers' proficiency in various assessment skills based on the perceptions of both teachers and students.

As revealed in the table, the assessment skill with the highest weighted mean, interpreted as "Skilled," based on teachers' perceptions, is Authentic Assessment with a weighted mean of 4.03. This high rating suggests that teachers are proficient in applying authentic assessment methods, which involve assessing students' abilities through real-world tasks and activities. On the other hand, the assessment skill with the lowest weighted mean, still interpreted as "Skilled," is the Paper and Pencil Test with a

weighted mean of 3.50. While this is the lowest-rated skill, it is essential to note that a "Skilled" interpretation indicates that teachers have a commendable level of proficiency in designing and administering traditional paper and pencil tests.

From the student's perspective, the assessment skill with the highest mean is also Authentic Assessment, with a mean of 4.06, interpreted as "Skilled." This alignment with the teachers' perceptions underscores the effectiveness of teachers in employing authentic assessment methods. Conversely, based on students' perceptions, the assessment skill with the lowest weighted mean is the Paper and Pencil Test, which obtained a mean of 3.49, interpreted as "Skilled."

When considering the average mean ratings from teachers and students, the overall assessment skill proficiency is commendable, with an average mean of 3.83 for teachers and 3.80 for students. This indicates that, on the whole, both teachers and students view the teachers' assessment skills favorably. However, there remains an opportunity for continuous skill enhancement to further promote quality learning among students.

Classroom assessment plays an indispensable role in the teaching and learning process. It equips teachers with critical information for making informed decisions about students' progress, and it can serve as a powerful tool for tailoring instruction to meet students' individual learning needs (Stiggins, 2010).

In recent years, classroom assessment has gained increased attention from researchers and measurement practitioners, especially those involved in teacher training and professional development. The data obtained through assessment enables teachers to gain a deeper understanding of their students' performance and allows them to align their instructional approaches with the specific learning needs of their students (Stock, 2013). This emphasis on practical assessment is pivotal in enhancing teachers' and students' overall educational experience.

4.7 Significant Relationship of the Practice Assessment to Age and Gender

Table 8 shows whether there is significant relationship between practices/skills as to age and gender.

Table 8
Significant Relationship Between Practices/Skills as to Age and Gender

Variables	Degree of freedom	Chi-square	Critical Value	Decision	Interpretation
Practices/skills and Age	8	24.86	15.07	Reject	Significant
Practices/skills and Gender	8	13.85	15.507	Accept	Not Significant
Practices/skills and Teaching Experience	8	16.82	15.507	Reject	Significant

The analysis of relationships in teacher assessment practices and skills, as presented in Table 6, offers valuable insights into the influence of age and gender on these essential educational aspects.

Regarding the relationship between teacher assessment practices/skills and age, the computed chi-square of 24.86 surpasses the critical value of 15.07. This outcome rejects the null hypothesis and indicates that there is indeed a significant relationship between age and the proficiency of teacher assessment practices and skills. The findings suggest that as individuals age and gain more experience, they enhance their educational skills and practices. This correlation underscores the notion that experience is a vital factor in developing and refining teacher assessment skills. As educators progress in their careers, they acquire a deeper understanding of effective assessment methods and strategies, which ultimately benefits the students.

On the other hand, when exploring the relationship between gender and teacher assessment practices/skills, the computed chi-square of 13.85 falls below the critical value of 15.507. This result leads to the acceptance of the null hypothesis, indicating that gender does not significantly influence teacher assessment practices and skills. These findings emphasize that assessment skills are not gender-dependent. Both male and female educators can develop and hone their assessment skills equally.

Furthermore, the analysis reveals a relationship between teacher assessment practices/skills and the duration of employment. The computed chi-square of 16.82 exceeds the critical value of 15.507, leading to the rejection of the null hypothesis and the implication of a significant relationship. This suggests that a teacher's employment length is a critical factor in developing assessment skills. Experienced teachers tend to exhibit a higher level of proficiency in assessment practices. At the same time, newer educators may need to undergo training and practical application of assessment theories to bridge the gap. This finding underscores the importance of continuous professional development and training for teachers, particularly those in the early stages of their careers, to ensure the practical application of assessment methods that ultimately benefit students' learning experiences.

This analysis highlights the dynamic relationship between age, gender, and teaching experience with teacher assessment practices and skills. While age and experience positively influence the enhancement of these skills, gender does not play a significant role in determining proficiency. These insights underscore the importance of ongoing professional development and training to ensure that all teachers can effectively employ assessment strategies to promote quality learning outcomes for students.

4.8 Significant Difference of the Classroom Assessment Practices and Teacher Assessment Skills

Table 9 shows whether there is a significant difference of the classroom assessment practices and teacher assessment skills of the fie courses.

Table 9
Significant Difference of the Classroom Assessment Practices and Teacher Assessment Skills of the Five Courses

Variable	F value	Critical value	Interpretation
Classroom Assessment Practices and Teacher Assessment Skills of the Five Courses	1.80	3.03	Not Significant

Table 9 analyzes the significant differences in classroom assessment practices and teacher assessment skills across five courses. The results yield an F value of 1.80, less than the critical value of 3.03. This finding indicates no significant difference in classroom assessment practices and teacher assessment skills among the five courses under study. In other words, the responses of teachers and students from these courses were similar in terms of assessment practices and skills.

The significance of this finding lies in its implication that classroom assessment practices and teacher assessment skills are generally consistent across these diverse courses. Regardless of the subject matter, teachers and students from these courses exhibit similar approaches and competencies in assessment. This suggests a uniformity in how assessment is understood and applied within the educational institution, ensuring a consistent standard of assessment quality and methodology across different academic domains.

It is crucial to recognize that while large-scale assessments, often used for accountability and ranking purposes, may have limitations in guiding instructional improvements, the assessments that most directly impact teaching and learning occur at the classroom level. Daily assessments, such as quizzes, tests, and writing assignments, provide teachers with immediate, actionable insights into student progress and instructional effectiveness. These results align with the view that classroom assessments are integral to the instructional process, offering valuable tools for promoting student learning.

To use classroom assessments effectively, educators must shift their perspective on assessments, considering them more than just evaluative tools. They should recognize the potential of assessments to improve instruction and student achievement. This underscores the importance of embracing assessments as a means of enhancing teaching and learning, aligning with the instructional goals of each course, and promoting continuous growth for educators and students. The findings from this study reflect a consistent commitment to these principles across various academic disciplines, fostering a holistic and standardized approach to assessment practices and skills in the educational context.

5. Conclusion

The culmination of this study brings forth valuable insights into the realm of teachers' assessment proficiency and classroom assessment practices across five distinct academic programs. The research has revealed that educators exhibit commendable abilities across various facets of assessment, encompassing paper-pencil tests, performance assessments, authentic assessments, item analysis, and the effective communication of assessment results to their students. Both teachers and students share positive perceptions regarding these vital assessment skills, indicating their appreciation of the educational practices in place.

One notable finding is the absence of a discernible relationship between the gender of teachers and their assessment skills. This observation suggests that assessment proficiency is not inherently linked to gender, emphasizing the potential for inclusivity and equal opportunities for educators across gender lines. On the other hand, the research has brought to light a substantial correlation between the teaching experience of educators and their assessment practices. More seasoned teachers demonstrated superior assessment skills, highlighting the pivotal role of experience in shaping the effectiveness of assessment practices. This observation underscores the importance of nurturing and retaining experienced educators within the educational system.

Equally significant is the absence of substantial disparities in classroom assessment practices and teachers' proficiency in assessment skills among the various academic programs under scrutiny. This implies that the quality of assessment practices and skills remains consistent across different academic domains, indicating a degree of uniformity in educational standards.

The overarching message derived from this study is the critical significance of continuous professional development in augmenting assessment competencies among educators. Ongoing training and support are vital in ensuring that teachers can adapt and refine their assessment practices to meet the evolving needs of students and the educational landscape. The enhanced assessment competencies, in turn, contribute to improved student learning outcomes across diverse educational settings, underlining the profound impact educators have on the educational journey of their students.

6. Recommendations

Based on the findings, the following studies are recommended.

1. "Assessment Proficiency and Practices: A Comprehensive Study in Five Academic Programs"
2. "Assessing the Assessors: Evaluating Teachers' Proficiency in Educational Assessment"
3. "Teachers' Assessment Skills Across Academic Programs: Gender Neutrality and Experience Significance"
4. "Consistency and Proficiency in Classroom Assessment: A Multidisciplinary Investigation"
5. "Professional Development in Assessment: Nurturing Educators for Improved Student Outcomes"

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