



ENGLISH TEACHERS' ASSESSMENT PRACTICES IN THE PREPARATION AND ADMINISTRATION OF FORMATIVE AND SUMMATIVE TESTS: BASES FOR RETOOLING THROUGH TRAINING-WORKSHOP

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ABSTRACT

This qualitative research was conducted to determine the English teachers' assessment practices in the preparation and administration of formative and summative tests as bases for retooling through training-workshop. Results revealed that the assessment practices in the preparation of formative test were: establish learning objectives, create variety of questions, provide feedback for improvement, and align test with objectives, while for summative test, they were: construct Table of Specifications (TOS), align test with competency, create variety of questions, and set criteria or rubrics for scoring. The assessment practices in the administration of formative test were: provide clear instructions, provide timely and constructive feedback, allot time for learners to finish the test, and maintain conducive environment, while for summative test, they were: have clear and consistent instruction, set norms like "no cheating", allocate appropriate time, and employ fairness. A training-workshop to retool English teachers was proposed as a result of the study.

Keywords: *Assessment Practices, Preparation, Administration, Formative and Summative Tests*

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INTRODUCTION

Assessment is an essential component of effective teaching and learning, serving as a vital tool for measuring students' understanding, progress, and achievement. Among assessment methods, formative and summative tests are the most common.

While formative assessments provide continuous feedback that assists in improving teaching strategies, summative assessments provide a comprehensive review of what is learned or gained by the learners. Successful assessment depends on the ability of the teacher to plan and execute the tasks properly.

According to Cole in Rader (2019), the classroom teacher is the main assessor, evaluator, and processor of learners' data. The classroom teacher must therefore design and administer tests that encourages learners' greater personal investments (Marx; in Rader, 2019).

Additionally, English teachers must possess a strong understanding of assessment principles and employ proper and effective assessment practices in designing and administering tests so that tests are appropriately used.

According to Woods (in Erna, et al., 2018), assessment can often influence the nature of what is taught and how it is taught. But nowadays, the teacher who constructs the test items lacks the techniques and skill in constructing it.

Meanwhile, the Department of Education (DepEd) through DepEd Order No. 8 s. 2015, underlined how crucial classroom assessment is to the execution of the program. Although

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the DepEd has offered trainings for teacher, through DepEd Memo No. 105, (s. 2016), as well as the regular conduct of School-based In-service Training (INSET), it is still not enough to equip all teachers with sufficient knowledge on test preparation and test administration.

In line with the DepEd programs, the Division of Capiz has also released a Memorandum no. 447 s. 2023, which aimed at providing training to teachers in order to assist them in implementing pedagogy and evaluation procedures that foster higher-order thinking skills (HOTS).

Despite these efforts of the DepEd, the researcher believes that there are still gaps in the context.

In reality, a limited number of teachers were recipients of the training and as a result, many teachers were left untrained and still have difficulty in the test construction. Some teachers are also not aware that the quality of their teaching performance is also revealed by the result of the learners' test.

The researcher believes that teacher trainings are more important now than ever since educators today are also having a hard time figuring out how to address the learning gaps in their students and get them up to their grade level.

As an English teacher for seven years, the researcher has observed that some teachers have poor assessment practices which resulted in low quality of assessment tools, inaccurate table of specifications, unaligned questions with competencies, late submission of examination

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tests, and even low performance results of the learners. This scenario opens an avenue for the researcher to dig further into the English teachers' assessment practices in the preparation and administration of formative and summative tests as bases for retooling teachers through training-workshop. Thus, the researcher embarked on this study.

MATERIALS AND METHODS

Research Methodology

The chapter presents the underlying processes of the phenomenological research study and discusses the parts, namely: Research Method, Research Design, Participants in the Study, Sampling Design, Research Instrument, Validity of the Research Instrument, Data-gathering Procedure, and Data Analyses.

Research Method

The study used descriptive qualitative research method using in-depth interview to determine the teachers' assessment practices in the preparation and administration of formative and summative tests as bases for retooling teachers through training-workshop.

The goal of descriptive research is to precisely and methodically gather data in order to assess a population, circumstance, or phenomenon. What, where, when, and how can be determined by it, but not why. Moreover, descriptive research is an excellent option when the research aims to identify traits, frequencies, trends, and categories (McCombes, 2023).

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Research Design

The study used a qualitative research design, specifically the phenomenological method. Creswell (2013) claims that phenomenology is a qualitative research method that emphasizes the similarities of lived experiences within a particular group. The main purpose of the approach is to describe accurately as possible the true nature of the specific phenomenon.

Participants in the Study

The participants in the study were the fifteen (15) public secondary school teachers in the District of Dumarao who were teaching English in Junior High School, specifically English majors and actively involved in test preparation and administration. The participants in the study were determined on the basis of purposeful selection.

Sampling Design

The participants in the study were selected on the basis of a purposive sampling strategy. Purposive sampling is a non-random sampling technique.

As explained by Hassan (2024), purposive sampling is the careful selection of participants according to predetermined criteria and is most likely to provide information that will answer the research question. In this study, all participants should be English teachers, teaching English subjects in Junior High School, and teaching in public secondary schools in the District of Dumarao, Division of Capiz.

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Research Instrument

The researcher-made interview guide was used as a research instrument in the study. This was the appropriate instrument to use because the study would need qualitative data, which are primarily narrative.

DeCarlo (2018) states that qualitative interviews are also known as intensive or in-depth interviews. In-depth interviews are under the category of semi-structured interviews, in which the researcher has predetermined topics and questions to ask, but the questions are free-form and adapt to the participants' responses. The purpose of an in-depth interview is to get information in the respondents' own words and to find out what they believe is significant about the subject matter.

The researcher-made interview guide was divided into two parts. Part I was on optional data about the participants, while Part II included the main questions regarding the study. The interview guide was validated by an expert panel.

Validity of the Research Instrument

A panel of experts was requested to validate the researcher-made interview guide. The panel was composed of a research expert, an English major, and a qualitative research expert. All suggestions and comments relative to the validation were considered before the research instrument was finalized.

Data-Gathering Procedures

After the panel of experts, including the dean of the Graduate School, validated the researcher-made interview guide, a permit from the Division Supervisor was secured to enable

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the researcher to conduct the study. A letter of consent was obtained from the school heads of the secondary schools in the District of Dumarao. A consent letter was also secured from each of the participants.

The researcher reached out to the participants and asked them to answer the interview-guide questions. The interview was conducted face-to-face, starting with asking personal information of the participants, which was followed by the main questions.

All information acquired from the participants after the interview was recorded, evaluated, and analyzed.

Data Analyses

The data gathered for the study were transcribed, interpreted, and analyzed using thematic analysis.

According to Braun and Clarke (2006; in Caulfield, 2023), thematic analysis is "a qualitative analytic method for identifying, analyzing, and reporting patterns (themes) within data." It describes the data set in great detail and minimally arranges it. As a result, the researcher uses the six-step thematic analysis method because it is the most influential and widely-accepted approach (Maguire & Delahunt, 2017). These steps include knowing the data, generating preliminary codes, looking for themes, evaluating themes, identifying and labeling themes, and creating the report.

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RESULTS AND DISCUSSION

This chapter presents a summary of the study, insights derived from the findings, and recommendations.

The purpose of the study was to determine the English teachers' assessment practices in the preparation and administration of formative and summative tests in public secondary schools in the Municipality of Dumarao, Schools Division of Capiz, for Schoolyear 2023-2024 as bases for retooling through training-workshops.

The qualitative research involved fifteen English teachers teaching in Junior High School in five different public secondary schools in the Municipality of Dumarao, Division of Capiz. They were chosen through purposive sampling.

The instrument used was an In-depth Interview guide to gather responses from the participants.

The instrument underwent validation from qualified experts and was found valid and appropriate to use.

To analyze and interpret the responses of the participants, the researcher used thematic analysis. Data were organized and relevant themes were selected.

The following are the findings of the study:

In terms of assessment practices in the preparation of formative test, the following themes were identified: (1) Establish Learning Objectives, (2) Create a Variety of Questions, (3) Provide Feedback for Improvement, and (4) Align Test with Objectives.

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As for the assessment practices in the preparation of summative test, the following are the themes: (1) Construct Table of Specifications (TOS), (2) Align Test with Competency, (3) Create a Variety of Questions, and (4) Set Criteria or Rubrics for Scoring.

With regard to the assessment practices in the administration of formative test, the following are generated: (1) Provide Clear Instructions, (2) Provide Timely and Constructive Feedback, (3) Allot Time for Learners to Finish the Test, and (4) Maintain Conducive Environment.

Furthermore, the assessment practices in the administration of summative test are: (1) Have Clear and Consistent Instructions, (2) Set Norms like "No Cheating", (3) Allocate Appropriate Time, and (4) Employ Fairness.

Based on the findings of the study, the following insights were drawn:

English teachers create tests to help learners understand and realize their learning progress. If tests are designed in a way that promotes learning, it will lead to an increase of the learners' performance.

The task of a teacher is well-rounded. The alignment of the competency with the question is one of the important tasks that a teacher should always practice. When questions are correctly patterned with the objectives, there is balance and connection between what the learners have learned and how they can use this learning in solving problems relating to real life situations.

Preparing test questions require time and effort to finish. Proper time management and adequate learning resources are a big help for teachers in combatting this problem.

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In preparing test questions, it is important for teachers to consider creating varied tests so that it can cater to the diverse learning styles and needs of every student. If tests are differentiated and appropriate, learners will not view the test as a burden but will enjoy taking it. In doing this, teachers must be adept in the use of questioning strategies and engage in continuous professional development for the betterment of instruction, thus promoting learners' creativity and critical thinking.

When creating tests, teachers must make sure that both formative and summative tests are written in a clear and readable manner. If the test instructions are not properly presented, they would create confusion among students and the result of the test will be affected, thereby making the result not valid.

As teachers are also judges of students' performance, the use of feedback is very important. However, feedback must be timely and constructively given so that it will immediately scaffold students' learning. When feedback is used properly, it will allow learners to become aware of their strengths and weaknesses and, at the same time, will promote constructive criticism and transparent results.

Teachers maintain integrity and fairness. The administration of formative and summative tests should be established with certain norms and conditions to maintain their credibility and effectiveness. Every student must be treated equally and be given equal opportunity to answer and finish the test.

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Sufficient skill in the test preparation and administration increases teachers' confidence in the job. A proper training and professional development programs enhance their teaching practices, abilities, and self-worth.

A training-workshop is significant to improve the quality of assessment practices that teachers employ in their teaching. The professional growth of English teachers enhances their assessment practices in preparing and administering tests. If teachers are equipped with appropriate knowledge and support in their preparation and administration of tests, they become more efficient and effective in their roles.

CONCLUSION

In light of the insights generated in the study, the following recommendations are advanced:

Teachers should be trained through workshops to enhance their existing assessment practices and to offer quality and effective assessments to students.

Assessments must be used to serve their purpose. Teachers should analyze the goal of assessment first before administering tests to students as assessments should not become a burden but rather a tool to improve learning.

In the preparation of assessment for formative and summative tests, it is important that teachers create a table of Specifications parallel to the lessons discussed. Teachers must see to it that all competencies that have been mastered by the students are given proper

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assessments so that parallel learning is practiced and that learning gap will be immediately addressed.

Schools should have a centralized or preferred template for TOS, including standardized or departmentalized tests, so that assessments would be uniform and teachers would be informed on how to do it properly.

All instructions, directions, and text formats should be clear when preparing tests in order to avoid confusion among students.

Teachers must see to it that the test questions are congruent with the objectives of the lesson because failure to do so could result in inappropriate assessment and could lead to poor students' performance.

Teachers should employ appropriate assessment practices that are consistent with the curriculum standards.

During the administration of tests, teachers must maintain a peaceful, fair, and conducive learning environment for students. Every teacher must ensure that fairness is always observed so as to avoid conflict and misunderstanding among learners and even teachers as well.

Teachers should set norms and monitor the students during the conduct of tests. Teachers should make sure that credibility is maintained and cheating is not practiced because it could encourage learners to be responsible for their own learning.

Rubrics and criteria should be well-established by the teachers when having performance assessments as these promote objectivity and fairness.

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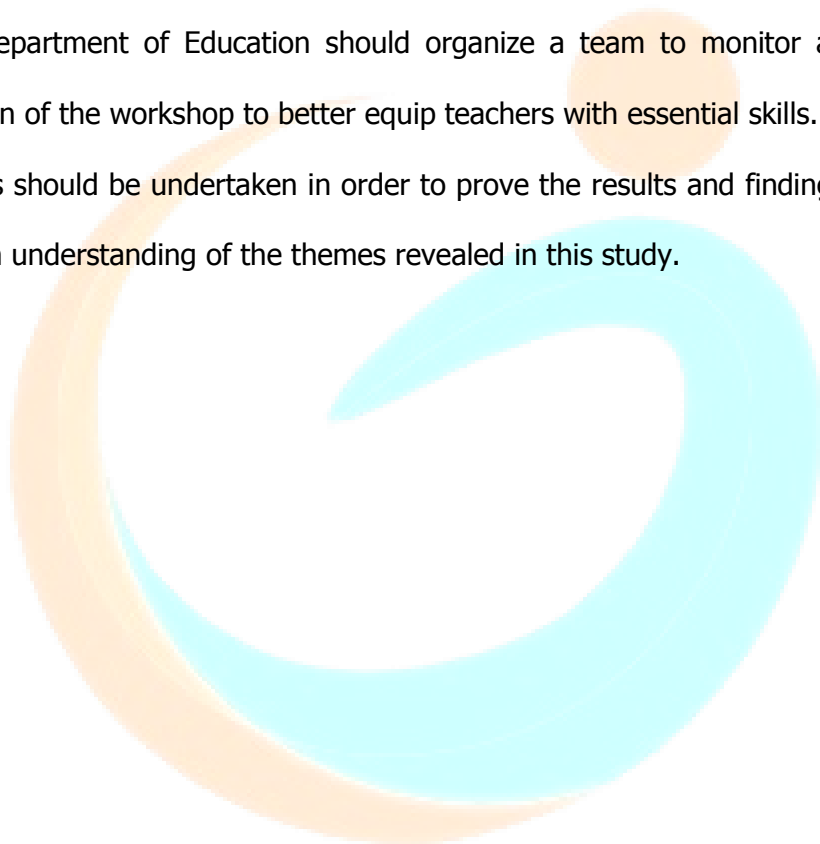


Teachers should provide immediate feedback to students about their learning progress.

The school should include discussion of assessment practices and demonstration teaching as one of the topics in the conduct of LAC and INSET in order to continuously improve teachers' assessment practices and performance.

The Department of Education should organize a team to monitor and assess the implementation of the workshop to better equip teachers with essential skills.

Similar studies should be undertaken in order to prove the results and findings of this study and to deepen understanding of the themes revealed in this study.



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