

# Teachers' Innovativeness in Facilitating Assessment Among Senior High School Learners: Input for Instructional Upskilling Plan

Angelito B. Jareño<sup>1</sup>; Dr. Rhia Panganiban Perez<sup>2</sup>

<sup>1</sup>LPT

<sup>2</sup>Assoc. Prof. V;

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**Abstract:** This study examined the profile of senior high school teachers from the ten (10) districts of the Division of Batangas City in terms of age, sex, highest educational attainment, area of specialization, years of service as a teacher and participation in relevant seminars by employing a descriptive research design. The findings revealed that most of the respondents are 30 years old and below, female, have obtained their master's degree, are handling language subjects, had been in the profession between 10 to 20 years and were not active in participating in relevant seminars. This research also made use of a correlational component to determine the difference of the said demographic and professional characteristics with teachers' innovativeness in facilitating classroom assessment. Data analysis included descriptive statistics and Kruskal-Wallis test for the quantitative data and thematic analysis for the qualitative inputs. Relative to the extent of their innovativeness in facilitating classroom assessment, this study concluded that senior high school teachers manifest moderate extent in terms of formulating assessment and great extent both in terms of evaluating assessment and reporting and feedback assessment. It was also determined that there is no significant difference in the level of teachers' innovativeness in facilitating classroom assessment when they are grouped according to profile variables. It also found out, through focused group discussion, that diversity and individuality of learners, behavioral issues and lack of discipline of the learners, such as inattentiveness, lack of cooperation, disengagement and being doubtful as the challenges experienced by the senior high school teachers in facilitating classroom assessments. Lastly, this study prepared an instructional upskilling plan for senior high school teachers to further improve their innovativeness in classroom assessment practices.

**Keywords:** *Teachers' Innovativeness; Classroom Assessment; Instructional Upskilling Plan; Senior High School.*

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## I. INTRODUCTION

The education system around the world has been witnessing a significant array of paradigm shifts when it comes to the formation of individuals and the transformation of their immediate community and society at large. Indeed, educational institutions in the 21<sup>st</sup> century are experiencing rapid technological developments, an upsurge of diverse and differentiated types of learners and increased expectations for the prominence of higher-order thinking skills. Hence, these changes have significantly contributed as to how teaching and learning occur in the contemporary classroom setting. In effect, teachers and school administrators alike are now utilizing

innovative approaches not only in curriculum design and instructional strategies but in assessment practices, as well.

As a basic component of the whole teaching-learning process, classroom assessments can reveal substantial amount of data not only about the learners' academic progress but how teachers should improve their teaching methods. As emphasized by Black and William (2018), effective assessment practices play a vital role in supporting learning by providing meaningful feedback and aligning instruction with intended learning outcomes. However, a significant number of teachers and school administrators still employ traditional types of assessment, such as standardized examinations and paper-and-pencil tests. They believe that these forms of assessment

measure certain aspects of the learners' academic achievement. But contemporary educators argue that these traditional forms of assessments often fail to provide an authentic profile of their learners' knowledge, skills and competencies.

Contemporary learners are usually equated as digital natives, that is, they are more adaptable to interactive technologies, instant access to information and collaborative learning environments. These learners are capable of diverse learning styles, preferences and cognitive abilities. This explains why teachers nowadays are expected to employ varied instructional and differentiated assessment approaches. Moreover, modern learners are being taught to acquire critical competencies, such as creativity, collaboration, communication and critical thinking to succeed in higher education, employment and civic participation. Hence, to capture a more holistic understanding of the learners' cognitive, affective and psychomotor development, innovative assessment strategies now become the educational norm.

Additionally, this transformation on innovative assessment runs alongside with the evolving role of teachers not only as transmitters of knowledge but as facilitators of learning, designers of meaningful learning experiences and evaluators of the learners' progress, as well. In effect, the teachers' capability to be innovative in classroom assessments has become an important component of their professional qualification. A significant number of studies have affirmed that teachers who can demonstrate innovativeness in assessment are more capable of dealing with diverse learner needs and effectively aligning their assessment methods with the intended learning outcomes. Buang and Kexin (2024) have emphasized that innovative assessment practices allow teachers to generate richer evidence of learning and to refine their instructional approaches through systematic feedback derived from the learners' performance.

However, despite its recognized importance, the implementation of innovative assessment practices presents several challenges for educators. Many teachers encounter barriers such as limited instructional resources, insufficient training opportunities, heavy workloads and institutional resistance to pedagogical change. These challenges often hinder the consistent integration of innovative assessment approaches in classroom practice. Boud and Soler (2016) highlighted that the successful adoption of innovative classroom assessments requires strong institutional support, regular professional development and a willingness among the educators to reconsider the use of traditional assessment paradigms.

In the Philippine educational context, the importance of effective classroom assessment is clearly articulated in national education policies. The Department of Education (DepEd) institutionalized classroom assessment through DepEd Order No. 8, s. 2015, also known as the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. This policy highlights that classroom assessment is an

integral part of curriculum implementation and is essential in monitoring learners' progress and guiding instructional adjustments. It also encourages teachers to employ varied and authentic assessment strategies to ensure that students' knowledge, skills, and values are comprehensively evaluated.

Furthermore, the need for teacher innovativeness in classroom practices is supported by the Philippine Professional Standards for Teachers (PPST) under DepEd Order No. 42, s. 2017. The PPST framework emphasizes teachers' competence in designing, selecting, organizing, and using a variety of assessment strategies to monitor and evaluate learners' progress effectively. Specifically, Domain 5 (Assessment and Reporting) highlights teachers' responsibility to develop innovative and responsive assessment tools that align with learning competencies and learners' diverse needs. Similarly, the Results-Based Performance Management System (RPMS) for teachers includes indicators that require educators to demonstrate creativity and innovation in instructional and assessment practices as part of their professional performance evaluation.

The need for innovative assessment practices becomes even more significant in the senior high school level, where learners are preparing for higher education, employment, or entrepreneurship. At this stage, students must develop not only content knowledge but also essential 21st-century competencies, as well, such as critical thinking, creativity, collaboration and problem-solving. Assessment practices therefore need to move beyond mere measurement of factual knowledge and instead focus on evaluating the learners' ability to apply knowledge in authentic and complex situations. As noted by Brookhart (2017), well-designed classroom assessments can effectively support the development of higher-order thinking skills when they align with learning objectives and provide meaningful opportunities for students to demonstrate their understanding.

Given these considerations, examining teachers' innovativeness in classroom assessment and understanding how they design and implement innovative assessment practices become an important area of educational inquiry. This prompted the researcher to study the innovative assessment practices employed by senior high school teachers. By identifying existing practices, challenges and opportunities for improvement, the study aims to provide useful inputs for professional development programs, policy implementation and future research related to assessment innovation in education, specifically in the context of the senior high school.

#### ➤ *Objectives of the Study*

This research aimed to evaluate and analyze the innovativeness of teachers in facilitating assessment practices among the learners enrolled in public senior high schools of the ten (10) districts within the Division of Batangas City.

Specifically, this research sought to meet the following objectives:

- *Describe the profile of senior high school teachers, in terms of:*
  - ✓ age;
  - ✓ sex;
  - ✓ highest educational attainment;
  - ✓ area of specialization;
  - ✓ years of service as a teacher; and,
  - ✓ participation in relevant seminars.
- *Determine the extent of manifestation of teachers' innovativeness in facilitating classroom assessment as assessed by the teachers themselves, in terms of the following:*
  - ✓ formulating assessment;
  - ✓ evaluating assessment; and,
  - ✓ reporting and feedback assessment.
- *Measure the significant difference in the assessments on the extent of manifestation of teachers' innovativeness in facilitating classroom assessment when grouped according to profile variables.*
- *Explore the challenges being experienced by the teachers at senior high schools in facilitating classroom assessments through an interview.*
- *Prepare an instructional upskilling plan for senior high school teachers to further improve the innovativeness of classroom assessment practices.*

#### ➤ *Research Design*

This study employed a descriptive research design to examine the demographic and professional characteristics of senior high school teachers with a correlational component to determine the difference of the said demographic and professional characteristics with their extent of manifesting innovativeness in facilitating classroom assessment. The conduct of the study was made possible through coordination with the Schools Division Superintendent of the Schools Division of Batangas City and the respective school heads of public senior high schools within the ten (10) districts.

The descriptive component focused on identifying the profile of senior high school teachers in terms of age, sex, highest educational attainment, area of specialization, years of service as a teacher, and participation in relevant seminars. It also described the extent of manifestation of teachers' innovativeness in facilitating classroom assessment, specifically in the areas of formulating assessment tasks, evaluating learner performance, reporting assessment results, and providing feedback to students.

Meanwhile, the correlational component was utilized to determine whether significant differences on the extent of manifestation of teachers' innovativeness in facilitating classroom assessment occur when respondents are grouped according to their demographic and professional characteristics.

In addition to the quantitative approach, the study also incorporated a qualitative component to further explore the challenges experienced by senior high school teachers in facilitating classroom assessment. Data for this component were gathered through focus group discussion and in-depth interviews with selected teachers and school heads to obtain richer insights, broader perspectives, and deeper contextual understanding of their experiences related to assessment practices and innovativeness in the classroom.

## II. DATA GATHERING INSTRUMENTS

### ➤ *Data Gathering*

#### • *Questionnaire*

The primary instrument used in this study was a questionnaire developed by the researcher and designed to gather information regarding the characteristics of senior high school teachers and the extent of their innovativeness in facilitating classroom assessment. The employment of this questionnaire became necessary to ensure that the indicators would align with the research objective. However, some modifications on some parts of the said questionnaire were adopted based on the instructions of the research adviser and panelists to better suit the specific context of the current study and for the purpose of clarity.

#### • *Focus Group Discussion (FGD)*

This was conducted to identify the concerns, challenges and issues being experienced by the teachers at senior high schools in formulating assessments, evaluating assessments and reporting and feedback assessments. FGD Interview Questions were formulated aligned to the research objectives. Thereafter, these questions were also reviewed by the research adviser and panelists, followed by their validation. This was participated by the same respondents from the public senior high schools grouped into ten (10) districts within the Division of Batangas City also using google forms.

#### • *Interview*

Similarly, the interview was administered to objectively identify the concerns, challenges and issues being experienced by the teachers at senior high schools in formulating assessments, evaluating assessments and reporting and feedback assessments. The same questions from the FGD were used. This was participated by the same respondents from the public senior high schools grouped into ten (10) districts within the Division of Batangas City using google forms. Moreover, the specific answers of each school head were included in the discussion, interpretation and analysis of the findings.

### ➤ *Statistical Treatment of the Data*

- *Frequency Distribution and Percentile Distribution.*

These were used to describe the characteristics of senior high school teachers in terms of age, sex, highest educational attainment, area of specialization, years of service and participation in relevant seminars.

- *Weighted Mean/Average.*

This was used to determine the extent of manifestation of teachers' innovativeness in facilitating classroom assessment, specifically in formulating, evaluating and reporting and feedback assessment and to analyze the challenges being experienced by the teachers at senior high schools in facilitating classroom assessments.

- *Mann-Whitney U Test and Kruskal Wallis H-Test.*

These were used to measure the significant difference on the assessments of teachers' innovativeness in facilitating classroom assessment when grouped according to profile variables.

- *Thematic Analysis.*

This method was employed to explore the challenges being experienced by the teachers at senior high schools in facilitating classroom assessments.

### ➤ *Ethical Consideration*

To ensure that participants understood the purpose and significance of their involvement, the researcher gave them a thorough description of the study's major goals and objectives. They received assurances that their involvement was completely voluntary and that they can decide to cease their participation at any moment without facing any consequences. To protect participant anonymity, the researcher emphasized the confidentiality of all data submitted and made it clear that no personally identifiable information will be used in the publication of this study. Lastly, this complies with the provisions of the Data Privacy Act by ensuring that all personal information collected is handled with strict confidentiality, used solely for academic purposes, and protected through appropriate security measures to safeguard the privacy and rights of all respondents.

## III. RESULTS AND DISCUSSION

### A. *Profile of Senior High School Teachers.*

#### ➤ *Age.*

It was revealed that a greater number of respondents fall within the 30 years old and below age bracket. This indicates that a significant number of the participating teachers are relatively young professionals who may still be in the early stages of their teaching careers. The prevalence of younger teachers in the sample may suggest that the senior high school teaching workforce in the Schools Division of Batangas City is

largely composed of early-career educators. Such a demographic trend may reflect the continuing expansion of the senior high school program, which has increased the demand for newly hired teachers in recent years.

In the context of classroom assessment, younger educators may therefore be more inclined to utilize innovative assessment techniques, digital assessment tools and formative assessment strategies that encourage active student participation and immediate feedback. Their familiarity with modern educational technologies may also contribute to more flexible and interactive assessment practices that align with the evolving demands of 21st century learning.

These findings are consistent with the results reported by Asi and Macarandang (2020) who found that many senior high school teachers are relatively young and are still in the process of gaining professional teaching experience. Similarly, the study conducted by Bautista et al. (2019) revealed that while teachers demonstrate enthusiasm in applying diverse assessment strategies, many still require additional professional development opportunities, particularly in formative assessment practices.

#### ➤ *Sex*

The result reflects a common demographic pattern within the basic education sector where female educators significantly outnumber their male counterparts. The predominance of female teachers in the sample may suggest that the perspectives, experiences and classroom practices reflected in the study are largely representative of female educators in the senior high school setting. This demographic pattern may also indicate that teaching, specifically within basic education, continues to be a profession largely associated with women due to social, cultural and historical influences that traditionally link teaching with nurturing and caregiving roles.

In the context of classroom assessment, the predominance of female teachers may have implications for instructional planning, assessment implementation, and the way feedback is delivered to learners. Female educators are often described in educational literature as being more learner-centered, patient and supportive in their teaching approaches, characteristics that may contribute positively to formative assessment practices and student engagement. They may also place strong emphasis on communication, collaboration and emotional support, which are important elements in creating an inclusive and responsive assessment environment.

However, these observations should not be interpreted as indicators of superiority or greater effectiveness based on sex alone. Rather, the findings primarily describe the demographic composition of the teaching workforce and do not suggest inherent differences in teaching competence, assessment capability or professional effectiveness between male and female teachers.

This pattern is consistent with previous research in the field of education. The study conducted by Asi and Macarandang (2020) reported that the composition of senior high school teachers is predominantly female, with male teachers being relatively underrepresented in the education sector. Their findings support the present result, suggesting that the observed sex distribution among the respondents reflects the broader workforce structure within basic education institutions. Similar trends have also been observed in various educational studies, where teaching is identified as a female-dominated profession due to long-standing societal perceptions and employment patterns.

#### ➤ *Highest Educational Attainment*

It was revealed that a slight majority of the respondents have already pursued graduate level education, suggesting that many senior high school teachers in the sample have advanced their academic preparation beyond the undergraduate level. The presence of a considerable proportion of teachers with master's degrees may indicate a professionally developing and academically prepared teaching workforce within the Schools Division of Batangas City. This trend may reflect the growing recognition among educators of the importance of higher education in enhancing teaching effectiveness, professional competence and career advancement within the educational system.

In the context of classroom assessment, teachers with graduate-level preparation may possess stronger competencies in designing valid and reliable assessment tools, aligning assessments with intended learning competencies, utilizing data-driven instructional decisions and implementing formative assessment practices that support student learning. Furthermore, advanced academic training may enable teachers to develop assessments that encourage critical thinking, problem-solving, creativity and other higher-order cognitive skills among learners.

However, while advanced academic qualifications contribute significantly to teachers' professional growth, possessing a graduate degree alone does not automatically guarantee effective classroom practice. The theoretical knowledge and research skills acquired through graduate education must be meaningfully translated into practical teaching and assessment strategies that directly benefit learners. Effective implementation requires continuous support through institutional initiatives such as seminars, capacity-building programs, mentoring activities and professional learning communities that focus on the practical application of innovative teaching and assessment approaches. Without opportunities for practical application and continuous reinforcement, the potential benefits of higher academic preparation may not be fully realized in actual classroom settings.

Interestingly, the findings of this study differ from those reported by Asi and Macarandang (2020) who found that many teachers were still relatively new in the profession and had not yet obtained graduate degrees at the time of their study. Their research indicated that several teachers were still developing their professional skills and adjusting to the demands of classroom instruction. In contrast, the present findings suggest that a larger proportion of teachers in the current sample have already attained graduate-level education, which may reflect an increasing trend toward advanced academic qualifications among teachers in the senior high school sector. This shift may be influenced by increasing professional standards in education, promotion requirements within the teaching profession and greater awareness of the value of advanced studies in improving instructional and assessment practices.

#### ➤ *Area of Specialization*

It was also revealed that teachers handling language subjects, specifically English and Filipino, comprise the largest group among the teacher-respondents. This is followed by those who teach other subject areas such as Social Science, Technical and Livelihood Education and Health and Physical Education. The distribution indicates that language teachers represent a substantial portion of the senior high school workforce included in the study while teachers from other specializations are represented to varying degrees.

Since language subjects heavily emphasize communication and interpretation, teachers in these areas are likely to engage more frequently in assessment processes that involve detailed feedback, performance evaluation and individualized learner support. Consequently, their experience and perspectives may significantly influence the overall findings of the study, particularly in relation to the formulation, evaluation, reporting, and feedback processes involved in classroom assessment. Language teachers may also be more accustomed to using authentic and performance-based assessments that measure learners' ability to apply knowledge in practical and communicative contexts. This may explain why their representation in the study is specifically important in understanding current assessment practices within senior high school education.

These findings also support the conclusions of Asi and Macarandang (2020) who reported that most senior high school teachers in their study were assigned to core subject areas, particularly language-related disciplines such as English and Filipino, while fewer teachers handled applied or specialized subjects. Their findings are also consistent with the present study by indicating that language subjects continue to occupy a significant position within the senior high school curriculum and teaching workforce.

➤ *Years of Service as a Teacher.*

The study revealed that the largest proportion of the respondents have 11–20 years of teaching experience, followed by those who have 1–10 years of teaching experience. These findings indicate that most of the teachers participating in the study possess moderate to considerable teaching experience, suggesting that many of them have already developed practical competencies, instructional techniques and classroom management skills that are essential in effectively implementing teaching and classroom assessment practices. The distribution further implies that the senior high school teaching workforce represented in the study is composed largely of educators who have already gained meaningful exposure to the realities and demands of classroom instruction.

Teachers with 11–20 years of professional experience are often considered to be in the mid-career stage, where they have already accumulated substantial classroom experience and have had opportunities to refine their pedagogical approaches, assessment methods and instructional decision-making skills. Their years of service may contribute to increased confidence and competence in designing assessment tools, aligning assessments with curriculum standards and learning competencies, evaluating student performance and providing timely and meaningful feedback to learners. Mid-career teachers are also more likely to have encountered diverse learning needs, classroom situations and educational reforms, allowing them to develop adaptive teaching strategies and a deeper understanding of effective classroom assessment practices. Furthermore, their experiences may enable them to balance traditional assessment methods with more innovative and learner-centered approaches.

These findings are also consistent with the observations reported by Asi and Macarandang (2020), who noted that many teachers in senior high school settings are relatively young and are still in the process of developing their professional expertise in teaching and assessment. Their study highlighted that teachers often continue to refine their instructional practices, classroom management skills and assessment competencies as they accumulate more teaching experience and professional exposure.

➤ *Participation in Relevant Seminars.*

The data indicate that the largest group of respondents was not active in participating in relevant seminars and training programs related to classroom assessment. This is followed by those who are moderately active in participating in attending such professional development activities. These findings suggest that although many teachers have had some exposure to seminars, workshops and training sessions related to classroom assessment, the overall level of participation remains relatively limited. This may imply that while teachers possess foundational knowledge of assessment practices, opportunities for continuous and advanced professional development may not be fully maximized within the educational setting.

Participation in seminars, workshops and training programs is an important component of teachers' continuous professional development, as it allows educators to update their pedagogical knowledge, strengthen instructional competencies and remain informed about current trends and innovations in education. In the context of classroom assessment, professional development activities expose teachers to contemporary assessment approaches such as formative assessment, authentic assessment, outcomes-based evaluation, performance-based tasks and technology-assisted assessment strategies. Through these learning opportunities, teachers can improve their ability to design valid and reliable assessment tools, align assessments with learning competencies, interpret assessment results effectively and provide constructive feedback that supports student learning and academic achievement.

These findings are consistent with the work of Bautista et al (2019) who reported that although many teachers demonstrate enthusiasm for using varied assessment methods, significant number still lack sufficient professional development opportunities, specifically in classroom assessment techniques. Their study emphasized the importance of continuous training and institutional support in strengthening teachers' assessment competencies and improving the quality of teaching and learning.

*B. Extent of Manifestation of Teachers' Innovativeness in Facilitating Classroom Assessment*

➤ *Formulating Assessment.*

This study revealed that there is a great extent of manifestation of teachers' innovativeness in formulating assessment when they engage learners in project-based, portfolio, or performance-based tasks obtained the highest weighted mean. These findings suggest that teachers frequently employ innovative assessment strategies that require learners to actively demonstrate their understanding, skills, and competencies through authentic and performance-oriented activities. The results also indicate that teachers recognize the value of assessments that move beyond traditional recall-based examinations and instead emphasize the practical application of knowledge in real-life and meaningful contexts assessment.

On the other hand, teachers' innovativeness in formulating assessment was manifested also to a great extent as they design assessments that promote critical thinking and problem-solving among learners. The strong manifestation of assessments that promote critical thinking and problem-solving further indicates that teachers are attempting to align their assessment practices with the demands of 21st-century education. By designing assessments that challenge learners to analyze information, evaluate ideas, make decisions, and solve complex problems, teachers help develop higher-order thinking skills that are essential in preparing students for academic, professional, and real-life situations. This finding suggests that teachers are increasingly aware that effective classroom assessment should

not merely measure memorization or factual recall, but should also cultivate learners' analytical, reflective, and decision-making abilities. Such practices are consistent with competency-based and outcomes-based education, which emphasize the application of learning rather than passive acquisition of information.

Several factors may explain the lower manifestation of AI-assisted and adaptive assessments among teachers. One possible factor is limited access to technological infrastructure, such as reliable internet connectivity, digital devices, and educational software necessary for implementing technology-driven assessments. Another contributing factor may be insufficient professional training and exposure to AI-based assessment tools, which may affect teachers' confidence and competence in integrating these innovations into classroom practice. In addition, some teachers may still prefer more familiar and traditional assessment methods due to concerns regarding technical difficulties, accessibility issues, or the complexity involved in using digital assessment platforms.

The findings support the work of Black and Wiliam (2018) who emphasized that innovative assessment practices such as formative assessment, project-based evaluation, and technology-integrated assessment enable teachers to monitor student progress more effectively and support meaningful learning outcomes. Their research highlighted that innovative educators often design assessments that simulate authentic tasks and real-life applications, allowing learners to demonstrate deeper understanding and practical competence. This supports the present findings, particularly the strong emphasis on project-based and performance-oriented assessment strategies among the respondents.

#### ➤ *Evaluating Assessment.*

This study also revealed that there is a great extent of manifestation of teachers' innovativeness in evaluating assessment when they incorporate both formative and summative assessments to gain a better understanding of learners' progress. These findings indicate that teachers consistently utilize multiple forms of assessment evidence and systematically monitor learner performance over time. Such practices demonstrate a strong commitment to evidence-based evaluation, where teachers do not rely solely on one-time examinations or isolated assessment results, but instead gather and analyze continuous data to obtain a more comprehensive understanding of students' academic growth and learning development.

Furthermore, teachers' innovativeness in evaluating assessment was manifested also to a great extent as they keep a record of each of the learner's score and compare it to previous assessments to track their progress. By tracking assessment results across different periods, teachers can identify patterns of improvement, monitor learner progress, and detect areas where students may require additional support or intervention. This

practice demonstrates that teachers value continuous growth and progress rather than focusing solely on isolated assessment performance. Monitoring learner achievement over time also enables teachers to provide more individualized support, adjust instructional strategies, and make informed decisions regarding remediation and enrichment activities. Such practices align with learner-centered education, where assessment is used as an ongoing process that guides both teaching and learning.

However, teachers' innovativeness in evaluating assessment was manifested to a moderate extent only when they regularly provide data for the index of mastery and analyze the overall performance of the class, although it still reflected a positive manifestation of innovative evaluation practices. This finding suggests that while teachers engage in some degree of class-level analysis, the systematic use of mastery data and comprehensive class performance evaluation may not yet be fully integrated into their regular instructional routines. Several factors may contribute to this result, including limited time for data analysis, heavy teaching workloads, insufficient training in educational data interpretation, or lack of access to tools and systems that facilitate efficient performance monitoring.

The relatively lower rating in this area may also indicate that teachers tend to focus more on individual learner performance than on broader class-level trends and patterns. While monitoring individual progress is highly important, comprehensive analysis of overall class performance is equally essential in identifying common learning gaps, strengths, and instructional challenges experienced by the class. Through class-level data analysis, teachers can identify competencies that require reteaching, determine which instructional strategies are most effective, and implement targeted interventions for groups of learners who may be struggling with specific concepts or skills.

The findings support the meta-analysis conducted by Furtak et al. (2024) which examined multiple studies on formative assessment tools such as quizzes, peer assessment, self-assessment, and feedback-based activities across K–12 classrooms in subjects including Mathematics, Science, and English. The study found that classroom assessment tools have a positive and consistent impact on learners' academic achievement regardless of subject area. The researchers further emphasized that the effectiveness of formative assessment depends greatly on teachers' ability to interpret and utilize assessment data to guide instruction. Their findings also highlighted that formative assessment practices are most effective when integrated into daily instruction rather than implemented as isolated activities.

#### ➤ *Reporting and Feedback Assessment.*

The data revealed that there is a great extent of manifestation of teachers' innovativeness in reporting and feedback assessment when they encourage learners who have attained the expected learning outcomes to assist their

struggling classmates. These findings indicate that teachers strongly practice collaborative and motivational feedback strategies as part of their classroom assessment processes. The high ratings suggest that teachers value peer support, learner recognition, and positive reinforcement as important components of effective reporting and feedback practices. Such approaches reflect a learner-centered orientation in assessment, where feedback is not limited to the communication of grades or scores but is instead used as a means of promoting learner engagement, academic growth, and social interaction within the classroom.

Moreover, peer-assisted learning contributes to the development of a supportive and inclusive classroom environment where cooperation, empathy, and shared responsibility for learning are encouraged. Such practices help foster positive interpersonal relationships among learners and promote a classroom culture that values teamwork and collective achievement rather than competition alone. In this context, assessment and feedback become collaborative processes that encourage active participation and mutual support among students. This reflects the principles of social constructivist learning, where knowledge is developed through interaction, collaboration, and shared learning experiences.

Furthermore, teachers' innovativeness in reporting and feedback assessment was manifested also to a great extent when they recognize learners who attained remarkable achievements after their assessments. This highlights the importance teachers place on positive reinforcement and learner motivation. Recognition of achievement serves as a form of constructive feedback that can increase learners' confidence, self-esteem, and willingness to engage actively in the learning process. Acknowledging academic accomplishments may also motivate students to maintain or improve their performance and encourage other learners to strive for similar achievements. This practice demonstrates that teachers understand the motivational role of feedback in shaping learners' attitudes toward learning and assessment.

innovative assessment practices often incorporate peer review, collaborative learning, and feedback-centered approaches to enhance learners' communication skills, teamwork, reflective thinking, and academic engagement. Their research highlighted the importance of feedback mechanisms that actively involve learners in the learning process and position assessment as a tool for continuous improvement rather than merely a means of measuring achievement.

However, teachers' innovativeness in reporting and feedback assessment was manifested to a moderate extent only when they employ digital tools to help streamline assessment reporting and make feedback more personalized. Although the rating still indicates a positive manifestation of innovative practices, the relatively lower mean suggests that the integration of digital technologies in reporting and feedback is still in the

developmental stage among many respondents. This finding implies that while teachers are beginning to recognize the value of technology-enhanced feedback systems, such practices are not yet consistently or widely implemented in classroom assessment.

This finding also aligns with earlier results in the study indicating that only a smaller proportion of teachers reported using AI-assisted or adaptive assessment strategies. The consistency of these findings suggests that while teachers demonstrate strong innovativeness in collaborative and learner-centered feedback practices, the technological dimension of assessment innovation remains less fully developed. This may indicate the need for greater institutional support and targeted interventions that can strengthen teachers' digital assessment competencies.

### *C. Difference in the Assessments on the Extent of Manifestation of Teachers' Innovativeness in Facilitating Classroom Assessment When Grouped According to Profile Variables*

#### ➤ *Difference in the Assessment on Teachers' Innovativeness When Grouped According to Sex.*

The results indicate that no significant difference exists on the extent of manifestation of teachers' innovativeness in all three areas of classroom assessment, namely formulating assessment, evaluating assessment, and reporting and feedback assessment when they are grouped according to sex. This finding suggests that both male and female teachers demonstrate comparable levels of innovativeness in their classroom assessment practices. In other words, the capacity of teachers to design innovative assessments, utilize varied evaluation strategies, monitor learner progress and provide effective feedback appears to be independent of sex. This also implies that innovative assessment practices are broadly embraced among educators regardless of sex, reflecting a common professional commitment to enhancing the quality of teaching and learning.

#### ➤ *Difference in the Assessment on Teachers' Innovativeness When Grouped According to Highest Educational Attainment.*

Similarly, the results reveal that there is no significant difference in the level of teachers' innovativeness in facilitating classroom assessment when respondents are grouped according to highest educational attainment. Whether teachers possess only a bachelor's degree or have completed graduate studies, their practices in formulating assessments, evaluating learner performance, and providing reporting and feedback appear to be relatively comparable. This finding suggests that innovative classroom assessment practices are not solely dependent on the attainment of advanced academic qualifications. Although graduate education may contribute to the enhancement of theoretical knowledge, research competence, and pedagogical understanding, the actual implementation of innovative assessment strategies may also be strongly influenced by

practical teaching experience, professional development activities, and collaborative learning within the school environment.

➤ *Difference in the Assessment on Teachers' Innovativeness When Grouped According to Age.*

The results reveal that no significant difference on the extent of manifestation of teachers' innovativeness in all three areas of classroom assessment when they are grouped according to age. This finding suggests that teachers from different age groups demonstrate comparable levels of innovativeness in formulating, evaluating, and reporting and feedback assessments. This finding suggests that teachers from different age groups demonstrate relatively comparable levels of innovativeness in implementing classroom assessment practices. In other words, age does not appear to significantly influence teachers' ability to design innovative assessments, evaluate learner performance effectively, or provide meaningful and learner-centered feedback.

➤ *Difference in the Assessment on Teachers' Innovativeness When Grouped According to Area of Specialization.*

Similarly, the findings indicate that no significant difference exists on teachers' innovativeness in classroom assessment when they are grouped according to area of specialization. This implies that teachers from different academic disciplines—whether language, science, mathematics, or other subject areas—demonstrate similar levels of innovativeness in their assessment practices. Despite variations in subject content and instructional approaches, teachers appear to apply comparable strategies when formulating, evaluating, and reporting and feedback assessments.

➤ *Difference in the Assessment on Teachers' Innovativeness When Grouped According to Years of Service.*

The analysis further reveals that years of teaching experience do not significantly influence teachers' innovativeness in classroom assessment. Teachers with varying lengths of service—from those who are relatively new to the profession to those who have spent many years in teaching—demonstrate relatively similar levels of innovativeness in formulating assessments, evaluating learner performance, and providing reporting and feedback. This finding suggests that innovativeness in classroom assessment is not determined solely by the length of time spent in the teaching profession. Rather, innovative assessment practices may be influenced more by teachers' professional attitudes, openness to change, continuous learning, and access to professional development opportunities than by teaching tenure alone.

➤ *Difference in the Assessment on Teachers' Innovativeness When Grouped According to Participation in Relevant Seminars.*

Furthermore, the results reveal that there is no significant difference in teachers' innovativeness in classroom assessment

when respondents are grouped according to their participation in relevant seminars and professional development activities. This finding suggests that regardless of whether teachers attended few or numerous seminars related to classroom assessment, they demonstrated relatively comparable levels of innovativeness in formulating assessments, evaluating learner performance, and providing reporting and feedback. The results imply that participation in seminars alone does not automatically guarantee higher levels of innovative classroom assessment practices.

In summary, all the findings reveal a consistent pattern across the demographic and professional variables examined, wherein none of the profile variables showed a significant difference in relation to teachers' innovativeness in classroom assessment practices. Specifically, variables such as sex, age, highest educational attainment, area of specialization, years of service, and participation in relevant seminars did not significantly affect the extent to which teachers demonstrated innovativeness in formulating assessments, evaluating learner performance, and providing reporting and feedback. This overall pattern suggests that innovative classroom assessment practices are not primarily determined by demographic or professional characteristics alone.

These findings support the perspective of Aydin (2025), who emphasized that educational innovation is often shaped more by organizational culture, leadership, and professional learning opportunities than by individual demographic characteristics. The author argued that teachers' willingness and ability to innovate are strongly influenced by external conditions such as supportive school leadership, collaborative professional environments, institutional encouragement, and access to meaningful and sustained professional development opportunities. This perspective aligns with the present findings, which demonstrate that innovativeness in classroom assessment appears to transcend demographic and professional differences among teachers.

*D. Challenges Experienced by the Teachers of Senior High Schools in Facilitating Classroom Assessments*

Among the identified concerns, the diversity and individuality of learners emerged as the most frequently cited challenge. This was followed by behavioral issues and lack of discipline among learners, such as inattentiveness, uncooperativeness, disengagement, and doubtfulness, which teachers perceived as factors that hinder the effective facilitation of classroom assessments.

This finding reflects the growing shift toward learner-centered education, where assessment practices must be responsive to individual learner differences. It implies that teachers are challenged to develop innovative and inclusive assessment strategies that accommodate diverse learner profiles while ensuring fairness and accuracy in evaluating student performance. The emphasis on learner diversity also highlights

the need for assessment approaches that promote equity and inclusivity, ensuring that all learners are provided equal opportunities to demonstrate their knowledge and skills.

The result supports the assertion of Black and Wiliam (2018) when they emphasized that effective and innovative teachers design assessment strategies that respond to diverse learner needs and provide multiple opportunities for students to demonstrate their understanding through varied assessment formats. Such practices enhance inclusivity and ensure that assessments reflect a more comprehensive measure of learner achievement.

Similarly, the finding aligns with the principles of Everett Rogers' Diffusion of Innovation Theory, which explains how new ideas and practices are adopted within an organization or system, including educational institutions. In the context of classroom assessment, the theory suggests that teachers must continuously adopt innovative strategies to address emerging classroom realities, including the increasing diversity of learners. By integrating innovative assessment methods, teachers can better accommodate learners from varied cultural, social, and academic backgrounds.

Another significant challenge identified by the respondents was the behavioral issues and lack of discipline among learners, including inattentiveness, disengagement, and lack of cooperation during assessment activities. These behaviors create an environment that may hinder teachers from accurately measuring learners' true understanding and performance. When students are disengaged or distracted during assessment tasks, the results may not accurately reflect their knowledge or mastery of the lesson, thereby affecting the reliability and validity of the assessment outcomes.

The presence of behavioral challenges also points to deeper factors that influence learners' participation in assessment activities. These may include issues related to classroom management, learner motivation, emotional readiness, and external influences such as family environment, mental health concerns, or socio-economic conditions. Consequently, teachers may find it difficult to maintain a conducive assessment environment, especially when learners demonstrate limited interest or cooperation during evaluation tasks.

This observation is consistent with the findings of Brookhart (2024) who emphasized that disruptive behaviors such as inattentiveness and disengagement can undermine the reliability and validity of assessment results. The author explained that when learners are distracted or unmotivated during assessment activities, their performance may reflect their emotional or behavioral state rather than their actual level of understanding.

In contrast, the results also showed that the perception that standardized quarterly assessments provided by the Division Office are outdated received the lowest frequency among the identified challenges. This indicates that while some teachers recognize potential issues regarding the relevance or currency of standardized assessments, such concerns are not considered a major obstacle in their regular assessment practices. Instead, teachers appear to be more concerned with challenges that directly affect the classroom environment, particularly those related to learner diversity and behavioral management.

The result partly reflects the study conducted by Cabangon (2021) which reported that challenges in implementing assessment programs within the Division of Batangas City include issues related to standardized assessment procedures, resource limitations, and time constraints. While the present study acknowledges similar concerns, it highlights that teachers perceive learner-related factors, particularly diversity and behavioral issues, as more pressing challenges in facilitating classroom assessments.

#### *E. Proposed Instructional Upskilling Plan*

An Instructional Upskilling Plan is a structured professional development program designed to enhance teachers' instructional competencies, pedagogical practices, and assessment strategies in response to emerging educational demands. It aims to strengthen teachers' knowledge, skills, and attitudes so they can effectively implement innovative and learner-centered teaching and assessment practices.

In the context of contemporary education, particularly in senior high schools, teachers are expected to continuously adapt to diverse learner needs, rapid technological advancements, competency-based curricula, and modern assessment approaches. An instructional upskilling plan serves as a systematic roadmap for professional growth, enabling teachers to improve their instructional methods, integrate innovative strategies, and address challenges encountered in the classroom.

An effective instructional upskilling plan should manifest the following key characteristics: the plan should be needs-based or is developed based on identified gaps or challenges experienced by teachers and determined through research findings, classroom observations, surveys, or focus group discussions; the plan should be goal-oriented or must specify clear objectives and desired outcomes related to improving teaching and assessment practices; the plan should be strategic and structured, meaning it must include a series of professional development activities, such as training workshops, seminars, mentoring sessions, and collaborative learning activities; the program should be context-specific or it must address the actual realities of teachers and learners within a specific school or educational system; and, the plan should be outcome-focused, meaning it should seek to improve instructional effectiveness, assessment quality, and student learning outcomes.

An instructional upskilling plan is essential because it enhances teachers' innovative teaching and assessment skills, promotes equity and inclusivity in classroom assessment, helps teachers respond to diverse learner needs and behavioral challenges, encourages the integration of technology and modern assessment strategies and supports continuous professional development, which is emphasized by the Department of Education through various teacher development programs.

Moreover, such plans align with theories that emphasize innovation and continuous learning in education, including the work of Everett M. Rogers on innovation adoption and the Assessment for Learning framework of Paul Black and Dylan Wiliam, which highlights the importance of innovative and responsive assessment practices.

In the light of the findings of this study, the researcher presents the details of the proposed instructional upskilling plan, as discussed below:

#### ➤ *Rationale*

Assessment plays a crucial role in determining the effectiveness of the teaching-learning process. In senior high school education, teachers are expected to implement assessment strategies that are not only aligned with curricular standards but also responsive to the diverse needs of learners. However, the findings of the study titled "Teachers' Innovativeness in Facilitating Assessment Among Senior High School Learners: Input for Instructional Upskilling Plan" revealed that teachers encounter several challenges in implementing classroom assessments. These include the diversity of learners, behavioral issues, time constraints, and limited resources for varied assessment strategies.

These challenges highlight the need to strengthen teachers' competencies in designing and implementing innovative assessment practices that are inclusive, learner-centered, and aligned with curriculum standards. Therefore, this Instructional Upskilling Plan is proposed to equip teachers with updated knowledge, skills, and strategies that will enhance their innovativeness in facilitating classroom assessments through a series of professional development activities, collaborative learning opportunities, and practical workshops.

#### ➤ *Objectives*

This instructional upskilling plan aims to enhance the innovativeness of senior high school teachers in facilitating classroom assessments through a comprehensive instructional upskilling program. Additionally, it intends to achieve the following specific objectives, namely:

- Strengthen teachers' knowledge of innovative classroom assessment strategies;
- Develop teachers' skills in designing differentiated and inclusive assessment activities;

- Improve teachers' ability to manage classroom behavior during assessment tasks;
- Promote the integration of technology in assessment practices; and,
- Encourage collaboration and sharing of best practices among teachers.

#### ➤ *Target Participants*

The participants for this instructional upskilling plan include the following individuals: senior high school teachers, department heads, master teachers and academic coordinators.

#### ➤ *Expected Outcomes*

Ultimately, the proposed instructional upskilling plan aims to contribute to better learning outcomes and more effective assessment practices among senior high school learners. Specifically, the implementation of this program is expected to improve teachers' competence in designing innovative classroom assessments; enhance teachers' ability to address learner diversity during evaluation; promote the use of technology in assessment practices; strengthen classroom management during assessment activities; and improve the accuracy and fairness of student evaluation.

#### ➤ *Monitoring and Evaluation*

The effectiveness of the proposed instructional upskilling plan will be evaluated through pre- and post-training assessments, teacher feedback surveys, classroom observations, review of assessment materials developed by teachers and analysis of student performance outcomes.

## IV. CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

- Senior high school teachers are 30 years old and below, female, have obtained their master's degree, are handling language subjects, had been in the profession between 10-20 years and were not active in participating in relevant seminars.
- Senior high school teachers manifest moderate extent in terms of formulating assessment and great extent both in terms of evaluating assessment and reporting and feedback assessment.
- There is no significant difference on the level of teachers' innovativeness in facilitating classroom assessment when they are grouped according to age, sex, highest educational attainment, area of specialization, years of service as a teacher and participation in relevant seminars.
- Diversity and individuality of learners, behavioral issues and lack of discipline of the learners, such as inattentiveness, lack of cooperation, disengagement and being doubtful are the identified challenges being experienced by the senior high school teachers in facilitating classroom assessments.

- An Instructional Upskilling Plan aims to improve the innovativeness of classroom assessment practices among the senior high schools.

### RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are considered, culminating in the development of an instructional upskilling plan for senior high school teachers within the Division of Batangas City:

- The proposed instructional upskilling plan be presented to the Schools Division Office of Batangas City for evaluation and validation prior to its full implementation and dissemination;
- The identified challenges such as diversity and individuality of learners and the behavioral issues and lack of discipline of the learners be discussed during Learning Action Cell (LAC) sessions to assist senior high school teachers in improving their innovativeness in facilitating classroom assessment; and,
- Future researches be conducted similar to this research but focusing on its limitations, the areas not explored in this study and the other senior high school teachers beyond the schools division of Batangas City.

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