



Formative Assessment Practices of Junior High School Teachers in One Private School in the City of Calamba

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PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

Formative Assessment Practices of Junior High School Teachers in One Private School in the City of Calamba

A THESIS

Presented to the
Faculty of the College of Graduate Studies and
Teacher Education Research

Philippine Normal University
Taft Ave. Manila

In Partial Fulfilment of the Requirements
for the Degree Master of Arts in Education
with Specialization in Curriculum and Instruction

CAGUIMBAGA, JOSEPH ALCOS



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

APPROVAL SHEET

This thesis entitled "FORMATIVE ASSESSMENT PRACTICES OF JUNIOR HIGH SCHOOL TEACHERS IN ONE PRIVATE SCHOOL IN THE CITY OF CALAMBA" prepared and submitted by JOSEPH A. CAGUIMBAGA in partial fulfillment of the requirements for the degree of Master of Arts in Education with Specialization in Curriculum and Instruction, is hereby recommended for approval and acceptance.

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ABSTRACT

Title: **Formative Assessment Practices of Junior High School Teachers
in One Private School in the City of Calamba**

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Degree: **Master of Arts in Education**

Specialization **Curriculum and Instruction**

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This case study examined the current practices of Canossa Academy teachers in giving formative assessment as basis for the proposed pocket guide to help the teachers in the implementation of formative assessment in their classroom. Participants of the study were the 13 junior high school teachers of Canossa Academy- Calamba. Data were collected using questionnaire, interviews, and classroom observations. The findings on formative assessment practices of teachers revealed that: 1. formative assessment strategies were effective if they 1.1) track students' learning; 1.2) achieve mastery learning; and 1.3) promote independent learning. 2) The challenges encountered by the teachers were: 2.1) teacher's lack of familiarity with other formative assessment strategies; 2.2) students' lack of understanding towards the role of formative assessment; and 2.3) consistency in using formative assessment. 3) The teachers used the result in helping their students to improve academic performance by giving oral and/or written feedback. 4) The teachers used the result in improving their teaching performance by adjusting instruction to meet students' need. 5) The students were



helped by the result of their formative assessment by reviewing the formative assessment results to adjust learning tactics. These findings led the study to create a pocket guide in conducting formative assessment inside the classroom to help the teachers in improving their current practices in giving formative assessment. Different strategies and sample learning plans were included in the proposed guide. The recommendations include intensive training in implementing different formative assessment strategies.

Keywords: formative assessment, teaching practices, curriculum and instruction



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JAC



DEDICATION

To God Almighty

To his parents, siblings, nieces, and nephews

To his professors

To his Canossian family and friends

Without you, this work will not be possible

The researcher truly dedicates this to you!

JAC



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Chapter 1

THE PROBLEM AND LITERATURE REVIEW

Background of the study

In a typical classroom setting with diverse learners, the teacher begins the lesson by identifying the prior knowledge of the students, explains the concept, gives an exercise, and ends the session possibly with a written assessment. During the process, the teacher asks a question to the class then chooses one from those with a hand raised. When students give the response, the teacher evaluates it, and the cycle begins again. This cycle is called by William (2014) as the standard classroom transaction model or the I-R-E (for initiation-response-evaluation). This model is the most familiar of all classroom routines. However, in using this model, the students' participation becomes voluntary, which limits the maximum possibilities of expanding their thinking ability and knowledge of the content; consequently, this makes the model ineffective (Why the IRE model of questioning is ineffective, 2009). Only those who are confident are engaged while the rest are being left behind. This scenario is common in different classrooms in the Philippines. In a study conducted by Cagasan et al., (2016), classes usually began with activity, followed by small group activities, question and answer with shows of hands, and a summary session. Sometimes, classes consist of recitation activity. The idea to promote learning for individual students is not maximized as a teacher primary focuses on identification of correct responses and correct responders. As a result, most of the graduates show deficiencies in their ability to communicate, to think logically



and to solve problem (Luz, 2007). According to De Leon (2011) in a news released by ABS-CBN, Philippine education ranked seventh among nine Southeast Asian nations in the area of education and innovation. These are some of the reasons why there is a need to add two years in basic education.

The K to 12 curriculum aims to develop 21st century skills (critical thinking, communication, collaboration, creativity, cross-cultural understanding, computer/ICT literacy, and career and self-reliance) necessary to become locally and globally competitive (Enhanced Basic Education Act of 2013). This can be achieved through a standard-based classroom where curriculum, assessment, instruction, and student learning are explicitly aligned to the standards. It is necessary that students acquire the essential knowledge and skills, make meaning out of facts, and transfer their learning to new situation (Mctighe & Wiggins, 2010). To ensure that student realize the learning goals, assessment becomes an integral part of the process. Assessments typically came from the textbook materials and given after the instruction was completed, then, the results turn into grades (Chappuis, 2014), and this is known usually as summative assessment. To ensure that students perform well in the summative assessment, certain preparation must be done, and this is through formative assessment. In a study conducted by Hattie (2012), formative assessment topped the list of most influential practices that improve student outcomes. In another study, Black and William (1998) stated that formative assessment is one of the most powerful ways to raise student achievement. According to Reeves (2003), in a classroom assessment scenario in which there are multiple opportunities to improve, however, the consequence for poor



performance is not a bad grade and discouragement, but more work, improved performance, and respect for teacher feedback. In a study conducted by Martinez (2009), accurate and valid information about student achievement is understood widely to be essential for effective instruction, as it enables teachers to give appropriate feedback and adapt their instruction to match student needs. Assessment is necessary because it provides evidence of student learning during the instruction that can lead to improved achievement (Hattie, 2009).

In Canossa Schools in the Philippines, assessment practices of teachers are given focus in today's classroom because the kind of practices done inside the classroom matters most (William, 2004). Although experts are saying that formative assessment can raise students' academic performance, it is not known at all times which practices are most effective, the appropriate time to deploy them, and the combination that really works for the students (Duckor, 2014). In the 21st century learning, assessment must be balanced, technology enhanced, ongoing, used as evidence of performance, and collaborative effort of stakeholders. The kind of assessment practices the teachers give in Canossa is anchored in the implementing rules and regulation of K to 12 curriculum, thus, making it aligned o the standards. Though students' success in academic performance inside the classroom can be seen and measured by using different assessment practices, it is not known if these are the same with the result of the summative test given by the institution and the national level. Understanding the positive impact of assessment practices of teachers and academic performance of the student is important because it can help to make instructional decisions and serve as basis for improvement. Unfortunately, little is known if this assessment practices



are properly implemented and effective.

During the initial interview with Canossa teachers, 2 main problems had been identified. First is with their understanding of formative assessment. Teachers have different views and definition of formative assessment and the manner in which they use the result. Some teachers define formative assessment as a way to keep on track on student's learning and basis on how to improve their teaching. They thought of it as a score attained by the student that serves as their source whether to move to the next lesson or do the re-teaching. Others define it as quizzes, long test, group works, and other written works. The scores of the students are recorded as an evidence of their progress; however, they also include it in the computation of the final grade. According to Cagasan et al. (2016), there was a little evidence of the use of formative assessment results at the individual or small group levels; and seldom, results were used to modify teaching strategies for an entire class. Miller (2011) explained that formative assessment should not be graded. It is recorded as an evidence of progress for students, parents, and teachers. This can be used for the students to reflect on their work and set goals. Formative assessment is practice and part of the journey; it should not be carried over in the final grades of the students. Learner are to be rewarded for their achievement and not during practice.

Based on the result of the formative assessment, if half of the class fails the assessment, the teacher has to do the re-teaching; however, even those students who already performed good need to hear the entire lesson again. Teachers also associate the result of formative assessment in the summative assessment- - those who perform well during the formative



assessment are also the ones who perform well during the summative assessment. Those students who fail also do the same towards the end, thus overthrowing the purpose of having formative assessment.

Second main problem is that many are not aware of different formative assessment practices, while those who know some seldom use it with their students for they do not have proper orientation and training. In relation with the recent PAASCU visit, the team recommended the use of more formative assessment. Yet teachers easily stick to the traditional classroom paradigm that casts them to a role of giver and grader of tests, someone that diagnoses student needs, and prescriber of regimens (Tomlinson, 2014). Most of them are grounded in giving seat works with a number to be interpreted. Some teachers do not use other formative assessment practices because they do not know what the other formative assessment practices are, how to conduct them, how to use the result, and in what particular subject it is more applicable. Meaning of terminologies is also a problem, because many are not familiar with research-based formative assessment that are found to be effective. Although seminars and trainings were provided to the teachers during summer formation and through the Committee on Instructional Development and Innovation for Canossa Schools (CIDICS) and Private Education Assistance Committee (PEAC), not all teachers are given opportunity to attend.

With these problems presented, the researcher sees the need for the teachers to be oriented and empowered in using formative assessment so that effectively they can uplift the quality of Canossian education. Teacher's role is very important towards the increase of



students' academic performance and in preparing the students to become successful. In doing so, the data gathered in this study served as bases in crafting a pocket guide in conducting formative assessment. This pocket guide contains sample formative assessment strategies and how to employ these in an actual classroom setting. This guide can be used and evaluated by the teachers to see how they can improve the quality of their teaching.

In addition, a lot of researches about formative assessment were conducted in other country but not in the Philippines. A study conducted by Cagasan et al. about formative assessment is just one of the few researches that highlights the importance of formative assessment in Philippine Education. Therefore, this study can be added as part of the literature that presents the relevance of using formative assessment and how it can be conducted inside the classroom to uplift the quality of teaching and learning in the country.

Literature Review

Understanding Formative Assessment

Formative Assessment has been defined in various ways in literature. Among the many, William (2011) defined assessment as an evidence used by the teachers, learners, or their peers to make decisions about the next steps in instruction. Formative does not refer to the assessment itself, but to the function that evidence serves from the assessment.

William (2011) said, "It doesn't matter very much which school you go to, but it matters very much which classroom you're in" (p. 8). A lot of researches were done to determine how to become an effective school, and the result is clear-- class size, how the teachers group students for instruction, and the presence of between-class grouping practices



have nothing to do to become effective. In a study conducted by Sanders and Rivers (1996), increasing the teacher quality was most beneficial for lower-achieving students, and the general effect were the same for students from different ethnic background. Over a broad range of studies, Black and William (1998) concluded that attention to the use of assessment to inform instruction, particularly at the classroom level, in many cases effectively doubled the speed of student learning. On top of this, Chappuis, Chappuis, and Stiggins (2009) mentioned that formative assessment practices greatly increased the achievement of low-performing students, in some cases to the point of approaching that of high achieving students. In an article written by Brookhart, Moss, and Long (2008), formative assessment fuelled student ownership for learning; the student achievement, motivation, and time on task are higher in classes where formative assessment is extensively implemented. According to James Popham (2009), formative assessment can enhance dramatically the quality of instruction, but only if educators understand what it is and it is not.

Definition of Formative Assessment

Formative assessment is discussed nowadays in different schools; but what is formative assessment? According to Black and William (1998) and for the different experts in the field of education, it is not an instrument or an event, but a collection of practices with common feature (i.e. to improve learning). Researchers always have these in mind every time they describe formative assessment. Chappuis and Chappuis (2008) stated that “Formative assessment delivers information during the instructional process and before the summative assessment to make decision about what actions to take to promote further



learning,” (p. 15). Tomlinson (2014), on the other hand, defined it as, “Formative assessment is – or should be – the bridge or causeway between today’s lesson and tomorrow’s” (p. 11).

Formative assessment is a process to gather evidence continuously about learning. The data are used to identify a student’s current level of learning and to adapt lessons to help the student reach desired learning goal. In formative assessment, students are active participants with their teachers, sharing learning goals and understanding how their learning is progressing, what next steps they need to take, and how to take them (Heritage, 2007, p. 141).

Formative assessment is a process that uses informal assessment strategies to gather information on student learning. Teachers determine what students are understanding and what they still need to learn to master a goal or outcome. Strategies used to gather formative assessment information take place during regular class instruction as formative assessment and instruction are closely linked. The information gathered is never marked or graded. Descriptive feedback may accompany a formative assessment to let students know whether they have mastered an outcome or whether they require more practice (Regier, 2012, p. 5).

There is only one thing that can be seen common throughout formative assessment-- it is how the information gathered with the students are utilized to make adjustments in teaching and learning process. The Council of Chief State School Officers or CCSSO through Formative Assessment for Students and Teachers (FAST) and State Collaborative Assessment and Student Standard (SCASS) in the year 2006 defined formative assessment



as a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (Council Chief State School Officers,[CCSSO], 2012). Another definition was given by the National Council of Teachers of English (NCTE) in a position statement released last 2013. Accordingly, formative assessment is the lived daily embodiment of a teacher's desire to refine practice based on a keener understanding of current levels of student performance, undergirded by the teacher's knowledge of possible paths of student development within the discipline and of pedagogies that support such development (National Council of Teacher of English [NCTE], 2013). True formative assessment is assessment that is informing – to teachers, students, and families. It must require students to take responsibility for their own learning, communicate clear, specific learning goals, and focus on valuable educational outcomes with applicability beyond learning context. Formative assessment must identify the students' current knowledge and skills and the necessary steps for reaching the desired goals and plan to attain them. It must encourage the students also to self-monitor progress toward the learning goal and must be provided frequently that includes peer and self-assessment, and assessment embedded within learning activities (NCTE, 2013).

According to the UNESCO Program on Teaching and Learning for Sustainable Future (UNESCO-TLSF), formative assessment refers to the ongoing forms of assessment that are linked closely to the learning process. It is characteristically informal and is intended to help students identify strengths and weaknesses from the assessment experience (United Nations



Educational, Scientific and Cultural Organization [UNESCO], 2010).

Formative assessment provides an ongoing feedback to improve learning (McMillan, 2007). It is done during instruction and the students are encouraged to participate. The teachers are expected to give immediate, specific feedback and instructional correctives. Formative assessment emphasizes deep understanding, application and reasoning; it is highly specific, flexible, adaptable, informal, and has a strong, positive, and long lasting effect on learning.

Based on the definitions presented, there is one common idea derived about formative assessment. When used properly, it helps improve learning.

Types of Formative Assessment

Formative assessment plays an important role to improve the quality of education. This can be achieved by using strategies that elicit evidence on where the students are. There are many types of formative assessment strategies, classified as formal and informal (Ruiz-primo, 2007).

Formal formative assessment is designed to provide evidence about student's learning. It is planned; and the information collected from the students takes time to analyse. The teachers need to plan action on how to help students achieve the goal. Often, formal formative assessment is documented (www.masteryconnect.com). Examples of formal formative assessment include paper and pen test and quizzes. On the other hand, informal formative assessment is generated during daily activities. Information develops from student's responses and the teacher immediately makes use of information from the students during the course. It



is less documented and more often performance-based. Some of the examples of informal formative assessment are assessment prompts and performance based assessment. Assessment prompts are classified as written, visual, oral, and tactile/kinesthetic (Lewis et al., 2010). Written assessment refers to activities in which the student selects or composes a response to a prompt. It includes paper and pen test, summary, learning logs, reflection journals, 3-2-1 activity, etc. Visual type of assessment includes graphic organizers, individual whiteboards, drawings and sketches, etc. Some of the examples of oral type of assessment are think-pair-share, quick talk, etc. For the tactile/Kinesthetic, it includes role play, thumbs up thumbs down, improvisation, etc.

Performance based assessment refers to the activities that directly assess students' understanding and proficiency. It allows the students to construct a response, create a product, perform a demonstration, or focus on processing that shows what the students understand and can do (Mctighe & Ferrara, 1998). Constructed response format of assessment asks the students to generate brief response to an open ended questions, problems, or prompts. It includes concept map, flow chart, and graph. Product assessments, on the other hand, provide tangible output that serves as evidence that the students are able to apply their knowledge and skills. Some examples of product assessment are essays, models, oral presentation, and displays. Performance assessment shows the application of desired knowledge and skills among the students. It provides opportunities for the students to replicate a real world situation. Drama, musical play, dance presentation are some examples of performance assessment. Lastly, process focused assessment provides information on students' thinking



rather than tangible responses, products or performance. It is used overtime rather than on a single occasion. Learning log can be used as a tool in process assessment where the students document their thinking overtime and the teacher provides necessary feedback (Mctighe & Ferrara, 1998).

Formative assessment tools can be classified as oral language, writing, projects and performances, tests, and common assessments (Fisher & Frey, 2011). Oral language is the most common way to check students understanding of the lesson. It is where the teacher uses the traditional question and answer. However, aside from question and answer there are other ways to check for understanding using oral language like retelling and think-pair-share. Writing provides the teacher an idea on how the learners think. Writing to check for understanding includes summary writing and prompts like admit and exit slips. Additionally, projects and performances are tools to check for understanding. These allow the learner to synthesize, evaluate, and create. Projects and performance as a formative assessment are the execution of skill or process and a public display. These include shadowing and reiteration, checklists during projects, and presentations. Tests commonly used to assess students' learning towards a big chunk of information can be used also as a formative assessment tool. Some examples are short quizzes, self-corrected spelling, cloze maze procedure, and question and answer relationships. Lastly, common assessment as formative assessment tool provides the students with test format practice. Commonly it appears to be a multiple-choice type of test; however, other forms like essay and other creative components can be utilized like video, poster, rap song, poem, etc.



These formative assessment strategies provide means on how the teachers check for understanding during the instructional process. These are not summative assessments that teachers put grade but rather a formative assessment to determine what is next.

Formative Assessment Strategies

In each type of formative assessment, whether it is formal or informal, there are several strategies that teachers can use inside their classroom. As mentioned, formative assessment strategies check for understanding of student learning to make decisions about current and future instruction (Regier, 2012). To know the current knowledge of students and the information or skills students still need to learn, assessment strategies are necessary. Although there are many formative assessment strategies, these are the common formative assessment strategies used by the teachers in their classroom.

- a. Map of conceptual change. Worksheet is given to students before the start of the lesson to know their prior learning. It is revisited during instructional period to know if there are changes in ideas as they acquire necessary knowledge and skill. The worksheet is finalized towards the end in order for the teachers to know if the students obtain the correct concept. Examples of map of conceptual change include Anticipation/Reaction Guide and Initial Revised Final Chart. Anticipation/Reaction Guide, according to Herber (1978), helps the students to activate and evaluate prior knowledge. It allows the student to make predictions based on their background and they are going to evaluate these predictions after their exposure to new



- information. Initial Revised Final Chart is similar to AR guide; only the students are allowed to revisit and revise their answer.
- b. Exit slip/admit slip. When students enter or begin the lesson, they are presented with the goal for the lesson. At the conclusion, they complete a brief simple assessment that the teacher can use to assess their skill level on the goal and what they need to do next.
 - c. Four corners. Corners are labelled: Strongly agree, agree, disagree, and strongly disagree. The teacher presents a controversial statement and have students go to the corner that best fits their opinion. Students then pair up to discuss why they feel as they do. The teacher circulates and records comments. Next, there can be a whole group discussion, where opinions are defended and or students can return to their desks to write a brief defense of their opinion.
 - d. Games. As students play the game, the teacher circulates with a clipboard and records individual observation on student skills. This information drives small group lessons later. Game is a fun way to learn and teachers need to have a specific goal in mind when using this method and should achieve the desired learning goal (Knight & Silbor, 2006).
 - e. Graphic organizers. The teacher presents a variety of graphic organizers and allows students to choose from a sample to demonstrate their knowledge on a given standard. As they work, the teacher can circulate around the room and discuss



choices with the students. This information, along with final product, can drive further learning.

- f. Individual white boards. Students record their answer to a given question on their white boards. On the teacher's signal, the students raise their boards so the teacher can see if they arrived at a reasonable answer. This drives small group work later.
- g. Self/peer assessment. Students reflect on their learning, and assess where they are in the continuum. Students can be used also as peer evaluators, explaining how they feel a product reflects what was expected.
- h. Think-pair-share. The teacher presents a question (higher level, standard targeted). Students have 20-30 seconds to think on their own. On a signal, they turn to a partner and discuss their thoughts for approximately 1 minute, and finally they share with the class for discussion. This was developed by Frank Lyman (1981) and his colleagues. This strategy consists of three stages of student action where they (1) think of an answer to the question, prompt, reading, visual, or observation; then they (2) discuss their responses with their partner and try to compare them; lastly, (3) they share their thinking with the rest of the class (Fisher & Frey, 2011).
- i. Fist to five. It is a means of assessing one's learning along the process. The students are asked to raise their hands with 5 as the highest and interpreted as they know it well that they can explain it to anyone; 4 if the students can do it alone; 3 if they need some help; 2 if they need more practice; and 1 if they are only beginning. This



gives an instant result where the students are and serve as basis for adjustment in teaching.

- j. Quizzes. Students respond to a prompt or a few targeted questions. They receive feedback promptly with directions for next things to do as a result of the outcome. Quizzes as described by Knight and Silbor (2006) are given to measure what learners have learned from their lessons. It should not be used to threaten or embarrass the learners but to help them find out what they have learned. In giving quizzes, variations can be done, like exchange quiz where students individually write quiz and exchange quizzes with a seatmate. Another variation is to have group quiz where the class is divided into two groups, where one makes a quiz while the other studies the given lesson. Another strategy is lottery quiz wherein each student writes out a question and places it in a box, then each draws a question to answer. Lastly, students write questions for the teacher to answer. Any unanswered question is a point for the one who made the question.

Formative Assessment in Improving Teaching and Learning

Formative assessment strategies are tools that can help teachers to monitor the progress of their students. In doing so, teachers can gather evidences that serve as their basis in improving their teaching. On the part of the students, formative assessment informs them of what they know and what they do not know. If a problem is properly identified and addressed, assessment improves the way the students learn, as Hattie (2012) claims formative assessment as one of the most influential practices that improve student outcomes. However,



in spite of its positive effect to the academic achievement of the students, many do not know which practices are most effective, nor the time to deploy them, and reason why it works for a particular student in the classroom (Duckor, 2014). In a research, students who receive formative assessment perform better on variety of achievement indicators than their peers do (Hanover Research, 2014). The study conducted by Black and William (1998) provided evidences that formative assessment can make a difference in learning outcomes at all grade levels. In their research, formative assessment experiments produced effects sizes of 0.4-0.7 larger than found for most educational interventions equivalent to approximately 8 months of additional instruction.

In a follow-up to “Inside the Black Box,” Wiliam, Lee, Harrison, and Black (2004) examined the achievement of secondary students in math and science who were exposed and not exposed to formative assessment. Teachers involved in the study were trained and supported in their use of classroom-based formative assessment. The research team measured the effects of formative assessment on learning outcomes and found a mean effect size of 0.32 when exposed to the intervention. Also in 2004, Ruiz-Primo and Furtak measured the effect of three formative assessment strategies—eliciting, recognizing, and using information—in the science classroom. They found that the quality of teachers' formative assessment practices was linked positively to the students' level of learning.

Since formative assessment is the frequent, interactive assessments of students' progress and understanding to identify learning needs and adjust teaching appropriately (CERI, 2008), Popham (2009) mentioned that it can enhance dramatically the quality of



instruction, but only if educators understand what it is – and is not. To make this learning adjustment work, the teacher must understand that a test-supported process is given consideration and not a test itself, deciding at what point in the instructional process to collect assessment evidence from the students. Giving of too much testing affects the teaching time so it is suggested to adjust the instruction first before the students adjust their learning tactics based on the elicited evidence, and that of the assessment –based process must not be too complicated or time consuming (Popham, 2009). It should take careful and skilled planning to ensure that the formative assessment goes with the research says work.

According to Brookhart, Moss, and Long (2008), formative assessment is about sharing of information. Teacher-to-student communication entails teachers showing students where they believe learning should be headed and what the students need to do to get there. This is important in formative assessment as its power comes from this addition. Formative assessment replaces judgmental assessment practices with information exchange and cooperation. In order for the formative assessment to work, learning targets must be communicated clearly, and descriptive feedback tied in the learning target must be given. Guidance that helps students realize that they can do what they need to do is important, and raising of the quality of classroom discourse (Brookhart, Moss, Long, 2009).

In a research conducted by Center for Educational Research and Innovation (CERI) in 2008, the following findings were turned into six key elements of formative assessment.

1. Establishment of a classroom culture that encourages instruction and the use of assessment tools



2. Establishment of learning goals, and tracking of individual student progress toward those goals
3. Use of varied instruction method to meet diverse student needs
4. Use of varied approaches to assessing students' understanding
5. Feedback on student performance and adaptation of instruction to meet identified needs
6. Active involvement of students in the learning process

In an article written by Tomlinson (2014), formative assessment can improve both teaching and learning by following ten principles. First is by helping students understand the role of formative assessment. Doing this assists them to learn and figure out how to get better and not to discourage them. It is essential to understand the reality that sustained effort and mindful attention to progress feed success. Second is by beginning with clear KUDs (what the students need to Know, Understand, and be able to Do). Following the backward design of Mctighe and Wiggins (2012), teachers must plan first the assessment anchored to the standards before planning for the learning activities. Planning on how the students can acquire knowledge and skills, develop an understanding, and transfer their learning is the end goal of K 12 curriculum. That is why alignment of formative assessments and the KUDs is very essential for the success of instruction. Third is by making room for student differences. Every individual is unique and has their own gifts. Providing multitude of opportunities for the students to show that they know, understand, and can do. The fourth principle is by providing instructive feedback. Hattie (2008) revealed that feedback is among



the most powerful influences on achievement. By teaching less and providing more feedback, teachers can produce greater learning (Wiggins, 2012). Giving feedback lets the students be clear of the learning targets they aim and how they are to reach it. Fifth principle is by making feedback user friendly. Even if feedback is specific and accurate in the eyes of experts or bystanders, it is not of much value if the user cannot understand it or is overwhelmed by it (Wiggins, 2012). To realize its power, feedback must result in a student thinking about how to improve – the ideal is to elicit a cognitive response from learner, not an emotional one (William, 2011). The sixth principle is by assessing persistently. Formative assessment is not about using it more often, but doing it continually, both formal and informal. Formative assessment must be the core of their professional work. The seventh principle is by engaging the students with formative assessment. Letting the students clarify things especially on how they use the feedback to improve learning. Eight principle is by looking for patterns. Finding patterns in students' work must be a way in planning classroom instruction that both moves students along a learning continuum and is manageable. The ninth principle is by planning instruction around content requirements and student needs. Formative assessment must be a means to design instruction that is better fit for student needs, and not an end in itself. Lastly, after the teachers do the nine principles, the tenth principle is just to repeat the process. Formative assessment is more habitual than occasional in classrooms where maximizing each student's growth is a central goal.

Assessment should not come always from textbook nor given after the completion of instruction. Assessment is not always about grading, because grading too soon can lead to



the damaging inference that ‘if you have to try, you are not smart in the subject’ (Chappuis, 2014, p 26). Students must be given sufficient time and opportunity to practice and improve.

K to 12 Curriculum and Assessment

The effect of formative assessment in improving the quality of education is very promising. In the context of Philippine Education, it is good to know that formative assessment is given attention.

It was May 15, 2013, when President Aquino signed into law the Republic Act 10533 otherwise known as the Enhanced Basic Education Act of 2013. The need to add two years was seen since the Philippines is the only country in ASEAN still having a ten year basic education. In a forum on Innovation and Entrepreneurship for globally Competitive Philippines, Luz, the co-chairman of the National Competitive Council (NCC), said that Philippines ranked seventh among nine Southeast Asian nations. The result of Trends in International Mathematics and Science Studies (TIMSS) served as an eye opener to add two years in basic education. K to 12 curriculum aims to develop the 21st century skills (critical thinking, creativity, collaboration, cross-cultural understanding, communication, computing, and career and self-reliance) necessary for the students to become locally and globally competitive. The K-12 honors every Filipino child’s right to better future, a child who possesses a healthy mind and body, has solid moral and spiritual grounding, has essential knowledge and skills for lifelong learning and self-actualization, engages in critical thinking and creative problem solving, and contributes to the development and progressive society for sustainable future. These can be done by developing students holistically so that they become



effective communicator, problem solver, critical thinker, and responsible citizen. Each subject contributes to the totality of the learners. Honing the students to become competitive begins with the classroom and the practices done in the classroom. By creating a standard-based classroom, the learners as well as the teacher always aim to attain the standard. Standard-based classroom is where the curriculum, assessment, instruction, and student learning are explicitly aligned, with the students producing evidence of learning. The success of learning can be accomplished by following a backward design where identifying the desired result comes first prior to the assessment and activities. Learning activities must be anchored to the planned assessment. The success in assessment can be done by giving formative assessment.

As per DepEd Order No.8, s. 2015: Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, assessment is viewed as a way for teachers to track and measure learner's progress and to adjust instruction accordingly. Usually assessment is associated only with measurement/grading of learning but DepEd Order No. 8 specifies clearly its function... track, measure, and adjust. Formative assessment may be integrated in all parts of the lesson and serves with varying purpose. It may be seen as assessment for learning so teachers can adjust instruction. It is also assessment as learning wherein students reflect on their own progress (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, 2015). In compliance to DepEd order, Canossa schools decided to create a common learning plan that includes suggested assessment and learning activities that are aligned to the standards. As per the department of education enclosed in DO. no. 8, s. 2015, formative assessment can be integrated before, during, and after the lesson. Some



formative assessments used before the lesson are agree/disagree activities, games, interviews, inventories/checklist, KWL activities, open ended question, and practice. During the lesson, formative assessment like multimedia presentation, observations, quizzes, recitations, and simulation activities can be done. Checklists, discussion, games, performance task, practice exercise, short quiz, and written work can be done after the lesson. The result in the formative assessment serves as feedback to help teachers ensure that students are equipped with enough skills and prepared for summative assessment. As added, formative assessment should not be used as bases for grading. In the new released DepEd Order 31 s. 2020 on interim guidelines for assessment and grading in light of the basic education learning continuity plan, formative assessment was highlighted. Formative assessment strategies are being used to inform teaching and promote growth and mastery. Teachers are encouraged highly to establish clear learning targets and success indicators, elicit evidence of learning, give timely and effective feedback, engage learners in assessment, and let the students own their learning.

Classroom Setting in the Philippines

While formative assessment is highlighted in the curriculum and clearly stipulated in DepEd orders, little is known if this is properly implemented in Philippine classrooms.

A study entitled Formative Assessment Project done by Cagasan et al. (2016) in partnership between University of Melbourne and University of the Philippines, supported by Australian Government, was conducted to investigate how teachers are using formative assessment in Philippine classrooms, and to examine the links between assessment and teaching practices. Phase 1 of the study revealed that there was common structure for the



lesson plan but the format was inflexible. There was a need for teacher development in the use of data to promote learning for individual students. There was little evidence of the use of formative assessment results at the individual or small group levels. Student behavior was given focus rather than development of skills. Mostly teacher used show of hands strategy to determine whether the students understood or not, and it was somehow the best opportunity to use the result formatively; however, it was not maximized. Few teachers marked or noted students' outputs. When teachers gave quiz, it was mostly a true or false item or short answer where the students were the ones who checked and recorded their scores, indications that data were not used as input for instruction purposes. Perhaps this was due to curriculum pressure (i.e. teachers perceived that curriculum is difficult to cover in terms of breadth of scope and sequence.) The idea that all competencies must be covered pushed the teachers to simply discuss the lesson, resulting to compliance by the teacher, but did not achieve learning in the part of the students. There was also little evidence of students seeking or expecting formative feedback regarding their learning. Quiz was the only means of getting information about students' performance. When teacher used questioning techniques, it discouraged the students for they were afraid to be called.

During the second phase of the study, four levels of formative assessment were identified. Level 4 was about teaching students to become evaluators of their own learning processes. Level 3 was acknowledging and responding to students' progress to make adjustment in teaching strategies and to provide feedback. Level 2 was providing additional information to students to complete the tasks. Level 1 was teaching at class level and attending



only to planned lesson delivery. Of the 59 lessons observed, 41 (70%) were found to have attempted the levels of formative assessment. Most of the classes observed were able to achieved level 1, but none was able to achieve level 4. It turned out that there was lack of practice in using formative assessment. Collected data were used for grading purposes; teachers lacked flexibility in doing on-the-spot adjustments; and few students sought formative feedback from their teachers. Therefore, it was recommended that a different approach had to be taken, involving empowering the students to take initiative in asking questions, getting feedback from the students, and even saying when they do not understand. It is important for teachers to engineer environments that facilitate open communication and support the learning process. Teachers must increase their proficiency in formative assessment practices as part of their professional development.

Teacher as a Successful Assessor

Teachers play an important role towards the success of the students. As assessors, teachers need to ensure that the learning goals are attained by the learners. Certain preparation must be done to determine whether the students are equipped with necessary knowledge and skills. This requires expertise particularly in giving formative assessments to know how they can adjust instruction to achieve the learning goals. Since formative assessment can enhance dramatically the quality of instruction, educators must understand what it is and is not (Popham, 2009). To make this learning adjustment work, the teacher must understand that a test-supported process is given consideration and not the test itself. Giving of too much testing affects the teaching time. Therefore, it is necessary to adjust the instruction first before the



students adjust their learning tactics (Popham, 2009). It takes skilled planning to ensure that formative assessment has to be guided by what the research says work. However, most of the teacher, specifically in private education, are new. Many beginning teachers do not have a clear idea of the different terms used in formative assessment (Duckor, 2014). To make the formative assessment a rich practice, Duckor (2014) suggested that priming the students first is important, that they are called and asked to answer questions not familiar to them. It is also important to pose good questions creating opportunity to meet learners at their current level of understanding. A pause during questioning is essential since students need time to process information. The practice of pausing after a question helps the students to prepare their answer in a meaningful or reasonable way. There are times when the students have already mentioned the correct answer so there is no need to follow up; however, probing student response suggests that there is always more to know. It is about collecting more substantial evidence to make decisions about what to teach, reteach, or even pre-teach for a particular group of students. In a usual scenario, when the teacher asks a question, it is mostly between the teacher and a few eager students. Bouncing or spreading questions throughout the classroom engages the students in thinking through a topic and makes them feel that they are included in classroom conversation. Every time the students answer a certain question, teachers can use tagging to generate a wide range of responses even if it is correct or not. Teachers then build categories of responses as correct, misconceptions, or proficient answer. In doing these moves, teachers make a difference in the learning outcomes; but it requires a lot of practice.

One factors that helps to improve formative assessment practices is through giving of



effective feedback. In an article written by Wiggins (2012), he mentioned that formative assessment, consisting of lots of feedback and opportunities to use it, can enhance the performance of the students and their achievement. Feedback is a term that must be clear both to teachers and students. Feedback as described by Wiggins (2012) is an information about how an individual is doing in his/her efforts to reach a certain goal. It is more than just comments made after the fact, including advice, praise, and evaluation.

According to Chappuis (2014), further instruction and giving of feedback are essential for the students to improve. It is considered one of the most powerful influences on achievement (Hattie, 2008). This is only true if the teacher knows how to give effective feedback. Feedback is considered to be effective when teachers already established the desired goals, know whether the students are achieving the goal, and determine what happens next. Yet giving feedback is more effective if two-way relationship exists between the teachers and students (Tovani, 2012). Feedback is a two-way street, meaning that the feedback that students give is important as the feedback that they get. The teacher must clarify the goal of the lesson and ensure that the students understand the feedback, while the students also give feedback about the effectiveness of their teacher's instruction (Hattie, 2012). According to Brookhart (2012), feedback is considered to be good if it is timely, describes the work of the students, positive in a sense that shows the intention of giving feedback i.e. to improve, clear and specific, and differentiated. Effective feedback according to Chappuis (2012) have five characteristics. First is, it must direct attention to the intended learning, pointing out strengths and offering specific information to guide improvement. Second, it must occur during the



learning and not towards the end. Third, it should address partial understanding, meaning that if the students show at least little understanding about the topic, feedback becomes effective. Fourth, effective feedback should allow the students to think and not just simply giving them everything that they need to do. Lastly, effective feedback limits corrective information to an amount the students can act on since they differ in their capacity in responding to correction.

Feedback can be helpful if it is goal-referenced, tangible and transparent, actionable, user-friendly, timely, ongoing and consistent (Wiggins, 2012). It is only successful if students use it to improve their performance (William, 2016). The purpose of giving feedback must be clear both to teachers and students (i.e. to improve the work rather than the student.) It is important to give feedback that can be used by the students to do assigned tasks that inform the teacher of students' thinking.

Summary

To summarize, experts in the academe agree that formative assessment is one of the most effective ways to improve teaching and learning. It is classified as formal and informal, with a number of strategies for each. Using different formative assessment strategies is necessary to cater the needs of the students and to inform both the teachers and students on what to improve. In achieving the goal of the curriculum, giving of formative assessment becomes an integral part that hopefully is practiced and visibly done in all classrooms in the Philippines. Teachers play an important role in implementing the curriculum and ensuring that student are achieving the standards. Thus, teacher as assessor must be an expert in giving of formative assessment and effective feedback.



Research Problems

This study examined the current formative assessment practices of teachers in Canossa Academy that contribute to the academic performance of the students and the teachers' use of result to improve their teaching.

In order to fulfil these objectives, the following research questions were addressed:

1. To what extent do teachers of Canossa use/apply the following formative assessment strategies/ practices in conducting their lessons?
 - a. Oral Language (Think-Pair-Share, Fist to Five, Games, Four Corners)
 - b. Writing (Map of Conceptual Change, Exit/Admit Slip, Individual White Board, Self/Peer Assessment)
 - c. Objective Test (Quiz)
 - d. Other formative assessment practices/strategies
2. What makes specific formative assessment strategies effective?
3. What challenges do teachers encounter in using the formative assessment strategies?
4. Using the formative assessment results,
 - 4.1. how do teachers help their students improve their academic performance?
 - 4.2. how do teachers improve their teaching performance?
 - 4.3. how do formative assessments help students in their performance in the summative assessment?



5. What pocket guide can be developed in conducting formative assessment strategies utilized by the teachers in the classroom?

Conceptual Framework

The present study is anchored on the Formative Assessment Action Plan by Nancy Frey and Douglas Fisher (2014), which identified the steps in becoming successful in teaching and learning. This research is guided by the proposed formative assessment system by Hattie and Timperley (2007) as stated in the book by Frey and Fisher (2014) that includes feed-up, feedback, and feed forward. Each component has corresponding strategies teachers can use to execute the plan effectively. With the help of the identified strategies, the researcher was able to create the clustered type of formative assessment as presented in Figure 1.

The studies conducted by experts in the field of curriculum and instruction also serve as basis in creating the formative assessment action plan. The influential work of Black and William (1998), in their book *Inside the Black Box: Raising standards through classroom assessment*, gave rise to the importance of formative assessment in promoting student achievement. Their work answered how improving formative assessment could raise the standard in education. Although several factors affect the quality of learning, Black and William (1998) said that if formative assessment is communicated properly in the right way, it yields good results even with low achievers. This is achieved if teachers concentrate on a specific problem and give students a clear understanding of what is wrong and ways on how they can correct it. Giving of effective feedback becomes an integral part in the process.



Despite knowing the positive impact of formative assessment, evidence shows that few teachers were using this kind of approach. Thus, research suggests to determine the motivation and experiences of the teachers, the methods used, and the nature of tests given to measure success. Moreover, the teachers need to establish the relationship between formative and summative roles. These notions increase the interest of the researcher as Curriculum and Instruction student to study more about formative assessment.

In another study conducted by Regier (2012), he mentioned that formative assessment results can be used both by academically challenged and high performing students. With academically challenged students, results can be used to work individually with a student, present information other ways, or adapt their current instructional strategy. For high performing students, results can be maximized in giving them challenging situations according to their current level. Students can also use the result in determining what they need to do to achieve the goals or outcomes. They may adapt or change their learning to master the competencies. Results can also help the students reflect on current learning goals or set of new goals (Regier, 2012). Students and teachers need to adapt or to change their learning and teaching respectively to master curriculum outcomes and make the students meet the standard. The information provided by the formative assessment can be used by the students in helping them to reflect and be responsible of their own learning. This can also serve as basis in assessing the current learning goals or check if ready to set a new goal. For the teachers, formative assessment result can be used to make some adjustment in instruction especially for struggling students. During the process, teachers can also determine if there



are misconceptions or misunderstanding. If the students already master the concept, the result of the assessment can also be used to enhance further students' knowledge, thus making it more personal and based on student needs. These can be done if teachers know what is formative assessment, its different types, the strategies, and the proper way of implementing it.

This research is also anchored in another study conducted by Cagasan et al. (2016) about formative assessment project where they investigated how teachers in the Philippines are using formative assessment in implementing the K to 12 curriculum. The tool used in conducting classroom observations was adapted by the researcher to evaluate the current practices of Canossa teachers in giving formative assessment. The K to 12 program requires every classroom to be standards-based. In order to meet this challenge, series of trainings were conducted to achieve the content and performance standard of the new curriculum. To support the program, private institution like Canossa Schools, attended various seminar workshops and training to implement properly the said curriculum. These help the institution to develop learning plan that is anchored on DepEd Curriculum Guide December 2013 and January 2014 versions, currently used by four schools, namely Canossa Academy Calamba, Canossa Academy Lipa, Canossa College San Pablo, and Canossa School Sta. Rosa. Revisions were made after the release of DepEd curriculum guide in year 2016. The academe followed the standard-based model created by Mctighe and Wiggins (2012) which is the backward design. The Enduring Understanding and Essential questions were unpacked from the curriculum standards; the K to 12 competencies were classified as Knowledge or Process;



and the transfer task was aligned with the Performance Standard.

Since 21st century assessment must be learner-centered, balance of formative and summative, context- specific, technology enhanced, these were used as evidence of student performance (Partnership for 21st Century Skills, 2009); the use of Acquisition, Meaning Making, and Transfer (AMT) learning goals was followed also. To achieve these goals, the level of assessment from knowledge, process, understanding, and product performance is strongly practiced in each school. To assess the students in different levels, various forms of assessment are used, from pre-assessment, formative assessment, summative assessment, and self-assessment. Assessment practices include the use of maps of conceptual change, different formative assessment strategies like think-pair share, exit Slip/admit slip, four corners, games, graphic organizers, individual white boards, fist of five and self/peer assessment, and authentic assessment in the form of performance task in Goal, Role, Audience, Situation, Product, Standard (GRASPS) format. With these overwhelming assessment practices done inside the classroom, this study focused only on the practices of teachers in giving formative assessment to know whether the students acquired the necessary knowledge and skills for them to make meaning and transfer their learning. Although the end goal of K-12 curriculum is for the students to provide evidence of learning through product and performance, this can be achieved only if the students' knowledge of content is well established.

Figure 1 shows the conceptual framework of this study. This figure illustrates variable (Formative Assessment Practices) that helps the students in their summative assessment.

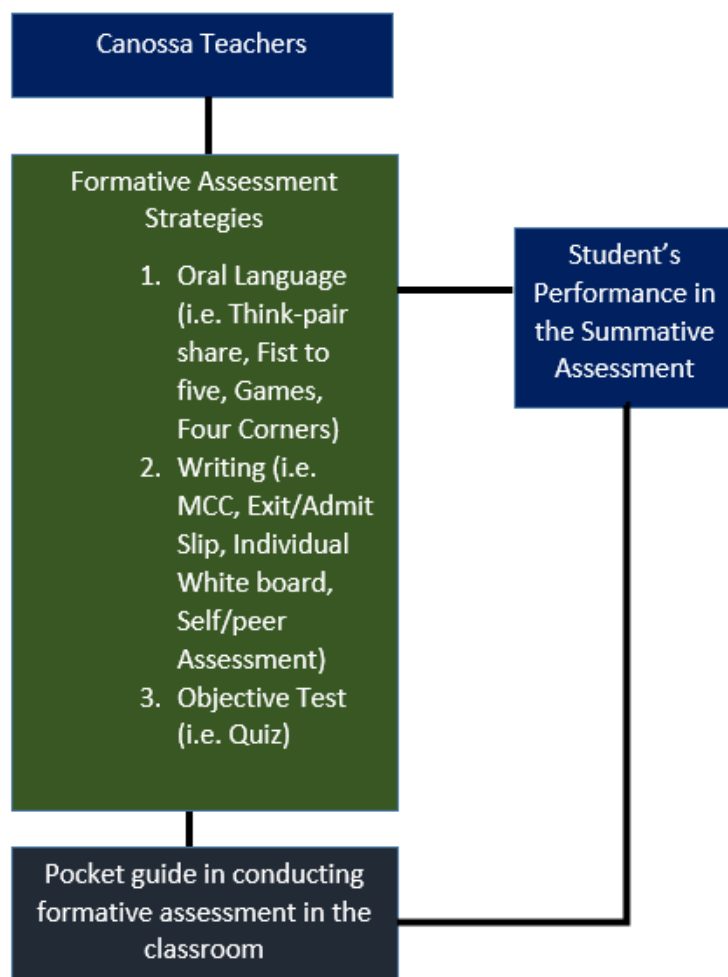


There are a number of instructional techniques that can be used to check for understanding. These are classified by Fisher and Frey (2007) as oral language, writing, projects and performance, tests, and common assessments. For this study, the focus is on oral language, writing, and tests strategies as a form of assessment. The line from Canossa Teachers signifies the practices of teachers in giving formative assessments strategies, the manner in which they implement them and use the result inside the classroom. These identified strategies that are most commonly used by teachers and are found to be effective. Teachers determine the extent in which they use formative assessment, and the challenges they encounter during the application of formative assessment strategies. Likewise, the illustration suggests determining how formative assessment practices help the students in their summative assessment. The results of the study through questionnaires and interviews serve as bases in the creation of pocket guide on the use of formative assessment inside the classroom to be utilized by different educators who are struggling in the use of formative assessment practices.



Figure 1

Conceptual Framework of the Study



Definition of Terms

The following terms are defined operationally for better understanding

Academic Performance is a numerical representation of students' achievement.

Academic performance was computed using the components stated in DepEd order No. 8, s.



2015 which are written works, quarterly assessment and performance task.

Assessment Practice is the process of giving formative assessment to ensure learning. In this study, the strategies are (a) Map of Conceptual Change (Anticipation-Reaction Guide, KWL Chart, Initial Revised Final), (b) Think-Pair Share, (c) Exit Slip/admit slip, (d) Four Corners, (e) Games, (f) Graphic Organizers, (g) Individual White Boards, (h) Fist of five, (i) Self/Peer Assessment, and (j) quizzes.

Formative assessment is the set of activities given to the students to determine what they know, to monitor their learning and providing feedback, and to adjust instruction for a successful teaching – learning process.

Pocket guide is a booklet type, which consists of different formative assessment strategies with explanation and process on how to utilize it. It also includes sample lesson plans where the identified formative assessment strategies are incorporated.

Teaching Instruction is a process in which the teacher executes the planned activities. In this study, it is defined as the practices of teachers in giving formative assessment activities.

Summative Assessment as used in this study, it refers to quizzes after a large chunk of information was given as monthly tests and quarterly tests.

Oral Language as a form assessment, it is used to check for understanding. It is where the students talk and the teacher listens to determine what they already know and still need



to learn. This includes think-pair-share, fist to five, four corners, and games.

Writing as defined in this study, is a way where the teachers get to see how students think so that they can clarify their understanding. This is more of writing for learning and not the process writing that is assigned usually by an English teacher. Some examples of writing for learning are map of conceptual change, exit/admit slip, graphic organizer, individual white board, and self/peer assessment.

Test as defined in this study, is not the common assessment used as summative but the one used as formative such as quizzes. This is used as a learning device for the teachers to have idea on what the students know and not as tests that merit a grade. Test is identified as objective type like multiple choice, true or false, sentence completion, short answer, and other selected response type of test.



Chapter 2

Methodology

This chapter is about procedures followed in the study. It describes the research design and methodology, the locale or the research site, and reasons for having this study to a specific institution. It also explains the selection of participants, data collection, methods of validation, and the role of researcher. Lastly, this chapter discusses ethical considerations which include the research board, confidentiality and anonymity, informed consent, and reciprocity.

Qualitative Design and Method

In the present study, qualitative research design was used to gain insights and understanding about an individual's perception and interpretation of an event. It is important in the conduct of any research to plan the research design carefully. The research design refers to the overall strategy chosen to integrate the different components of the study in a coherent and logical way to address the research problem effectively. It constitutes the blueprint for the collection, measurement, and analysis of data (De Vaus, 2001; Trochim, et al., 2006). Similarly, design in research serves as a blueprint or a skeletal framework of the research study (Baraceros, 2016). According to Cristobal et al, (2017), research design is a plan that structures a study to ensure that the data collected and generated contain the information needed to answer the initial inquiry as fully and clearly as possible. In addition, research design is a plan for collecting and analyzing evidence that makes it possible for the investigator to answer whatever questions he or she posed. As stated by Marquez-Fong et al. (2016), research design pertains to the overall organizing principle of a particular research,



determined by the form or kinds of data, the ways of collecting and organizing data, and the procedures of analyzing data.

The researcher used the qualitative research design through case study approach to focus on students and teachers on how they use formative assessment for academic improvement. It explains and describes real-life context, which is classroom situations on how students learn and how teachers teach. As stated by Marquez-Fong (2016), case study explains in detail, information of either person or group, regarding a specific phenomenon in real-life contexts.

According to Francisco et al. (2016), case study is a kind of research wherein the researcher could reflect on the problems and perceive the situation based on the perspective of the participants in the study. It also requires different methods in order to triangulate the result of the study. It must be noted that this study determines the difficulties encountered by teachers in using formative assessment and probes on how they use it inside the classroom. Although triangulation comes in several forms, i.e. theoretical, investigator, and data triangulation (Mendoza, 2017), this study uses additional methods coming from interviews, observations, and questionnaire. In doing these, it requires longer time to accomplish all the data collection, which in this study is not seen to be a problem.

According to Cristobal et.al. (2017), case study is used as research design if the study examines a specific individual or group of people, or institution. The goal of this design is to gain insights into a specific problem, provide background data for broader studies, and to explain socio-psychological and socio-cultural process, which is exactly the same on what



the study aims to achieve i.e. determining reasons for not utilizing other formative assessment and how teachers and students use the result in improving teaching and learning.

Research Site

This study was conducted at Canossa Academy, the first Catholic School in Calamba City. Canossa Academy of Calamba formerly known as Mater Dei opened in June 1964 due to insistent request from parents who still had to send their children to Canossa School in Sta. Rosa to avail catholic education. It is located at Lakeview Subdivision in Barangay Halang, Calamba City Laguna. The place is just two kilometers from Calamba crossroads and located at the foot of Mt. Makiling overlooking Laguna Bay. It is a Catholic and Academic Institution run by Canossian Daughters of Charity, a religious congregation founded in Verona, Italy by St. Magdalene. Canossa Academy embraces new school system, an Integrated Basic Education in the year 2012, which offers basic education from pre-school to grade 12. The school subjected itself to PAASCU Accreditation and was granted Level II Accreditation status.

The population consists of students from grades 7 to 10 currently enrolled in academic year 2019-2020. There are two (2) sections in each level. Sectioning is classified to be heterogeneous class, a mix of high performing, average, and academically-challenged students. Junior high school faculty consists of 13 teachers. Two completed their master's degree while five (5) are finishing their post graduate studies.

The following are the significant characteristics of the institution in terms of teaching



and learning process.

1. Teacher's way of teaching

Teachers follow a certain pedagogy, which is based on a backward design model by Mctighe and Wiggins. This aims to develop the three learning goals-- acquisition, meaning making, and transfer. To achieve these three goals, Canossa Schools crafted a lesson plan called HEART plan which stands for Hook, Engage, Acquire, Reflect, and Transfer. During the Hook part, the teachers prepare a short activity, an interesting question, or a video clip related to the lesson to hook students' attention. The Engage part is where the students perform a certain activity that helps them to make meaning of the lessons. Students generalize and make connections about different situations. Acquire part is where the teacher presents the lessons, explains the theories, or defines the concepts. In simple term, Engage is hands on while Acquire is minds on. During the Reflect part, it is where the Canossian graduate attribute developed. This part requires integration of values connected to the lesson. Last is the transfer part which is the end goal of the curriculum. It is where the students prepare for their performance task through scaffold activities towards the end of the unit. Teachers do not necessarily follow the flow from Hook going to Transfer or have one session with all the components. Teachers have the option to do Hook and Acquire for a session, or Engage or Transfer only.

The teachers use the common, shared HEART plan made by different teachers in four



Canossa Schools. They are allowed to make some revisions or annotations on the lesson plan depending on the available resources of the school.

2. Student's way of learning

The topics presented to the students is based on the curriculum guide. The teachers' role is for the students to achieve the competencies and the standard. The way students learn is inquiry-based, following a certain procedure from developing a concept and applying it to real-life context. The students need to establish the concept before they can make meaning and transfer their learning. For instance, in a topic on Statistics, specifically the measures of central tendency. The students need to define and illustrate mean, median, and mode. They must know the characteristics of each and process how to compute. This serves as evidence that they achieve the learning goal of acquisition. After they establish the concept, the students must determine the importance of studying measure of central tendency. At this point, they are asked to make connections by determining the appropriate measure of central tendency to be used in solving problems. This addresses the second learning goal of meaning making. Lastly, they are asked to create a simple study about a certain situation happening in the surrounding that requires the use of mean, median, and mode. They present it in a report and it serves as their evidence of learning the concepts fully. Each subject is required to do the same thing. These can be achieved successfully if the students are properly prepared with the help of formative assessment requiring teachers' expertise.



Selection Criteria and Participants

In selecting participants in this study, the researcher used the common procedures in any qualitative research, which is purposive sampling (Avilla, 2016). This kind of sampling is used when participants are grouped according to a set of criteria specified in the research. This study was participated by 13 teachers, the whole Junior High School Department and selected Junior High School students of Canossa Academy Calamba enrolled in the current school year.

This study was limited to Canossa Academy Calamba because of the following reasons:

1. There are more probationary teachers than tenured. More than half of junior high school faculty is composed of newly hired and non-tenured teachers. The faculty members are composed of 6 tenured, 3 probationary, and 4 newly hired teachers. Two of them finished their Masteral degree, and two are continuing. As observed, many lack expertise in using formative assessment.
2. Non-performance of the students in summative assessment. Students are from grade 7 to 10. Classes are classified as heterogeneous, and combination of boys and girls. On an average, class size is 37. It is believed that formative assessment prepares the students particularly in their examinations, and yet many did not reach the mastery level.
3. Many of the teachers are not aware of different formative assessment practices,



while those who know some seldom use it with their students for they do not have proper orientation and training. In relation with the recent PAASCU visit, the team recommended the use of more formative assessment.

Participants include all teachers because of its minimal number; however, in terms of students, random sampling was done to determine 10 students interviewed.

Data Collection

In order to fulfill the objectives, the following data procedures were done.

Phase 1: Seeking Permission

A written letter was given to the principal (see appendix A) for her approval to conduct the study in Canossa Academy Calamba. The teacher participants were given a consent form (see appendix G) to allow the researcher to conduct a written survey, a classroom observation, and interview. Likewise, the parents of the students were given a consent form (see appendix C) to allow their child to participate in the interview. Separately, the selected grade 7 to 10 students were given letter of assent (see appendix E) to join voluntarily in the conduct of this study.

Phase 2: Securing “Clearance to proceed” from PNU Ethics Committee

Consent forms were submitted to Ethics committee for possible ethical issues. A certificate of clearance to proceed was given to the researcher to signal the beginning of data gathering (see appendix M).

Phase 3: Collecting Data from Respondents



Letter of consent was given first to the teachers prior to the questionnaire. After one week, the consent form was returned to the researcher. Upon submission of the letter, the questionnaire was also handed to the teachers.

To know the extent in which Canossa teachers use/apply formative assessment practices in conducting their lesson, questionnaire was administered (see appendix H). The questionnaire includes a letter that asked for their cooperation in the said study. It is divided into two parts, the first part included the profile of the respondent particularly name, age, year in service, subject taught, and grade level. The second part consists of table where identified formative assessment was rated by the teacher based on the extent of use. They scale used was to a large extent, moderate extent, less extent, least extent, or not at all. The instrument was submitted to the researcher's adviser for approval. Experts in the field of education like the school principal and consultant together with the adviser validated the said instrument.

The research instrument was distributed to the teachers one by one. The researcher gave a short orientation to the respondents prior to answering the questionnaire. Teachers answered the questionnaire individually and during their vacant time. They were given one week to answer the questionnaire. After a week, it was retrieved for analysis.

Although the researcher asked for the demographic profile of the teachers, it served only as background information treated with strict confidentiality. All research notes, responses, and interview were kept in a locked file cabinet in the personal possession of the researcher. No teacher included in the interview was mentioned in the study and any information that can be used to identify the respondents was removed before the data were



handed over to the Philippine Normal University. The teachers were labeled as teacher A, B, C, D, E, F, G, H, I, J, K, L, and M. It took the researcher 2 weeks to retrieve all questionnaires, which were then tabulated and interpreted.

Phase 4: Conducting Classroom Observation

Classroom observations validated the answer in the questionnaires. An invitation letter (see appendix L) was sent to the teachers asking for their availability for a recorded classroom observation. After they agreed on the date and time, observation was conducted. All observations were announced and by schedule. There was no unannounced observation prior to the scheduled one. A video camera was set up inside the classroom. The classroom observation lasted for a month due to researcher's schedule and teachers' availability. Conflicts due to suspension of classes was experienced also during the observation period. The researcher recorded the whole session, which lasted for 50 minutes. The recorded classroom observations were revisited to determine the formative assessments used by the teachers. The researcher documented the assessment used and how the teachers used them as he listed the formative assessment strategies utilized during the classroom observation. Aside from recording using video camera, the researcher also took handwritten notes, and these were compared with their responses in the questionnaire and the interview. The observation tool developed by Cagasan et.al. (2016) called as COFA (Classroom Observation Formative Assessment) was used to determine the level of formative assessment practices of teachers (see appendix N)

Phase 5: Interviewing Teacher-respondents



When the classroom observations were done, another letter of invitation (see appendix K) was given to the teachers to know their most convenient time for the interview.

Another week was allotted to collect their responses. During the interview, the researcher made sure that the teacher was comfortable and well-composed. The questions asked during the interview followed a certain sequence as exemplified in Table 1. The interview lasted for about 20-30 minutes each teacher depending on how they answered the questions. No payment was given to the participants for participating in this study. The interviewee was informed that the interview would be recorded using a voice recording device installed in researcher's cellular phone. Since participation to this study was voluntary, they had the choice to decline to answer the questions and terminate involvement at any time they wished to. Follow-up questions were made during the process to clarify their responses. After the interviews, the researcher transcribed the responses of the teachers one by one and verbatim (see appendix Q). The researcher analyzed the answers of the teachers in each question and developed possible themes. Two weeks was consumed to transcribe the whole interview.

Table 1

Questions Asked during the Interview with Teachers

Research question	Specific question
What makes a specific formative assessment strategy effective?	What makes an assessment formative? What are the common formative assessment strategies that you use in your classroom? How do you define effective formative assessment? What makes a specific



Research question	Specific question
What challenges do teachers encounter in using the formative assessment strategies?	formative assessment strategy effective? How frequent do you use formative assessment? How do you check student's performance in the formative assessment? What challenges do you encounter in using formative assessment strategies? How do you resolve these problems?
Using the formative assessment results, how do you help your students improve their academic performance?	How do you convey the result to your students? In what way do you provide feedback regarding your student performance? What evidences would show that there is an improvement in their academic performance?
Using the formative assessment results, how do you improve your teaching performance based on the results of formative assessment?	How do you make some adjustments with your classroom activities? How do you make use of formative assessment results to improve your teaching performance? What evidences would show that there is an improvement in your teaching performance?

Phase 6: Interviewing Student-respondents

The last phase of data collection was students' interview to triangulate the data collected from the classroom observations and interview with teachers. Those who were selected randomly were asked to give a consent form to their parents. When parents agreed on the interview with their child, letter of assent was given to the students asking for their



voluntary participation. After accomplishing all documents, the researcher prepared for a focus group discussion with the students. Interview was supposed to be conducted after school hours; however, students had different schedules of going home-- others have service and their time was limited. Instead of doing the FGD during dismissal, the researcher asked the principal for a permission to excuse the students for one period. Arrangement was done also with the subject teachers of possible activities that the students missed.

The interview was conducted by group, beginning with grade 9 first, followed by grade 8, then grade 7, and lastly grade 10. The interview schedule was reviewed by the researcher's adviser. Prior to the interview, a short lecture was given to the students, informing them about what formative assessment is, how it is being done, and some examples. Table 2 shows the questions asked during the interview with students. During the interview, the respondents took turns in answering the question. The interview was recorded both using camera and voice recording device. It lasted for 50 minutes for each group, lasting for 4 days in all. The researcher transcribed the responses of the students and determined a possible theme for each question (see appendix R). The data collection lasted for more than 3 months to address the problem previously stated and to achieve the goal of the study.

Table 2

Questions Asked during the Interview with Students

Research question	Specific question
Using the formative assessment results, how do you improve your academic performance?	What are the common assessment strategies used by your teachers during classroom instruction? How do you use the result of your



Research question	Specific question
	formative assessment?
	How do you use feedback given by the teacher?
	What do you do to improve your academic performance based on the result of formative assessment?
Using the formative assessment results, how do formative assessment help you in your summative assessment?	How is your performance during formative assessment?
	How do you compare your performance in the formative assessment and summative assessment?
	Does formative assessment help you to perform better in the summative assessment? In what way?

Data Analysis

The analysis of data was done following the processes involved in the qualitative analysis of data by Cristobal et al. (2017).

Step 1. All data gathered from the questionnaire were transcribed, organized, tabulated, and interpreted. The taped recordings were reviewed many times prior to the transcription.

Step 2. The organized data were examined for inconsistencies and differences among the responses and for determining connections and relations between questions. The data were arranged and analyzed in detail for inference of general meaning.

Step 3. Data were categorized using coding process. Through this, the researcher found commonalities and patterns on the implementation of formative assessment practices of teachers.



Step 4. A file for questionnaire, interview, and observation was created. To describe the findings and maintain confidentiality, each teacher was coded as Teacher A, B, C, D, ..., M and the students were coded as Grade 7, 8, 9, and 10.

Step 5. Data were checked for possible data errors that could influence negatively the results of the study.

Step 6. Meaningful patterns and themes were identified.

Role of Researcher

In qualitative research, the researcher plays an important role (Avilla, 2016). In this study, the researcher acted as a detached observer whose only role was to gather data. Too much time was spent by the researcher to interview, observe, and take down notes about the participants of the study. The researcher recognized that his personal and work background could influence the interpretation of data. The researcher's experience as a national trainer for Junior High School teachers helped him to have wide range of knowledge about the importance of formative assessment. This includes research-based formative assessment strategies, how it is being done and its appropriate use. The researcher also recognized that his position as a trainer could cause biases in his interpretation of research results.

To minimize the personal bias of this study, experts checked the interview results to increase the validity and credibility. During the interview, follow-up questions made to participants to clarify their responses. Triangulation tested the accuracy of teachers' answers. Series of observations and interviews with students were conducted to know the truthfulness of information. After the taped interview was transcribed, the researcher asked each



participant to review the content of the transcript for accuracy. In addition, the researcher consulted his adviser throughout the conduct of this study. Lastly, the researcher included ample and relevant quotes from participants to substantiate the findings of the study.

Methods of Validation

Validity according to Cristobal et al. (2017) refers to the quality of instruments being functional within specific purpose -- that it measures what it is supposed to measure. It must be established beforehand to ensure the credibility of findings and accuracy of data analysis.

The main instrument utilized in this study were survey questionnaire and interview questions. To determine the validity of questionnaire, the researcher applied the procedure in gathering evidence based on content. Content validity according to Cristobal (2017) is determined by studying the questions to see whether they are able to elicit necessary information. In addition, content validity was established by subjecting the instrument to an analysis by a group of experts who have theoretical and practical knowledge of the subject. The researcher asked the judgment of the experts in the field of curriculum and instruction to help in the validation of the survey questionnaire and interview guide questions. The researcher asked the help of his former thesis adviser and his current adviser, both from Philippine Normal University, to evaluate the instrument and questions if those measured the variables being studied. Their intuitive judgment and expertise helped in the validation of the instruments and questions asked during the interview. In addition, they also helped in the validation of the findings and in identification of the common themes.



Ethical Considerations

Ethics is considered critically as an important element in this study especially that it involved people in the data collection process. Ethics in research refers to the standards on what is morally right or wrong (Mendoza et al., 2017). Creswell (1994) as cited by Mendoza et al. (2017) stated that qualitative research must address possible ethical issues that may arise. These include (1) steps taken to gain entry to the setting and to secure permission to study the informants or situation; (2) steps taken to obtain permission from the Institutional Board; (3) comment about sensitive ethical issues which include confidentiality and anonymity.

As suggested by Marshall and Rossman (2011) on examining the ethical issues within a qualitative research, the study considered approval of research board, confidentiality and anonymity, informed consent/assent, and reciprocity.

In this study, the Educational Policy Research and Development Center (EPRDC) serves as the review board, with Dr. Teresita T. Tungduin as the secretary of Research Ethics Committee, and Dr. Rene R. Belecina as the Chair. Before the data collection, the researcher submitted the copy for the approval of ethics committee. After thorough examination, the researcher was given clearance to proceed (see Appendix M).

Confidentiality and anonymity

In terms of confidentiality and anonymity, the identity of each participant was kept anonymous. Their name, address, or other identifiable information were not collected. Code names/numbers for participants on all research interviews and documents safeguarded their privacy, and the responses obtained were saved and kept properly. Transcribed responses were



locked in a file cabinet in the personal possession of the researcher. Any information that could be used to identify individual respondents was removed before the data were submitted to the Philippine Normal University. Any audio collected during the research was permanently deleted upon conclusion of the research. The only individuals with access to the participants' information were the researcher and his adviser. The researcher took all reasonable steps to protect identity, privacy, and anonymity of the participants throughout the research.

Informed Consent

Prior to the start of data gathering, the researcher presented his proposal to the principal of the recommended school for her approval. The process started by conducting a short orientation with the teacher participants. It aimed to raise the teachers' awareness of the details of this research. After the orientation, each teacher received the full copy of informed consent. They were given time to review and ask questions regarding the study. The teachers, being the participants of the study, were requested to sign the written agreement containing the details of the study and the assurance of confidentiality and anonymity.

The students received a written letter for their parents asking permission to participate in the interview. Attached in the letter was the full copy of informed consent for parents, requesting them to sign the written consent form. Parent's permission was very important since their child was a minor.

Separately, the students who were interviewed were given assent form aside from the parent's permission. They agreed independently to be interviewed as the researcher explained



them the purpose and method of research. The students also were asked to sign the written assent form.

Reciprocity

In this context, the researcher was very much thankful to all participants, both teachers and students. It was stated clearly in this study that involvement was voluntary and that there was no payment for the participation in this study. However, to compensate their effort, it was agreed that the result would be presented to the principal, teachers, students, and parents.



Chapter 3

Results and Discussion

This chapter presents the data collected from questionnaire, classroom observations, and interviews, following the sequence of the research problem in the study.

Data were collected from 13 Junior High School Teachers and 40 selected Junior High School students from grades 7 to 10. The findings consist of the following sections: 1) result from the survey questionnaire; 2) narratives of the classroom observations; 3) the teacher-participants; 4) the formative assessment practices of teachers describing effective formative assessment, the challenges encountered, and the use of results to help the students improve their academic performance and their teaching performance; 5) summary of each of the findings; 6) the use of formative assessment results in helping students in their performance in the summative assessment; 7) the emerging themes which revealed the commonalities and the unique practices and; 8) the pocket guide in conducting formative assessment inside the classroom.

The table 3 shows the summary of findings and themes that addressed the research questions found in the statement of the problem. The details were explained in the succeeding pages.

1. To what extent do teachers of Canossa use/apply the following formative assessment strategies/ practices in conducting their lessons?



Table 3

Summary of Findings and Themes

Large Extent	Moderate Extent	Less Extent	Other formative assessment strategies
Think-pair share	MCC	Exit slip	First Five
Graphic organizers	Games	Four corners	Thumbs Up and Down
Quizzes	Fist to five	Individual white boards	Dramatization
	Self/peer assessment		One Minute Paper
			Take a stand
			Sentence Completion
			Seasons Partner/Clock Buddy
			Journal Writing
			3-2-1 Countdown
			Socialized Recitation
			One-minute paper
			Round-robin with talking chips/sticks.

<i>Research Question</i>	<i>Theme</i>
2. What makes formative assessment strategies effective?	• Track students' learning • Achieve mastery learning



<i>Research Question</i>	<i>Theme</i>
	• Promote independent learning
3. What challenges do teachers encounter in using formative assessment strategies?	• Teachers' lack of familiarity with other formative assessment strategies • Students' lack of understanding towards the role of formative assessment • Consistency in using formative assessment
4. Using the formative assessment results, 4.1 how do teachers help their students improve their academic performance? 4.2 how do teachers improve their teaching performance? 4.3. how do formative assessments help students in their performance in the summative assessment?	• Giving oral and/or written feedback • Adjusting instruction to meet students' need • Reviewing the formative assessment results to adjust learning tactics

Survey Questionnaire

Based on teacher's responses on the questionnaire as seen in table 4, it was found out that think-pair-share, graphic organizer, and quizzes are the most common formative assessment strategies utilized largely by them with mean scores of 3.85, 3.54, and 4 respectively, all interpreted as large extent. All teachers used quizzes to a large extent as a form of formative assessment strategy.

On the other hand, strategies like MCC, games, fist to five, and self/peer assessment were utilized moderately. Exit slip, four corners, and individual white boards were utilized in



less extent. Aside from the identified formative assessment practices, teachers were able to cite other formative assessment strategies that they are using to a large extent like First Five, Thumbs Up and Down, Dramatization, One Minute Paper, Take a stand, Sentence Completion, Seasons Partner/Clock Buddy, Journal Writing, 3-2-1 Countdown, Socialized Recitation, One-minute paper, and Round-robin with talking chips/sticks. There was also one strategy used moderately like 3-2-1 synthesis and less extent like pickers.

Table 4*Means for Formative Assessment Strategies/Practices as Use/Apply by Teachers of Canossa*

Formative Assessment Practices	Large Extent n	Moderate Extent n	Less Extent n	Least Extent n	Weighted Mean M
1. Map of Conceptual Change (Anticipation-Reaction Guide, KWL Chart, Initial Revised Final)	6	4	1	2	3.08
2. Think-Pair Share	11	2	0	0	3.85
3. Exit Slip/admit slip	2	4	2	5	2.23
4. Four Corners	2	3	5	3	2.31
5. Games	7	3	3	0	3.31
6. Graphic Organizers	9	2	2	0	3.54



Formative Assessment Practices	Large Extent	Moderate Extent	Less Extent	Least Extent	Weighted Mean
	n	n	n	n	M
7. Individual White Board	2	1	6	4	2.08
8. Self/Peer Assessment	7	4	2	0	3.38
9. Quizzes	13	0	0	0	4
Others:					
First Five	1	0	0	0	4
Thumbs Up and Down	1	0	0	0	4
Dramatization	1	0	0	0	4
3-2-1 Synthesis	0	1	0	0	3
One Minute Paper	1	0	0	0	4
Take a stand	1	0	0	0	4
Sentence Completion	1	0	0	0	4
Seasons Partner/Clock Buddy	1	0	0	0	4
Plickers	0	0	1	0	2
Journal Writing	1	0	0	0	4
3-2-1 Countdown	1	0	0	0	4
Socialized Recitation	1	0	0	0	4
One-minute paper	1	0	0	0	4



Formative Assessment Practices	Large Extent	Moderate Extent	Less Extent	Least Extent	Weighted Mean
	n	n	n	n	M
Round-robin with talking					
chips/sticks	1	0	0	0	4

To determine how the teachers are using the identified formative assessment strategies, classroom observations were conducted. This also determine the current level of formative assessment practices of teachers.

Classroom Observation

Prior to the classroom visit, the teachers were notified of the time and date of the classroom observation. The focus of the observation was the informal and formal formative assessment strategies used inside the classroom. Formal formative assessment, according to Ruiz-Primo and Furtak (2007), has been identified prior to the lesson, and adjustment with the lesson is done during the next meeting as it structures and considers time and curriculum. On the other hand, informal formative assessment is spontaneous, with adjustment done on the spot, and feedback given immediately (Ruiz Primo & Furtak, 2007).

The researcher determined the strategies applied by the teachers and how they used them. The researcher recorded the strategy used and how the teacher employed it. Appendix P shows the formative assessment strategies utilized during classroom observation. The table consists of the subject area, topic, formative assessment used, and the narratives. The narratives explain how the teacher applied the formative assessment strategy.



Among the common formative assessment practices observed were the giving of short quiz, graphic organizer, hand signals like thumbs-up and thumbs -down and fist of five, think-pair-share, and question and answer during discussion. Four (4) out of 13 teachers gave quiz towards the end of the session to determine whether the students understand the topic and 1 gave it at the beginning that served as a review of the previous lesson. Although teachers used a variety of formative assessment, results were not utilized effectively even though the classroom observations were announced and the teachers were notified prior to their schedule.

When teachers asked the students to do the thumbs-up and down, data were not even recorded. One teacher randomly looked on students' responses and was not able to count the number of students who showed thumbs-up and down. Moreover, after the quiz, no item analysis was done; the teacher simply asked the number of students who got a perfect score, with one mistake, and so on. This simply means that data gathered were on class level only and not able to determine the individual responses of the students. When teachers used think-pair-share as a strategy, only a few shared their responses with their seatmates, and no group sharing was done. During the dramatization, where 2 teachers applied this as strategy, they allowed the students to present without giving feedback during the time allotment given during the preparation. When student presented, the teacher simply asked others to praise their classmates by clapping their hands. In another observation where the teacher asked the students to do graphic organizer, she asked other students to do gallery walk and critique the work of others. When students gave their feedback, the teacher also gave comments; however, revision of work was not permitted. This could only mean that the students were graded



already prior to the giving of feedback. Many lacked flexibility in doing on-the-spot adjustment of their lessons based on the responses of the students. The data collected from the result of formative assessment were used to improve instruction next session.

For the informal formative assessment, which occurred during classroom discussion, Classroom Observation of Formative Assessment (COFA) instrument developed by Cagasan et al (2016) was used (see appendix N). The instrument consists of 7 indicative behaviors, with a total of 15 levels of practice. The observer who was also the researcher rated the teachers based on how they conducted classroom discussion and the use of informal formative assessment. The lowest, '0' in a column, indicates that the level of practice was higher than the typical level. Due to their hierarchical nature, all other levels within the indicative behavior were coded as '1'. The result was tabulated and ranked based on the lessons involving the most proficient formative assessment practice and the lessons involving least proficient formative assessment practice. The result is shown in Table 5.



Table 5

Results Collected via Lesson Observation Instrument

Teacher	Grade Level	Subject	Teacher elicits responses to match a pre-conceived "correct" response.	Data collected can only be interpreted at class level (e.g. chants, self-report, quiz totals)	Teacher has main mode/s of eliciting responses	Teacher indicates if response is correct/incorrect	Teacher gives information specific to the task or product	Teacher elicits responses to identify the method or processed by the student/s	Teacher attempts to bridge or partially bridges the gap between the lesson and the student level	Teacher is flexible and adapts modes to the situation	Teacher gives feedback about the main process used to understand/perform the task	Teacher matches lesson with elicited evidence of student level	Teacher provides opportunities for students to give each other feedback (beyond just correcting responses or giving remarks)	Teacher elicits responses to identify the mental level/conceptual understanding of the student/s	Teacher can identify individual responses from all class members	Teacher gives feedback focused at supporting the student to evaluate their own process	Teacher provides opportunities for students to assess themselves (beyond just correcting response or giving marks)	TOTAL
K	10	English	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	11
J	8	Mathematics	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	9
D	7	Practical Arts	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	8
I	9	Mathematics	1	1	1	1	1	1	1	0	1	0	0	0	0	0	0	8
M	8	Filipino	1	1	1	1	1	1	1	0	1	0	0	0	0	0	0	8
A	10	Filipino	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	7
H	7	Filipino	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0	7
		Araling																
L	9	Panlipunan	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	7
B	7	Science	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	6
		Christian Life																
C	8	Education	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	6
G	9	English	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	5
		Araling																
F	8	Panlipunan	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	4
E	10	English	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	11

Note. The table consists of a row for each of the 13 lessons observed and a column for each of the 15 levels of practice. The result was obtained based on the instrument described earlier. The data were sorted with the lessons involving the most proficient formative assessment practices appearing on top. Based on the result shown in Table 5, data were interpreted according to the level of formative assessment starting from level 1 to level 4 found in Table 6. Lessons can be identified as achieved and attempted. The total scores of the lesson were interpreted whether the teacher achieved a certain level or made an attempt to another level.

**Table 6***Levels of Formative Assessment Practice*

Level	Description	Instrument Score	Achieved Level	Attempted level
4	Teaches students how to become evaluators of their own learning processes and to support the evaluation processes of peers.	12+	14	12-13
3	Acknowledges and responds to student progress; adjusts teaching strategies and provides feedback about processes and conceptual understanding to address identified discrepancy between the intended lesson and student responses.	8-11	11-13	8-10
2	Acknowledges discrepancies between intended lesson and student responses; provides additional information to students and at times directions for the students to complete tasks.	5-7	7-10	5-6
1	Teaches at class level and attends only to planned lesson delivery.	0-4	4-6	0-3

The 'achieved level' is the highest level of formative assessment observed. The



‘attempted level’ indicates that some aspects of the level were observed during the lesson, but not enough to consider the level to have been achieved. Table 7 shows the distribution of observed lessons across levels of formative assessment. It reveals that out of 13 lessons observed, three levels were achieved by 12 (93%) teachers as described by the instrument, and 8 (52%) found to have attempted subsequent levels. As presented in Figure 2, majority of the lessons observed were able to achieve level 2 with 54%, and none was able to achieve or attempt level 4.

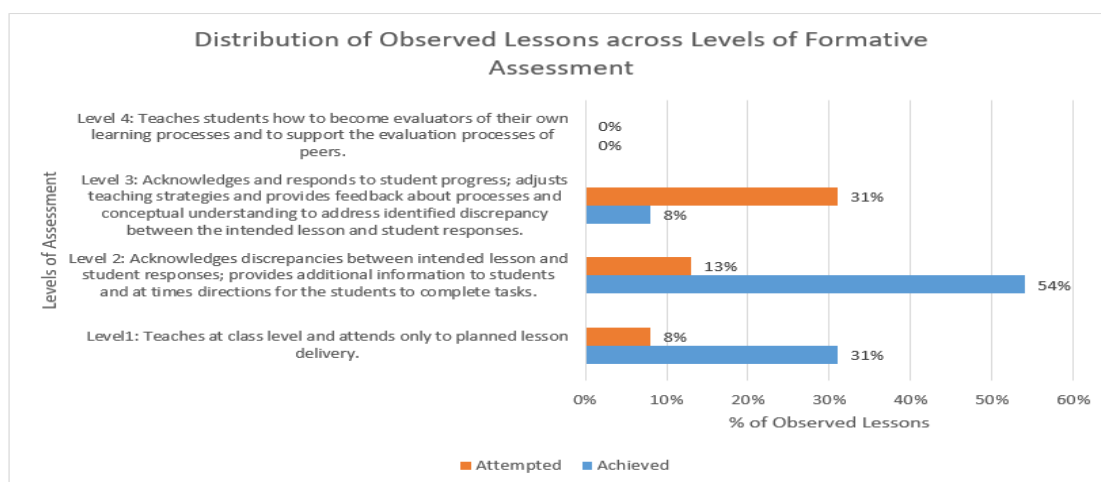
Table 7*Distribution of Observed Lessons across Levels of Formative Assessment*

Level	Description	Achieved Level	Attempted Level
4	Teaches students how to become evaluators of their own learning processes and to support the evaluation processes of peers.	0 (0%)	0(0%)
3	Acknowledges and responds to student progress; adjusts teaching strategies and provides feedback about processes and conceptual understanding to address identified discrepancy between the intended lesson and student responses.	1(8%)	4(31%)
2	Acknowledges discrepancies between intended lesson and student responses; provides additional information to students and at times directions for the students to complete tasks.	7(54%)	3(13%)
1	Teaches at class level and attends only to planned lesson delivery.	4(31%)	1(8%)
Total		12 (93%)	8(52%)



Figure 2

Levels of Formative Assessment



In relation with their responses in the survey questionnaire, where quiz was utilized to a large extent, this was verified during classroom observations where a number of teachers used short quiz (involving identification and short answer) after the discussion to determine whether the students learned the lesson or not. Meanwhile, few teachers used think-pair share and graphic organizers. During the observation, only one teacher used peer assessment that allowed the learner to comment on their classmates' answer. As interpreted, these strategies were utilized less often. There were teachers who used dramatization, and thumbs up and thumbs down to determine whether the students understood the lesson. In two classes observed, the teacher used dramatization to explain different relationships in environment; another teacher asked the students to act different situations that involved step by step process.

Aside from the questionnaire, the teachers were also interviewed to determine their formative assessment practices. Specifically, to know how they define effective formative



assessment, the challenges that they encountered, and how they use the results to help their students and improve their teaching performance.

Formative Assessment Practices of Teachers

TEACHER A

Teacher A is 22 years of age. A graduate of Bachelor of Secondary Education and currently pursuing his post graduate studies.

Effective Formative Assessment

According to him, determining whether the formative assessment strategy is effective or not depends on how the students react and perform during the summative assessment. He said that formative assessment strategy is effective when the students were able to reach the expectations.

“Masasabi kong effective ang formative assessment na ginamit ko kapag nakuha ng mga bata yung inaasahan kong kasagutan o kung ano yung nais kong mapalabas sa paksa. Kapag sa tingin ko natuklasan or unti unting nalalapit na yung kasagutan nila doon sa paksa” (I can say that formative assessment that I used is effective when the students get the answer that I am expecting from the topic that I want to elicit. If I can see that they discover and their answer is somehow related to the topic.)

Challenges Encountered in Using Formative Assessment

In using formative assessment, one main problem that he encountered was the students getting bored with the strategy used repeatedly.

“Sometimes, yung mga estudyante na bo-bored. Yun yung tingin ko. Halimbawa yung



strategy nauulit yung palaging yun na lang ng yun. Parang nag eexpect ang bata ng bago. Parang yun ulit-- paulit ulit, ito na yung group namin, parang gusto nila iba iba yung group at iba't iba pang strategy dun sa formative assessment.” (Sometimes, the students get bored. This is what I see. For example, I keep on using the same strategy, it seems that the students are expecting for new strategy, like, different groupings, different strategies when it comes to formative assessment). He addressed this by looking for other formative assessments he could use through surfing the internet.

Using Formative Assessment Results in Improving Student’s Academic Performance

Based on the result of the formative assessment, the teacher gives feedback about student’s performance. *“Nagbibigay na ako ng feedback at suggestions, so sa susunod na activity, dapat kung ano yung naibigay kong comments at suggestions magawa nyo na, kaya sa next activity, kapag nakita ko na nai aaply na nila kung ano yung mga sinuggest ko and comments so sabi ko nag improve na yung mga bata.”*(I am giving feedback and suggestions; so for the next activity, whatever is my comment and suggestions, they have to do it. If I can see that they were able to apply what I have suggested, then I can say that they really improve).

Using Formative Assessment Results in Improving Teacher’s Teaching Performance

The teacher is also using the feedback given by the students to improve his teaching performance. *“Sa mga nagiging feedback ng mga students, halimbawa nagpaggawa ako ng isang activity, sa tingin ko ay hindi sila nalilinang yung kakayahan nila don parang nahihirapan, complicated, mag iisip ako ng iba pang strategies na pupwede at iaangkop ko dun sa age. Halimbawa, nakapanood ako sa TV ng ganitong strategy tapos natuwa ako na*



sa tingin ko mag eenjoy yung bata, gagawin ko.”(When students give feedback, for example, I ask them to do an activity and I can see that their ability was not developed or they are having difficulty, and it becomes complicated, I will be thinking of other strategies that can be used and suited to their age. For example, I watched a certain strategy from a television and I find it enjoyable and I think the students will feel the same way, I will do it.)

Summary

Teacher A is challenged to use variety of formative assessment strategies to catch students’ attention. He gives feedback by means of giving information about the task on how to improve. Result of formative assessment can be interpreted at class level and not for the teacher to determine how individual performs. This is because most of the time the teacher is using group activity. To improve his teaching performance, he searches for other strategies that catch students’ interest.

TEACHER B

The second interviewee is a 22 year old male teacher and a graduate of Bachelor of Secondary Education. He completed his one year of teaching at Canossa Academy.

Effective Formative Assessment

For him, formative assessment strategy is effective when the concept became clear to the students and they were able to meet the expectations. *“Maging effective sya kung yung concept mismo ay nagiging clear sa mga bata and kung hindi mo parang yung desired result talaga hindi naman nakuha during the think pair share strategy parang hindi din sya maging effective. Sa akin, maging effective talaga sya kung yung result talaga, kung бага kung ano*



yung ine expect mo talaga yung makuha mo during the sharing of their ideas. (It will be effective if the concept became clear with the students and if the desired result is not met even with the use of think pair share, then it will not be effective. For me, it will be effective if the result, or what you are expecting, will be achieved during their sharing of ideas.)

Challenges Encountered in Using Formative Assessment

The teacher feels that the students get bored when he keeps on repeating the strategy. *“Pinaka challenge for me is how are we going to make the assessment different kasi minsan paulit ulit lang and I can feel na na bo bore yung students everytime I use similar way of assessment lalo na yung mga grade 10, ano ba yan paulit ulit na lang, think pair share na naman, round robin discussion na naman. Parang pinaka challenge sakín, paano to magiging iba, paano sya magiging iba compare to the last time that I use that assessment.”* (I am challenged on how to make the assessment different because sometimes it is repeatedly used and I can feel that students get bored every time I use similar way of assessment especially the grade 10. They are telling why I need to repeat, like why think pair and share again, why round robin discussion again. I am challenged on how I will make it different compared to the last assessment that I used.) The teacher is always thinking on how to put innovations on the strategy that he is using.

Using Formative Assessment Results in Improving Student’s Academic Performance

Based on the result of formative assessment, the teacher provides oral and written feedback about students’ performance and thinks of other ways to improve students’ performance. *“I give feedback and comments especially in their quizzes, kasi pag formative*



assessment hindi mo masyadong ma a assess, parang ano lang yung alam nila eh. Kapag kasi sa quiz ano na yung nalaman nila regarding your lesson or about your discussion sa klase and then feedback, parang comments, based din sa score. I use to ask them what is wrong, may mga bagay ba na dapat pang ituro, reteach ba tayo parang comments lang, ang baba ng quiz anong problema.” (I give feedback and comments especially in their quizzes, because if it is formative, you cannot really assess; it seems like determining what they know. If it is a quiz, it is what they really learn about the lesson or about class discussion and then feedback is like giving comments based on their score. I used to ask them their problem why their score in the quiz is low, to be clarified if there are things that need to be taught or there is a need to do re-teaching.) In addition, if the students got low score in the quizzes, the teacher does a short review and allows the students to have a retake. *“Kadalasan kapag yung buong klase naman alam ko bumagsak sila, parang ganito, so we are going to review, brief review lang regarding the lesson, then you are going to retake the quiz.”* (Most of the time, when the whole class fails in the assessment, I do a brief review before they retake the quiz.)

Using Formative Assessment Results in Improving Teacher’s Teaching Performance

The result of formative assessment helps the teacher to do personal reflection about his teaching performance. He uses it to determine what to do next and the things he has to improve.

“Nagkakaroon ako ng idea, parang ways, what are the things that need improvement and things that are no need to use for the second time, ang pangit naman nito hindi ko na



gagamitin ito, hindi naman effective. Sayang lang sa oras, iimprove ko na lang yung assessment na gamay ko nang gamitin or I used to use inside the classroom.” (It gives me idea or ways to know what are the things that need improvement and things that cannot be used for the second time; for example, the strategy is not effective, then I will not use it for it is just a waste of time. I will just improve the strategy that I am expert with or the usual strategy that I use inside the classroom.)

Summary

Teacher B employs formative assessment strategy that he is already expert in, even though the students get bored when he repeatedly uses the same assessment. Feedback is a way to determine ways on how to improve both teaching and academic performance based on the result of the assessment. Data collected from quizzes can be interpreted at class level and not at individual responses; it is used also as summative assessment rather than formative. He reflects on his performance based on how students perform and assesses how he can improve himself.

TEACHER C

The third teacher is a graduate of Bachelor of Arts in Theology. He is 23 years old male teacher.

Effective Formative Assessment

He claims that formative assessment is effective if it tracks where the students are right now. If the strategy is not doing that, so that will not make it effective. *“Sir, I think formative assessment becomes effective if it is helping the teacher to track where the students are and*



it helps the learning experience in improving, kasi dun din na-track ng teacher kung yung prior knowledge ng bata ay nade-develop into something new throughout the lesson; and at the same time yung shift po ng lesson from another so hindi lang po yun, natutulungan din ang estudyante, una po ang estudyante to identify saan sila mahina on that part or ano yung part na hindi nila naintindihan sa lesson. Then sa teacher naman po ma-adjust ng teacher kung ano yung pede nyang gawin lalo na dun sa struggling students kung ano yung pede nyang strategy na gawin para matulungan yung estudyante na maka cope dun sa lesson.”(I think formative assessment becomes effective if it is helping the teacher to track where the students are and it helps to improve learning experience. Because through formative assessment, the teacher can track if the students’ prior knowledge is being developed into something new throughout the lesson. It also helps the students to identify their weaknesses and parts where they did not understand, this is particular with the shifting of the lesson. On the part of the teacher, he/she can make some adjustment on the lesson and determine what else can be done especially with struggling students so that they can cope with the lesson.)

Challenges Encountered in Using Formative Assessment

His difficulty when using formative assessment is not about the strategy but the students who are academically challenged. He finds it challenging when he is supposed to proceed to the next topic; however, he cannot do it because there are students who have not mastered the lesson yet. *“Ang challenge ko po una lalong lalo na sa mga strugglings students na na-identify ko, basta po may times na talagang hirap na hirap nilang makuha yung concept so iniisip ko paano po sya ngayon.”* (The challenge for me, first is with struggling



students that I identify. There are times that they find the concept very difficult and I don't know how to resolve it.) When the students did not get the lesson, the teacher would conduct re-teaching and would give another set of quiz. The teacher is also not using other formative assessment for he sees it inappropriate with the lesson. Another difficulty that he encounters is in giving feedback to all students. He is prioritizing those students whom he observes needs more attention. *"Ah yan po ay isa sa other difficulty ko na dahil hindi ko sometimes makausap isa isa I write my feedback in a paper."* (Another difficulty is that; since I cannot talk to them one by one, I just write my feedback on a paper). *"Ano po ang ginagawa ko dyan kung sino po yung consistent na nakita ko na kailangan talagang kausapin."* (What I did, those who are consistently non- performing, then I will talk to them.) In a follow up question, when the students submit their paper, they are allowed to do revision. However, the teacher already grade them in their first draft.

Using Formative Assessment Results in Improving Student's Academic Performance

One of the common formative assessment strategies used by the teacher is quizzes. In a classroom scenario, when the students failed in the first quiz, the teacher allows them to have another quiz. Based on the result, he can identify that students improved and misconceptions were corrected already. *"I trace out naman po na may improvement sa kanya, based on the result ng mga quizzes nya, hindi lang po yung mga nareretake nya, somehow a good evidence po yun na at least somehow yung previous misconception nya na hindi nya maintindihan na refresh and then based dun sa result dun sa retake medyo naging klaro ng konti sa kanya."* (I can trace that there is an improvement based on the result of the



quizzes, not just those which are being given again. Somehow it is a good evidence that the previous misconception was refreshed and based on the result of another quiz, it became clear.) This is not always the case, there are times that when he gave another quiz, and the students got a score lower than the first set. *“May instance na sobrang baba nya so somehow bumababa pa sya ng 1 point pa.”* (There are instances that the student has a very low score and yet with the second quiz his score is lower than the first). The quiz when used formatively should prepare the students in their summative assessment, thus should help them to get a higher score.

Using Formative Assessment Results in Improving Teacher’s Teaching Performance

Based on the result of formative assessment, the teacher makes some adjustment on how he delivers the lesson. *“Talagang may adjustment po akong ginagawa lalong lalo na sa the way I deliver the lesson. Para po talagang maintindihan nila yung mga terms na I didiscuss namin, I na unlock po namin muna so para at least, to use ordinary words para mas maintindihan yung concept kasi po may mga terms lalo na sa theological terms na kailangan talagang ibaba sa context nila sa idea sa layman’s term na meron sila at least yun ganun pong way another way po yun.”* (I am doing an adjustment the way I deliver the lesson. For them to understand it better, I discuss first the terminologies because there are theological terms that should be unlocked for them to really understand them.)

Summary

He clearly understands the purpose of giving formative assessment where it helps the teachers and students to track their performances. He does not use other formative



assessment for he sees it inappropriate for the lesson. Commonly, he utilizes quiz as a form of formative assessment. When the students fail the quiz, they can get another set. The teacher then re-teaches prior to the quiz; however, there are cases when the students get a score lower than the first one. This implies that there is no improvement on students' performance despite the assessment practices of teacher.

TEACHER D

The fourth interview was conducted with a 23 years old female teacher. She is a graduate of Bachelor of Secondary Education.

Effective Formative Assessment

For her, formative assessment strategy is effective when the students are able to answer the questions and give their idea. *“Effective sya kung nakukuha ko, na sa satisfy ako sa mga answer nung students kung ano po yung gusto kong maipalabas dun sa question. So para po sa akin yun yun.”* (It is effective if I am satisfied with their answers and if the students are able to get what I want them to learn.) In addition, she said, *“If the students can give their idea or participate during the activity or discussion so parang mas nagiging para po sa akin effective.”* (If the students can give their idea or participate during discussion, for me it became effective). Seldom that the teacher uses formative assessment; instead she uses question and answer, in particular, the use of the art of questioning.

Challenges Encountered in Using Formative Assessment

She feels that the students get bored when she uses certain formative assessment repeatedly. *“Minsan po kasi paulit ulit na lang yung nagagamit na strategy which is parang*



katulad po nun yung binanggit ko kanina na think pair share parang syempre yung mga students parang kahit hindi nila sinasabi parang medyo nakikita mo na ayun na naman.”(Sometimes, I use the same strategy like what I mentioned, for example, the think-pair-share; even though the students do not tell, but I can see their disappointment). She is challenged also to think of other strategies to employ in her teaching process. *“Tas hindi na makaisip ng ibang better na strategy para ma caught yung attention ng mga students.”*(Then, I cannot think of other better strategy to catch their attention.)

She does not use formative assessment regularly because her focus is to discuss the concept. *“Kasi po minsan nakakain na po ng oras yung pag assessment so minsan hindi na nakakapag discussion lalo na po sa amin kasi sa TLE po sa practical arts twice a week lang po yung meeting so kailangan po talagang maghabol sa discussion which is ang nangyayari po is yung batuhan lang po ng questions.”*(Since our time is limited, in TLE for example, we only have two meetings in a week and I need to finish the discussion; so instead of giving assessment, I use question and answer.) When she gives quiz as a form of assessment, she records it and grades it, that makes the assessment summative rather than formative.

Using Formative Assessment Results in Improving Student’s Academic Performance

The result of formative assessment was not really utilized to improve students’ performance. Although she gave feedback by asking the students about the reasons why they got low scores and she gave them advice on how to make their scores better, there was no evidence of student improvement. *“By giving feedbacks/comments yun po sa quizzes kapag nakakuha ng mababang score kailangan po talagang I direct yun sa bata so they will know*



kung bakit mababa sila or anu yung dapat gawin para mas ma improve yung kanilang performance.” (I give feedback/comments on their quiz if they got low score. I need to direct students for them to know why they got low score and suggest possible ways on how to improve their performance.) There are students who still get low scores in spite of the feedback given. When she used quiz as an assessment, the result determined whether to record and graded it or not. *“Pag mababa po yung nakuha ng lahat nag papa retake ako ng quiz pero same lesson din sya pero ibang question kasi minsan ang nakukuha talaga nila maraming zero. Hindi ko sya nirecord, hindi ko sya sinama sa written work and sabi ko next meeting mag papa quiz po ulit ako same lesson kaya mag aral sila. Pero yung sumunod na quiz, medyo iniba ko na yung question, medyo difficult ng konti. So ayun naman po mga nakapasa na, pero yung nakapasa na nung first quiz, hindi ko na sila pinag take ng quiz, yun lang mabababa. From zero naging 3 yung score.”* (If all got low scores, then I would ask them to retake the quiz with the same lesson because many got zero. I do not record it as part of written work; I advise them to study to prepare for another quiz. This time, I increase the level of difficulty; but those who passed during the first quiz do not need to take it anymore. Based on the result, those who got zero during the first quiz somehow got a score already.)

Using Formative Assessment Results in Improving Teacher’s Teaching Performance

Formative assessment results allowed her to think of other strategies to increase the academic performance of the students. *“Because of that mas nakakaisip pa ng mas better na strategy. Ano pa ba yung mas dapat I improve sa akin. It will give me an idea of how to improve.”* (The result of formative assessment helps me to think of better strategy. It helps



me to reflect on what needs to be improved and it gives me an idea on how to improve.)

Summary

Time is one of the reasons for not giving formative assessment. Discussion was more important for her to cover the lesson than assessing the students regularly. When she gave an assessment and most of the students failed, she would give another set. It means that the result of the quiz determined whether to record and grade or not. It can be assumed that quiz is formative when students got low score, but summative when they got high score. Formative assessment strategy was not utilized properly based on its purpose of limiting discussion and increasing the number of assessment to track whether the students were learning or not.

TEACHER E

The fifth interviewee was a graduate of Bachelor of Secondary Education. She is 22 years old.

Effective Formative Assessment

For her, formative assessment strategy is effective when all of the students got a high score in summative assessment. She said that, *“If the students got all high grades, for me that is a successful assessment. I will not consider it successful if some of my students failed, because at the end it is my fault not their fault.”*

Challenges Encountered in Using Formative Assessment

Lack of student interest is her problem when it comes to implementing formative assessment. *“If the student is not interested in the topic and they are not also interested in*



the activity or the assessment that I prepare.” She also admits that she lacks familiarity with other formative assessment strategies. *“Sometimes kasi in other formative assessment I am not familiar, but then nag re research naman ako kunyari try ko sya sa class tapos hindi naman nag work so hindi ko na sya ginagamit.”*(I am not familiar with other formative assessment, but I do research; however, when I try it in class and it does not work, then I do not use it again.)

Using Formative Assessment Results in Improving Student’s Academic Performance

She usually puts notes on students’ paper, especially on those who got low scores. *“Pag binibigay ko po sa kanila yung mababa po yung score, may notes po yun bakit ka naging mababa, ano yung kailangan mong I improve.”*(When I give the result to them, I usually write notes for those who got low score indicating the reasons and possible ways to improve.)

Using Formative Assessment Results in Improving Teacher’s Teaching Performance

When most of the students fail the assessment, she re-teaches, *“Umuulit ako ng lessons”* (I repeat the lesson.)

Summary

Familiarity is one of her reasons for not using other formative assessment strategies. Maybe because she is new in the profession and her knowledge of formative assessment and strategies is limited. The way she improves her performance as a teacher is through re-teaching. She does it when most of the students fail. There is no specific way on how she deals with the individual performance of the students. The result of the assessment



determines whether she needs to re-teach or not.

TEACHER F

The sixth interview was conducted with a 20-year female teacher. She took Bachelor of Secondary Education.

Effective Formative Assessment

If formative assessment strategy help the teachers to know if the student needs guidance, then that makes the strategy effective. *“If it really show a room for improvement, cause we are doing the formative assessment as teachers for we to be able na malaman if that students need a guidance in a particular topic or in our subject.”* (It is effective if it really shows a room for improvement because teachers use formative assessment to know if the students need guidance in a particular topic or in the subject.) She also bases it on how the students react when she employs a certain strategy and how they answer their quizzes and exam. *“I can really see it na nakakatulong, they are copying it on their notebook and as a result for their quizzes and exam yun po yung nailalagay nila.”* (I can really see that it helps the students, they copy notes on their notebook, and during their quizzes and exams, that is what they answer.)

Mostly, she uses KWL (what they know, what they want to know, and what they learn), chart, quizzes, and graphic organizers. She finds these strategies effective based on the reaction of the students. Their responses using graphic organizers for example, are reflected on their quizzes and exam, and the students answer them well for they are prepared by the teacher.



Challenges Encountered in Using Formative Assessment

She does not encounter any problem when it comes to formative assessment. *“Actually wala po when it comes to formative assessment and meron po is sa bata, they find it hard to speak in Filipino so some formative assessment that I check English po ang medium but I take consideration for checking.”* (Actually I don’t have any problem when it comes to formative assessment; my problem is when the students answer their assessment in English rather than in Filipino, which is the medium that they should use; but I give considerations when checking their work.)

Using Formative Assessment Results in Improving Student’s Academic Performance

She usually gives feedback about the performance of the students using sandwich effect. *“Sandwich effect is positive and then negative, and then assurance ng bata, its like a sandwich . Yung maganda muna ang sasabihin and then my nakikita kang hindi maganda dun sa naging output nya dun sa chart and on the assessment, sasabihin mo din para alam din nya yung room for improvement nya.”* (Sandwich effect is about giving positive feedback, then negative, and then the assurance. You will say your appreciation, and if you notice that there is something wrong with the output, let us say in the chart or the assessment, you will also say that for students to know what to improve.) She also gives another formative assessment for her to know if the students really understood the lesson.

Using Formative Assessment Results in Improving Teacher’s Teaching Performance

Based on the result of formative assessment, she is able to use strategy that allows to manage her instructional time well. *“Mas na e encourage po ako na gumamit ng activities*



cause based on my observations po, even from grade 6 to grade 11 they really want activities na hindi lang po sitting on the chair, gusto nila na gagalaw sila. Ang ina assess ko sa sarili, I should do this activity na hindi ma co consume yung buong time. Ang nitutulong po nya sa akin ay time management.” (I am encouraged to use activities that allow the students to move because based on my observation, even grade 6 to 11, they want activities that allow them to move rather than simply seated. I also assess myself when it comes to using activities that it does not consume the whole period. The result of assessment allows me to manage my time properly.)

Summary

Formative assessment helps her to track students’ learning of the lesson. After giving formative assessment, she provides feedback on students’ performance, especially for those who got low scores. After the intervention, she gives another formative assessment to determine whether the students improve or not.

TEACHER G

The seventh interview was with a 20- year old female teacher. She finished her Bachelor of Secondary Education.

Effective Formative Assessment

She defines effective formative assessment when it measures what is intended to measure, and if it identifies the weaknesses of the students. *“Defining effective formative assessment is somehow hard for me, but my answer would be, if it measures what is intended to be measured. What I mean is, if your goal is to see what are the weaknesses of the students,*



if the formative assessment determines if the students are not good in grammar. Then, I use a lot of exercises in grammar so that by the next time, with this kind of practice, it becomes a routine; then by this they would learn grammar better.”

She identifies quizzes and dramatization as effective formative assessment because she was able to determine the knowledge of students in both grammar and literature.

Challenges Encountered in Using Formative Assessment

She gives formative assessment depending on how easy or hard the lesson. *“If I teach literature, it takes me two days, so every other day. If it is grammar, it depends on how easy the topic. If it is so easy, we could have formative assessment right after the discussion. If it is too difficult, I have two days probably, or every two topics.”* Instead of checking students’ work one at a time, she uses hand signal like thumbs up or thumbs down. *“Maybe thumbs up if you really understand it; so with that you could see, there are 50 students who should understand because they have thumbs up. And then, thumbs down, there are three students, so I could see that all of them or most of them could understand it.”* If there is difficulty that she encounters, she cannot determine whether the students are really telling the truth especially when she asks them to do thumbs up or thumbs down. *“Because I do not control the mind of the students, if I ask them thumbs up if you really understand, some students possibly not, thumbs up na lang.”* (I cannot control the mind of the students. If I ask them to do the thumbs up to determine whether they understand, some students will do thumbs up for the sake of finishing the lesson.)



Using Formative Assessment Results in Improving Student's Academic Performance

The teacher gives feedback both in written answer of the students and their performance. *"If it is a written one, they should be aware of their scores; then gives it to the students. After that, I will talk to him or her (those who got low score) personally: "Anak or student you should be exerting more effort so that next time you could catch up with the lesson. If it is a performance, I write down notes, comments, feedback and then discuss it to the group."*(If it is written, they are aware already of their scores; then, those who got low score, I call them and talk to them. I told them to exert more effort so next time the student will be able to catch up with the lesson. If it is performance, I write down notes, comments, feedback, and then discuss it to the group.) She also gives feedback about students' performance. *"I go first with the technical, example in number 1 the answer is noun and you got it wrong, so what is the problem? Are you having a hard time memorizing or comprehending it or maybe there are other problems."*(I go first with the technical problems, for example, when the student got the first item incorrect; let us say the correct answer must be noun, I look for reasons; perhaps the student is having difficulty memorizing; or in terms of comprehension, or maybe there are other problems.) When she gives a formative assessment and the student fails, she gives another assessment, which is parallel to the first. From there, she can say that there is an improvement with the performance of the students.

Using Formative Assessment Results in Improving Teacher's Teaching Performance

She uses different formative assessment strategies to make sure that the students do not get bored. *"There's a lot of formative assessment. If I'm not good in giving quizzes,*



maybe it's time to look for other strategies because there are formative assessments that the students, somehow gets bored, parang paulit ulit na lang so they need to be exposed with other strategies. "(There is a lot of formative assessment. If I am not good in giving quizzes, maybe it's time to look for other strategies because there are formative assessments that the students somehow get bored when I use it constantly; so they need to be exposed with other strategies.)

Summary

She uses the result of formative assessment to identify the difficulty of the students and focuses on how she can resolve that problem. The nature of the lesson determines whether she needs to give formative assessment or not. This implies that she does not give formative assessment regularly.

She uses strategies to determine how each student performs with the lesson, like hand signals; however, the students do not take it seriously. This maybe because they know it does not have any effect on their grade. She utilizes different formative assessment strategies to sustain students' interest.

TEACHER H

The eight interviewee is a male teacher. He is 23 years old and a graduate of Bachelor of Secondary Education. He had taught in other school for 2 years before transferring to Canossa Academy.

Effective Formative Assessment

Simply, he can say that formative assessment strategy is effective when the students



learn. “*Magiging effective ito kung nakuha ko yung goal ko, nalaman ko na natuto yung bata.*” (Formative assessment strategy is effective when I reach my goal and when I know that the students learn.) He also finds think-pair-share strategy effective. “*Using that strategy nagagamit nila yung kanilang kakayahan sa pag-iisip nang magkasama and with that answer nasi-share nila sa buong class.*” (Using the think-pair-share strategy, the students are able to use their ability to discuss the answer with others and share it to the whole class). It allows the students to express themselves with their partner and provide opportunities for the students to talk in front. It is somehow helping them to develop their communication skills.

Challenges Encounter in Using Formative Assessment

The teacher is the one checking the formative assessment. He gives a 5-item quiz after the lesson. “*Next meeting binibigay ko sa kanila ang result so malalaman nila kung saan sila nagkamali at kung alin ang dapat nilang I improve.*” (On our next meeting, I return the result of their quiz so the students know what item they got incorrect answer and what to improve). In addition, he records and grades the result of the quizzes. “*Dumidiretso na po ito sa grading sheet nila kung saan nilalagay ang grade nila.*” (It is encoded directly to their grading sheet where I compute their grades).

One of the problems that he encounters in terms of using formative assessment pertains to the students. “*There are students na hindi nila kaya yung formative assessment na ginagawa ko minsan. Na hindi nila kayang makipag sabayan kaya nag iisip ako ng ibang strategy na pedeng ipalit para lahat sila ay makasagot o makasabay.*” (There are students that cannot do the formative assessment I use. They are unable to keep pace with others. As



a result, I think of other strategy so that all of them will be able to answer and be attuned).

Using Formative Assessment Results in Improving Student's Academic Performance

He gives feedback not with the result of formative assessment but with the result of major exams. *“Kahit yung sa mga major exams after kong checkan binibigay ko sa kanila ine-explain ko sa kanila kung saan sila nagkamali.”* (Even with the major examinations, after checking, I return them to the students and explain where they got incorrect answers).

Using Formative Assessment Results in Improving Teacher's Teaching Performance

When half of the class fails the assessment, he thinks of other strategies. He starts to do self-reflection and identifies possible ways to improve his instruction. *“Halimbawa, katulad kanina halos kalahati ang nag-fail, baka nasa akin ang problema kaya hindi nakapasa ang marami; kaya mag- aadjust ako, mag-iisip ako ng ibang strategies o maaring may kulang sa ginawa kong strategies kaya hindi nila natutunan. Doon po ako nag-aadjust o don ko iniimprove yung teaching performance through the result of their assessment.”* (For example, like what happened a while ago, almost half of the class failed in the assessment; perhaps, I was the problem why many failed. So, I make some adjustment. This is the time that I improve my teaching performance through the result of their assessment.)

Summary

Effective formative assessment strategy for him is when the students are able to achieve the learning goal and understand the lesson. He gives an assessment after the lesson for him to know whether the students learn. The result of the assessment is recorded and graded, disregarding the effect. He returns the quiz the next day for the students to know



their error; thus, students are not able to use the feedback given by the teacher to improve their performance.

TEACHER I

The ninth interview was conducted with a 29 years old female teacher. She finished her Bachelor of Secondary Education major in Mathematics and taking post-graduate studies.

Effective Formative Assessment

She defines formative assessment as a tool to identify the strengths and weaknesses of the students. In addition, it is also formative if it allows the teacher to determine whether they need to proceed to the next lesson or the students need another activity. For her, formative assessment strategies become effective when students are engaged and are able to get high score. *“If the students are engaged in the lesson and another thing if they give a higher score compare to the first activity.”*

Challenges Encountered in Using Formative Assessment

Every time she gives formative assessment, she lets the students check it; however, she does not grade it yet. She specifically discusses her difficulties in some of the strategies she uses. *“For the graphic organizer, there are students who are not really working on that one, and some are really enthusiastic. The tendency is that the enthusiastic students make the whole graphic organizer.”* She allows the student to work collaboratively; however, only few are working. In another strategy, she mentions, *“Before in the first five, the tendency is for them to lose hope already because there are smart students that is why I put another 1*



point for them at least to boost their confidence and to give a chance. There are times when I do not include those students who got points already for the first item, so that everyone has a chance to answer.” Some of the identified formative assessment are not utilized because she is not familiar with it.

Using Formative Assessment Results in Improving Student’s Academic Performance

She provides oral feedback to her students by praising them when they answer correctly and let them clarify if they answer differently. In her experience, one student was able to get a perfect score during Monthly examination. That student, who was not really performing during classroom instruction, was able to receive proper intervention; thus, the student got high score during summative assessment. *“One student of mine, when we had our monthly test, actually when we had our regular schedule, he was not really doing that well on the first quarter; but on the 2nd monthly exam, he got the perfect score; he was enthusiastic and very excited every time I entered the classroom. This was true even though the topic was not that familiar to him.”* (One of my students was not performing very well during the first quarter; but on our second monthly test, he was able to get a perfect score. Because of that, he became very excited and enthusiastic to study even if the topic was not familiar to him.

Using Formative Assessment Results in Improving Teacher’s Teaching Performance

She extends help especially to those who have difficulty with the lesson. *“I ask the students, especially the academically challenged, about what help I can give to them so that they could at least adjust with the topic. If they need a tutorial after class hours, I just tell*



them to go and see me after class.” She mentions also that when the students are able to get high grades, it is an evidence that she has improved with her teaching performance.

Summary

Grade of the student is her basis to define effective formative assessment. The higher the grade, the more that the strategy is effective. The formative assessment strategy that she uses allows the students to work collaboratively; however, not all students are engaged and participating. In this case, the teacher cannot determine the needs of each learner. She gives feedback and intervention especially to those who are non-performing. She makes herself available when students need her assistance after school hours.

TEACHER J

The tenth interview was with a female teacher. She is 52 years of age. She took up Bachelor of Science in Applied Mathematics and accomplished the academic requirements for her Master’s Degree.

Effective Formative Assessment

She defines formative assessment as a means to determine whether she can proceed to the next lesson when everybody understood it already. It is a way for the students to assess themselves whether the lesson is clear with them. Mostly, she utilizes think-pair-share and self-assessment because other students are hesitant to talk; but with the use of hand signals, she is able to know how many of the students have already learned the topic. For her, formative assessment is effective when it is not graded. *“It is effective because since it is not graded, the students really tell the truth whether they can follow the instruction or they*



understand the lesson; they can solve on their own so they are telling the truth whether they need help or can proceed to the next lesson.”

Challenges Encountered in Using Formative Assessment

She frequently gives formative assessment. *“Every lesson there is a sort of formative assessment. It maybe pencil or paper work, it can be oral, it can be just signals from the students.”* Every time she uses hand signals, she sets a certain percentage. *“I usually ask them that mastery is at least 80%. They are showing me signs if they got 80% or less.”* When the assessment is paper and pen, she allows the students to check the work of their seatmates. In a way, the student is able to show the result immediately. Her problem when it comes to formative assessment is about students’ attitude towards the activity the she prepares. *“Sometimes the students are not that open to tell to the teacher whether they understood the lesson; they are shy to raise their hand if they did not get the lesson, and some just ignore the question of the teacher or do not mind at all whether they understood or not, or telling the truth or not.”*

Using Formative Assessment Results in Improving Student’s Academic Performance

Since she allows the students to check their work so she can see immediately who among the students know the lesson or need help. She addresses the problem right away based on their scores. When they check the answers, she asks the students if there is a need to discuss the concept again per item before going to the next item. This is based on the number of students who got the correct answer. *“They know right away where they need to improve so if the students really focus, they can improve right away on that portion of the*



lesson where they were confused before.”

Using Formative Assessment Results in Improving Teacher’s Teaching Performance

Formative assessment result helps her to look for other strategies suited to students’ needs to learn the concept easily. *“The result of formative assessment really helps me to assess my teaching strategies so the next day I’ll be using another teaching strategy so that the students will understand more a particular lesson. I also change the grouping of the students and the example so that students will understand the lesson.”*

She also asks the help of advanced learners by assisting other students who have difficulty. She also re-teaches when necessary and allows the students to have peer tutoring.

Summary

Formative assessment for her determines whether she can move forward to the next lesson or need to add more activities. If the strategy helps her to do that, then she can say that it is effective. She gives formative assessment every lesson, but she does not grade the formative assessment; thus, the students are not pressured and are able to tell the truth whether they understand the lesson or not, although there are cases when the students are not serious about the assessment. Since they know that it is not graded, sometimes they take it for granted. She sets a certain percentage to know whether she can proceed to the next lesson or not based on the result of their formative assessment. She uses the result to be more reflective about her teaching performance and find other strategies for them to learn the concept easily.



TEACHER K

The eleventh interviewee was a female teacher of Canossa Academy. She finished her bachelor's degree in Elementary Education. She is 55 years old.

Effective Formative Assessment

She can say that formative assessment is effective when it helps her to determine part of the lesson where she needs to put more exercise or discuss it further. *"It is becoming effective because as I have said, it makes me realize what part of the lesson should I put more exercises. Put more discussion. Put more activities that they will understand the lesson."* (It becomes effective when it makes me realize what part of the lesson I should give more exercises, discussion and activities for them to understand the lesson.)

Mostly, she uses graphic organizer, think-pair-share and peer assessment as a form of formative assessment strategies.

Challenges Encountered in Using Formative Assessment

Her difficulty, since she does not grade formative assessment, students take it for granted. *"Sometimes other students are uncooperative; even if they know something, they don't want to speak. They just let others do the exercises or sometimes they will say it is not recorded."* She also has problem with students who are not confident to express themselves, *"Others are not competent also in expressing ideas, that is why it's too hard for me to detect whether they have understood or not."*

Using Formative Assessment Results in Improving Student's Academic Performance

To determine the result of formative assessment, she usually gives a five-item



assessment and asks the students to raise their hands to signal their scores. She allows the students to check the work of their classmates. When she notices that there are some students with low scores, she gives a lecture again to the whole class. *“In my approximate counting, many understood the lesson already but there are 10 or 20 who are having difficulty, forgive me but I have to go back, I have to lecture, to give lecture about the topic, after 20 minutes I give you the floor you talk the activity. After I have given the lecture, activity, the next day na ang assessment.”* (When there 10 or 20 students who are having difficulty, I am asking for forgiveness for I have to go back with the lecture. I need to give lecture about the topic. After I have given the lecture, I will give them activity and on our next meeting, I will give them assessment). She said that the students improve in their summative assessment because of their formative assessment.

Using Formative Assessment Results in Improving Teacher’s Teaching Performance

She uses the result of formative assessment to decide whether she still needs to use the strategy or change it. In every lesson, she prepares two plans. *“I prepare two alternatives. One is pure discussion and with all the activities. The other one naman is let them discover through reading.”* (I prepare two alternatives, one is pure discussion with activities and the other is through discovery approach). She also utilizes technology when teaching English with the use of BlendEd learning. She asks those who have difficulty to go to their account in BlendEd and do certain activity related to the lesson.

Summary

She uses formative assessment results to know whether she needs to give more



practice or re-teach the lesson. Mostly, she uses think-pair-share, graphic organizer, and peer assessment. Her problem is that when she gives formative assessment, most of the students take it for granted since they know that it is not graded. If the students cannot express themselves, she encounters difficulty in determining whether the students learn or not. This implies that seldom does she use written assessment.

TEACHER L

The twelfth interviewee is a 54 year-old female teacher. She took up Bachelor of Elementary Education and finished her Master of Arts in Education.

Effective Formative Assessment

According to her, formative assessment strategy becomes effective if it is anchored with feedback, she said that, *“When the teacher provides feedback and information during the instructional process, while learning is taking place,”* that makes an assessment effective. She allows the students to make revisions or modifications with their responses prior to submission of the output. In a way, it gives the students an opportunity to improve their answers.

Challenges Encountered in Using Formative Assessment

She gives formative assessment every time she opens her lesson or while the students are making their performance task. Usually she applies exercises, question and answer, and conferences during formative assessment. When she gives formative assessment, she makes sure that she check it directly. She said, *“Formative assessment should be checked immediately to identify learning needs and adjust teaching appropriately.”* Time is very



challenging for her when she uses formative assessment, *“Formative assessment is time consuming,”* she said.

Using Formative Assessment Results in Improving Student’s Academic Performance

When she learns about the result of formative assessment, she conducts short conferences to explain the outcomes, *“I make myself available whenever needed,”* and most especially for those students who are having difficulty. Her mechanism of giving the result is one by one and as much as possible she sits with her students when they work with formative assessment.

Using Formative Assessment Results in Improving Teacher’s Teaching Performance

She becomes aware of the strategy that she uses based on the result of formative assessment. *“I am choosing teaching strategies/ activities suited to the needs and interests of the learners.”* When the result is poor, she makes modifications to improve her strategy.

Summary

She gives the result of formative assessment immediately to know the learning needs of students and her needs to adjust instruction. After she checks the assessment, she relays the result to the students, and calls the attention of those who have difficulty for conferences. In doing so, she finds formative assessment time consuming. Result of formative assessment serve as her basis in improving the strategies she uses.

TEACHER M

The last interview was with a female teacher. She is 50 years old. She finished her Bachelor’s degree in Elementary Education and finishing her Master of Arts in Teaching.



Effective Formative Assessment

She said that formative assessment becomes effective when it provides evidences about students' current standing particularly with the lesson. *"This involves collecting evidence about how student learning is progressing during the course of instructions so that necessary instructional adjustments can be made to close the gap between students' current understanding and desired goals."* In addition, she said that effective formative assessment *"involves asking students to answer well-thought-out, higher-order questions such as why and how."*

Challenges Encountered in Using Formative Assessment

Since she gives formative assessment after each session, one of her problems is *"the ability to collect, analyze, and evaluate data."* Although she knows the importance of giving assessment for the students to make necessary corrections based on her feedback, In a way, she thinks of utilizing technology to collect, analyze, and evaluate the data easily.

Using Formative Assessment Results in Improving Student's Academic Performance

Grounded on the result of formative assessment, she gives feedback about students' work. *"The focus of the feedback should be based essentially on what the student is doing right, I ask 4 questions: 1. what can the students do? 2. What can't the student do? 3. How does the students work compare with that of others? 4. How can the students do better?"* In a way, it helps the students to really perform well; she said that when she does that, *"it shows good effect on academic performance of the students and help in enhancement of learning."*



Using Formative Assessment Results in Improving Teacher's Teaching Performance

When she designs her lesson, she always considers the learning style of the students. *"I group the students by shared interest, topic, or ability."* She said that, *"Teacher can adapt instruction on the basis of evidence, making changes and improvements that will yield immediate benefits to student learning,"* she makes some innovations in her instructional process to suit the needs of the learners.

Summary

Effective formative assessment allows the learners to become critical thinker by asking higher order thinking skills questions. She admits that her difficulty is collecting, analyzing, and evaluating data coming from the formative assessment. If that is the case, she might have difficulty in using the results effectively to improve teaching and learning process. In terms of giving feedback, she asks students sensible questions that clearly help them to gather information to improve academic performance.

In summary, giving of formative assessment is part of teachers' practices to determine whether the students understand the lesson. Teachers are using formative assessment strategies like oral language, writing, and objective test. Mostly, teachers are using an objective test in the form of quizzes to assess how well the students learn a particular concept. A multiple choice type of test, true or false, and identification are commonly being used. If the teacher will employ oral language, frequently it is think-pair-share. Regarding writing, typically, the teacher employs graphic organizers and KWL chart. Seldom that teachers use the map of conceptual change, exit/admit slip, individual white board and self/peer



assessment. A common reason for not using other formative assessment is lack of familiarity with other assessment strategies, especially those who are new in the field. As cited by Villamero (2014), in assessing students, employing a variety of strategies is a necessity. In doing this, it will save students from boredom and will provide teachers wide range of choices as to what the appropriate strategy to employ for a given topic and for different types of learners.

In addition, a strategy like think-pair-share is being done by group instead of doing it by pair and there is no provision for students to share their answer in the big group. As mentioned by Duckor (2014), many beginning teachers do not have a clear idea of the different terms used in formative assessment. The findings of the study had helped in developing a pocket guide to address the challenges encountered by the teacher for it will allow them to be familiar with other formative assessment strategies and how to use these strategies appropriately. In using these formative assessment strategies, the students will be better prepared in their summative assessment and to improve their academic performance.

On the side of the learners, interview was conducted to know students' perspective on how formative assessment help them in their performance in the summative assessment. The following are the responses of the students from grade 7 to 10.

Formative Assessment and Student's Performance in Summative Assessment

Grade 7

During the interview, students said that quizzes, seat works, exercises, games, think-pair-share, thumbs-up and thumbs-down, KWL chart, individual white board, and exit slip



are commonly used formative assessment strategies by their teachers. With the result of formative assessment, students used it to study further, making their grades high, and to review their lesson. They said that their teachers were not really giving feedback, and when they gave feedback, it was addressed to the whole class and not to an individual. When most of them got a low score, their teacher would advise them to study harder. Written activities collected by their teachers were returned to them with signature only and no comments found. In order for them to improve their performance, they personally used the result of formative assessment to review and study the concepts difficult to them. However, their performance during formative assessment was higher compared to that of summative assessment. There were items in the formative assessment which were similar to summative assessment that enabled the students to answer them correctly.

Grade 8

According to grade 8 students, common formative assessment strategies used by their teachers were quiz, seat works and exercises, games, think-pair-share, and 3-2-1 chart. They used the result of their formative assessment to do self-reflection on their performance, one student said that, *“I will see what number I am struggling with. Let’s say 1-5 item and I got 3. I’ll focus on that question or problem, so that when I encounter that question or problem again, I can answer it already.”* Another student claimed that, *“When I got low grades on a written test, I use it as an advantage because it also serve as my reviewer for future exams or quizzes. It is like writing my wrong or learning from my own mistakes.”* Others just self-studied and searched on the internet. Their teachers gave them feedback, but the feedback



turned into advice; like when students performed low, they were asked to have tutorial or peer tutoring. 9 out of 10 said that they performed better in formative than in summative for the lesson was still fresh in mind, there was step by step process that made it easy to recall and remember; unlike in summative when there were many factors considered like pressure, and the tendency to cram. Only one said that her summative score was higher than the formative for she could compile all seatwork papers and review them for the exam. On the contrary, they claimed that formative assessment helped them in their summative assessment because formative assessment for them was like a stepping stone that trained them towards the summative assessment.

Grade 9

Some of the common formative assessment used by their teachers were quizzes, thumbs-up and thumbs-down, think-pair-share, dramatization, and seat works. For them to improve their performance, they would do peer tutoring and self-review. Formative assessment intends to prepare the students for their summative assessment. However, 3 out of 10 said that they performed better during formative than summative assessment. Students agreed that formative assessments helped them to perform better in summative assessment. They used it as their reviewer, and the feedback was used also to make their score high. Students also noticed the parallelism of the assessment done during classroom instruction and the item given during the summative assessment. In a way, students had an idea on what to do during examinations.



Grade 10

Think-pair-share, thumbs-up and thumbs-down, reflections, quizzes, graphic organizers, KWL chart, and IRF chart were some of the formative assessment strategies used by their teachers during instruction. Think-pair-share, for instance, helped them to gather thoughts from different people to create one idea. With the result of formative assessment, students sought advice from their classmates especially when their score was low. Most of the time, the students self-studied particularly on the item in which they got incorrect answer. The result helped them to determine concept where they had difficulty. It was a way to know their strengths and weaknesses and focus on those concepts that they were confused. A student said, *“I do use the result of my formative assessment in ways like I’m reviewing. I would view a question where I got it wrong, I would remember that this is the question where I got it wrong. It helps me remember more my correct answer and where I went wrong.”* They also claimed that their teachers gave them feedback, both personal (which means advice on how to have a high score), and technical that focused on achieving competencies.

When asked to compare their performance during formative and summative assessment, students’ answers showed parallelism. Most of them said that their performance during formative assessment was the same with their performance during summative assessment- it was either both average or both high. Three (3) students said that their performance in summative assessment was higher than in formative assessment for they used the results of formative assessment to study. They also said that formative assessment helped them during summative assessment, *“Since formative assessment is more engaging towards*



students, it is more memorable, it provides additional information that students can use like what I do in my summative assessment.” In addition, “Formative assessment should make you think better in summative since the type of questions that appear in formative assessment is the same that occurs on summative assessment.”

Emerging Themes

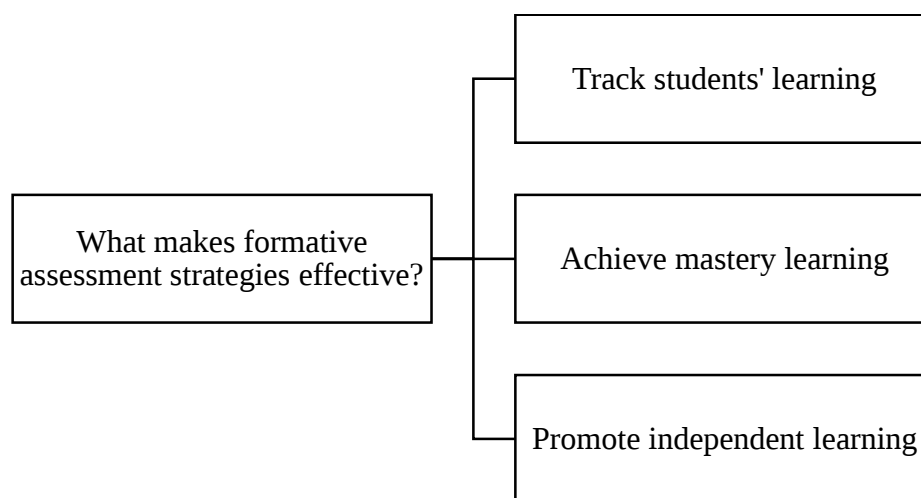
The researcher interviewed thirteen (13) teachers of the whole department of Junior High School and forty (40) students representing each level. The researcher analyzed the data by searching for patterns and compared them with patterns culled from theory and literature. The researcher followed the guidelines for the analysis process as stated by Cristobal et al. (2017). The process involves (1) getting to know the data, (2) focusing on the analysis, (3) coding, (4) entering and organizing the data, (5) cleaning the data, (6) identifying meaningful patterns and themes, and (7) interpreting the data.

The following themes emerged from the study of formative assessment practices of Canossa Academy Teachers. From the data gathered, the researcher was able to identify themes that answered the research questions, specifically: 1) What makes formative assessment strategy effective? 2) What challenges do teachers encounter in using the formative assessment strategies? 3) How do teachers help their students improve their academic performance? 4) How do teachers improve their teaching performance? and 5) How do formative assessments help students in their performance in the summative assessment? The summary of themes presented was described with support from previous literature studies and relevant concepts.



Figure 3

Effective Formative Assessment Strategy



Theme 1: Track students' learning

The teachers used formative assessment to elicit evidence of the current learning situation of the students. This determined students' strength and weaknesses used in making decision about what is next in the instruction. Formative assessment strategy let the teachers know where the students are in their learning and for them to adjust instruction. When a teacher used quiz as a formative assessment strategy, the students were asked of their scores. This served as basis whether the teacher would re-teach or proceed to the next lesson.

In 2007, Heritage defined formative assessment as a process to continuously gather evidence about learning. The data are used to identify a student's current level of learning and to adapt lessons to help the student reach their desired learning goal. In formative assessment, students are active participants with their teachers, sharing learning goals and understanding how their learning is progressing, what next steps they need to take, and how



to take them.

When a teacher uses hand signals like thumbs-up, thumbs-down, thumbs at the side and fist of five, depending on how the students understood the lesson, the result was taken for granted. In an observation where teacher B asked the students to do thumbs-up, thumbs-down, and thumbs at the side, the teacher just did spot-checking. When he found out that many did the thumbs-up, he assumed that they really understood it; however, there were students who signaled thumbs at the side and even thumbs-down; but because it was already class dismissal, the teacher had to end the class meeting. This was also true in another observation conducted with teacher J where she used fist of five as a strategy to assess how individual student performed in their activity. Surprisingly, not all participated, as if they were taking it for granted. Only a few raised their hands; the rest did not show their rating. The teacher dismissed the class without counting the number of students who got the highest rating down to the lowest. Formative assessment is usually done at the end of the lesson so that adjustment could be done the next meeting. If there is formative assessment done at the middle of the session, teachers mostly use think-pair-share. Teachers B and C were able to utilized the said strategy; however, they had difficulty monitoring whether the students shared their answer with a partner. The observation with Teacher B where the think-pair-share became a group sharing defeated its purpose of letting the students think of their answer individually before sharing it with their partner and to the whole class. The teacher could have asked the students to write their answer on their notebook and read it with their seatmate to ensure that everybody was working. Aside from that, the use of Popsicle sticks could have



been done so that learning would not become voluntary. Everyone would have an equal chance to participate and prepare to answer.

Although teachers were clear that formative assessment was used to gather evidence of students understanding of the lesson and track their learning, it was not seen in most number of classroom observations. Similarly, in a study conducted by Cagasan et al (2016), minimal emphasis was given to formative assessment. DepEd Order No. 8 series of 2015 urged the teachers to use formative assessment in their classrooms due to its positive impact on the performance of the students. Suggested strategies were also presented even in the new released DepEd Order 30 s. 2020.

Theme 2: Achieve Mastery Learning

Aside from tracking student's learning that made formative assessment strategy effective, teachers also mentioned that getting high grades during summative assessment made it effective. One of the aims of giving formative assessment is to prepare learners in their summative assessment. This can be achieved if the students show mastery of their learning. Mastery learning as describe by Kampen (2019), ensures students obtain mastery in a given topic before moving on to the next unit. It assumes any student can reach high levels of achievement given sufficient instruction, time, and perseverance.

If the strategy helps the students remember the lesson and achieve the mastery level, then for them it is effective. Commonly, when majority of the learners did not meet the mastery level, which in the case of Canossa Academy, 50% of the students must achieve 75% of the total score, the teacher would give additional activity or discuss the lesson using



other strategy. As mentioned by Guskey (2010), in mastery learning, assessments are not a one-shot, do-or-die experience; instead, they are part of an ongoing effort to help students learn. Setting mastery level is just a part of the process in mastery learning. In study conducted by Eyre (2007) regarding Keller's personalized system of instruction, the unit mastery component requires that students learn this small quantity of information and pass a test over this information by reaching some mastery criterion (e.g., 80%, 85%, 90%, or 95% correct). If students do not reach the mastery criterion then they restudy the information and retake the unit test as many times as it takes for them to demonstrate mastery of the material.

Academic grades of the students are computed based on the following components: Written works, Quarterly Assessment, and Performance Task. Each component has its own weight based on DepEd order No. 8 series of 2015 with modifications. Written works assess learners' understanding of the concepts in written form and prepare the learners for the quarterly assessment. It may be in the form of quizzes, essays, reports, and other written outputs. Quarterly assessment measures the learning of the students at the end of the unit. It is in the form of selected response type of test and constructive response type of test. The performance task allows the students to show evidence that they can transfer their learning in diverse ways. It can be in the form of presentation, oral works, other written output, and the likes. The success of the students in each component depends on how the teacher prepares them with the use of formative assessment. This notion is supported by the study conducted by Hattie (2012), where he found out that formative assessment was one of the most powerful ways to raise student achievement.



Theme 3: Promote Independent Learning

Two teachers were saying that formative assessment is effective if the students are working on their own and able to solve problems with little to no guidance coming from the teachers. Usually at the beginning of the lesson, the teacher develops the concepts and models what the students should do. As the lesson progress, the teacher serves as a coach and gives feedback on the performance of the students until the students are able to do the task on their own. This is supported by a framework of Fisher and Frey, which is the gradual release of responsibility. In this framework, as the responsibility of the teacher decreases, the responsibility of the student increases. According to Fisher and Frey (2011), the goal of education is to produce lifelong learners who can independently access and use information. Therefore, the teacher must provide opportunities for the students to apply what they have learned on their own. In addition, working independently allows the student to practice and apply concepts to determine whether the students have grasped the content or if adjustment in instruction is necessary.

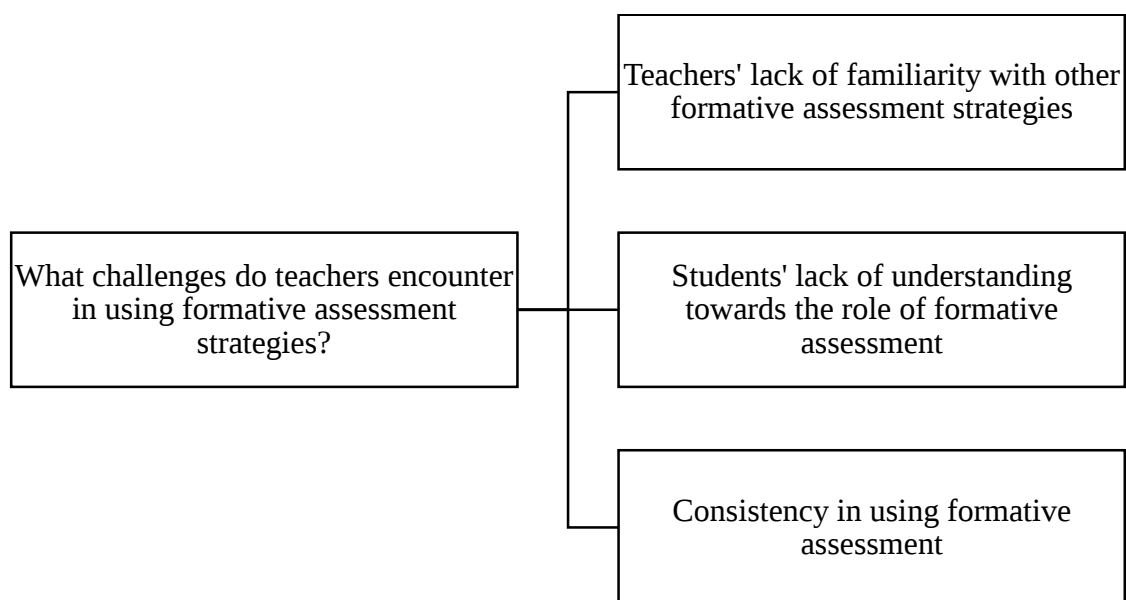
Challenges encountered by the teachers in using formative assessment?

One of the key teacher's roles in the 21st century education is being an assessor where they provide feedback regarding student progress and achievement of the standards and competencies. Teachers aim to become expert especially in giving formative assessment to determine whether the students are learning. Many did not start as expert in classroom assessment, and therefore challenges are encountered.



Figure 4

Challenges Encountered by the Teachers in Using Formative Assessment Strategies



Theme 1: Teachers' lack of familiarity with other formative assessment strategies

One of the challenges encountered by the teachers in using formative assessment is that the students get bored when they repeat the same assessment with different teachers. As presented in findings, many formative assessments were utilized to a less extent like Exit/Admit Slip, Four Corners, and Individual White Board, which are found to be effective as research suggested. When the teachers were asked the reason for not using these, they admitted that they are not familiar with other formative assessment strategies. Teachers cannot do a certain strategy if they are not aware about them nor are they familiar with them. Teacher quality makes a great impact in student's achievement. In a study conducted by William (2011), a student who started second grade at the 50th percentile of achievement



would end up to 90th percentile of achievement after three years with high-performing teacher; but, if assigned to the classes of low-performing teachers for three years, they would end up at 37th percentile of achievement. The most effective teachers generate learning in their students four times the rate of the least effective teachers. What teacher practice makes the difference is the use of varied and effective formative assessments. There are many formative assessments that are proven to be effective; but the problem is that the teachers do not know how, when, and for whom they are going to use them. In using formative assessment, teachers must define clearly which formative assessment would have the greatest impact in their students' learning. They should determine practices already available, discover how they impact learning, design how these practices can be shared, and disseminate the practice with other members of community. In a study conducted by Villamero (2014), he concluded that in assessing students, employing variety of strategies is necessity. This can be achieved if the teachers are familiar with different strategies. Being familiar with different strategies not only saves the students from boredom but these also provide the teachers wide range of choices as to what appropriate strategy to employ for a given topic and for different types of learners.

Theme 2: Students' lack of understanding towards the role of formative assessment

There are students who are not familiar with formative assessment practices that teachers impose inside the classroom. There are so many questions that they have in mind especially when they are used to a normal experience of doing school. Since formative assessment makes a difference for student outcomes, teachers are challenged to implement



them in their instruction. Despite great effects of formative assessment on student outcomes, many do not take them seriously. Teacher I said that she had a problem with students' attitude when some chose not to work. Teacher J also stated that:

Sometimes the students are not that open to tell to the teacher whether they understood the lesson, they are shy to raise their hand if they did not get the lesson and some are just ignoring the question of the teacher or do not mind at all whether they understood or not or telling the truth or not.

Teacher J's comment was supported by what teacher G discussed, who said that the students did not participate earnestly. For example, when students were asked to do the thumbs-up or down, they just put their thumbs up for the sake of finishing the lesson; but when a summative assessment was given, many still failed. Students may not be familiar or have difficulty with this kind of new learning experience. Most research pertain to the importance of formative assessment; but the literature on formative assessment provides few accounts of the culture shock many students experience when they are expected to learn in this new and puzzling manner (Duckor, 2014). Teachers must establish norms and routines in order for the students to participate actively and be engaged. Tomlinson (2014) stated that students often feel that assessment equals test equals grade equals judgment. Therefore, it is important that teachers help their students understand that assessments help them learn and that immediate perfection should not be their goal (Tomlinson, 2014).

Theme 3: Consistency in using formative assessment

The manner of giving formative assessment based on teacher's claim differed



depending on their lesson. Teachers A and H gave formative assessment one per meeting while teachers K and L gave formative assessment every time a new topic opened. Teachers B, C, D, E, F, G, and I gave formative assessment sometimes, lacking consistency. Teacher F added,

I am doing formative assessment then the following day a game or activity, then discussion and formative assessment again so the students will not get bored.

Teachers had different reasons for not giving formative assessment regularly; for instance, teacher D said that instead of giving formative assessment, she used question and answer during the discussion. Teacher G further discussed that if the topic was easy she gave formative assessment right away; but if it was difficult, this would be done a day after.

Two teachers gave formative assessment regularly. Teacher J said that,

Every lesson there is a sort of a formative assessment. It maybe pencil or paper work, it can be oral, it can be just signals from the students.

In addition, teacher M said that she gave formative assessment after each session because formative assessments gave teachers the opportunity to provide feedback to students so they could make corrections or adjustments in their work.

Giving formative assessment regularly is a challenge for some teachers due to difficulty in checking and time constraints. As mentioned by teacher E, she is having difficulty checking all formative assessments, while teacher L said that, “formative assessment is time consuming”.

Assessment includes pre-assessment, formative, and summative. Among the three, the bulk of assessment must be formative because it tracks and checks where the students are. If

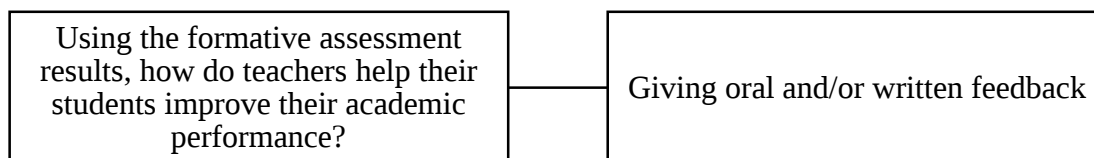


there is no formative assessment, how would the teachers know whether the students are learning or not? Formative assessment should not always be written; there are other forms which allow the students to monitor themselves. In addition, great teachers are habitual students of their students. They assess continually to understand the human beings that they teach (Tomlinson, 2014). This is the importance of consistency in giving formative assessment.

Despite the difficulties encountered by teachers, they had their own ways on how to solve these. Some of them searched in the internet to look for other strategies. Others asked the help of their colleagues through open classroom (i.e. the teachers can visit other classes and observe best practices that they can also apply in their own classroom.)

Figure 5

Using Formative Assessment in Improving the Academic Performance of the Students



Theme 1: Giving oral and/or written feedback

All teachers claimed that they are giving feedback based on the performance of the students. Others gave oral feedback, while there were some who gave written feedback. The manner in which they gave feedback also differed. Teachers C and J gave immediate feedback especially if it was oral presentation or during informal formative assessment. Teachers G, H, and J gave formal formative assessment in the form of paper and pencil test



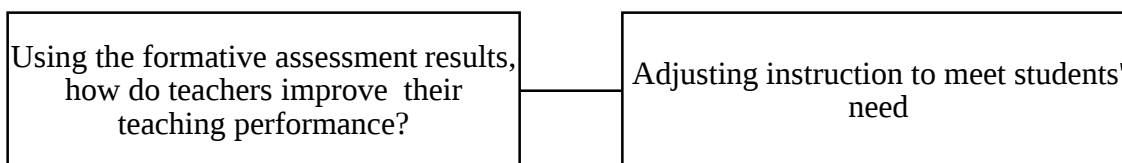
and checked it right away. With this, the students already were informed of their scores. Other teachers wrote comments on the paper of the students and returned them. Teachers A and F called the students to give their feedback about their work.

According to Wiggins (2012), formative assessment consisting of lot of feedback and opportunities to use that feedback enhances performance and achievement. In another study conducted by Hattie (2012), he found out that feedback is one of the most powerful influences on how people learn; based on his work, it shows that feedback has one of the highest effects on student learning.

Based on the result of formative assessment, the teachers gave feedback that allowed the students to see what they needed to do to improve their academic performance.

Figure 6

Using Formative Assessment in Improving Teaching Performance



Theme 1: Adjusting instruction to meet students' need

Based on the result of formative assessment, a teacher decided on what to do next. Usually the teacher asked the students to raise their hands based on their scores. If majority of the learners got low score, the teacher did re-teaching and asked the students to re-take the assessment. This procedure is common in different classrooms in the Philippines based on a study conducted by Cagasan et al. (2016) where most of the teachers used show of hands



strategy to determine the understanding of the students with regard to the topic. During the interview, Teachers E, F, and H mentioned that they repeated the lesson with the whole class.

Teacher H said that:

'Halimbawa dumating na sa akin yung result, halos kalahati yung nag failed, I evaluate ko yung sarili kung paano ko ba to itinuro. Naging effective kaya ito. Kung kalahati ang nahulog, mag iisip ako ng ibang strategies, then re teach, para maunawaan ng bata ang lesson na itinuro ko at doon uulit ako ng ibang strategy ng assessment para malaman ko kung naunawaan na talaga ng bata.' (Example I have the result, and half of the class failed.

I am evaluating myself on how I teach the concept if it is effective. If half of the class failed, I will think of other strategies, then reteach for the students to understand the lesson, and I'll give assessment using another strategy to determine if the students really understood it.)

Other teachers made some modifications in terms of the strategy. They used another strategy if the previous strategy was not effective. Teacher K used Cooperative Learning Team wherein those students who got high in the assessment would assist their peer who got a low score.

Since the intention of giving formative assessment is to improve students learning, this can be done if teachers improve how they teach. Based on the evidence gathered like test results, a teacher might decide to provide additional or different instruction related to the skills being developed (Popham, 2008).



Figure 7

Using Formative Assessment Results in Helping Students in their Summative Assessment

Using the formative assessment results, how do formative assessments help students in their performance in the summative assessment?

Reviewing the formative assessment results to adjust learning tactics

Theme 1: Reviewing the formative assessment results to adjust student's learning tactics

Students see formative assessment as their stepping stone that prepares them in summative assessment. All students say that they are using the result of formative assessment as a reviewer in their summative assessment. Since there is an alignment in classroom activities and assessment, the students can answer the questions during the summative assessment. Most of them go back to the result of their formative assessment prior to the summative assessment to see their error and find ways to get the correct answer. That way, the students become more confident in taking the summative assessment. Some try answering again the formative assessment to test whether they know the concept already. One student said that formative assessment helps him to think well in the summative assessment since the type of questions that appear in the formative assessment is the same with those that appear in the summative assessment. When the students use the result of their formative assessment, they look for evidence on what they know and what they do not know.



Popham (2008) mentioned that students also look at assessment evidence, and, if need be, make changes in how they try to learn.

The result of the observations and interviews help the researcher identify common and unique practices of teachers in using formative assessment.

Common Practices

1. Giving of short quiz

Most of the teachers give a quiz to assess students' learning. Quizzes come in different forms like true or false, sentence completion, identification, and essay. During observation, some of the teachers used this strategy before ending the session. The teachers asked the students to exchange their paper and check their classmates' answer. However, item analysis was not done. This could be an opportunity to determine what specific part was not yet clear to the students. Then the checked paper was returned to the owner. After knowing the result, the teachers simply asked the students to show their hands if they got perfect score or with one mistake, and so on. This observation was also true to other classes, as stated by Cagasan et al. (2016). Students scored their own answers or exchanged tests with peers to score them. In addition, most of the teachers recorded and graded the result of the quiz; thus, it implies that it was not used for formative assessment purpose.

2. Re-teaching

As defined by Marzano (2010), re-teaching is teaching again the content that students failed to learn. Teachers commonly do the process of re-teaching if majority of the



students did not achieve the mastery level. In doing the process of re-teaching, the teachers used other strategies to present the lesson. Afterwards, another set of assessment was given to the students to determine whether they mastered the lesson already. As stated by Marzon (2010), for re-teaching to be effective, teachers must use a different approach from the one they initially used.

Unique Practices

1. Using hand signals to check for understanding

Hand signal is a strategy that allows teachers to assess quickly the students' understanding about the concept. Aside from the identified strategy which was first to five, other teachers used thumbs up, thumbs down, and thumbs at the side strategy. Before ending the session, the teacher asked the students some questions in relation to the topic. The students did self-assessment on how they knew or understood the concept. Afterwards, the students showed their hands whether thumbs up if they understood it; thumbs at the side if the lesson was not fully clear; and thumbs down if it was not clear at all. The teacher looked at students' hands and quickly checked the number of students who did the thumbs up. If many raised their thumbs, then, the teacher proceeded to the next concept.

2. Sharing of effective strategies through open classroom observation

Open classroom is an observation strategy that allows teachers to conduct classroom visits with their colleagues. This strategy is similar to peer observation where teachers are free to observe each other's practice and learning from one another. In this kind of observation, a schedule of open classroom is announced. Usually, it is done once a week and



on different days to ensure that everyone is given an opportunity to observe others. As presented in this study, some of the challenges encountered by the teachers in giving formative assessment were lack of familiarity with other formative assessments and consistency in giving formative assessment. There were teachers who were able to look for other assessment strategies through open classroom.

Summary of the Findings

Understanding formative assessment is important for it can transform the way teachers teach and students learn. The study found that teachers are already using different formative assessment strategies like think-pair-share and graphic organizers to a large extent aside from the usual assessment in the form of quiz. Teachers found these strategies effective in tracking student learning, and students who achieve high academic grades become independent learners.

Teachers encounter challenges in implementing formative assessment like familiarity with other type of formative assessment strategies, which is one reason for not using varied strategies. Another is student's attitude when doing the formative assessment-- others do not take it seriously especially when they know that it is not graded. Last challenge is consistency in giving formative assessment-- not all teachers frequent/regularly give formative assessment.

Teachers help their students in their academic performance by giving feedback in the form of either oral or written feedback. Based on the result of formative assessment, they also make instructional adjustment to ensure that the students learn the topic. The students,



on the other hand, use formative assessment result as a reviewer in preparation for their summative assessment.

As mentioned by Popham (2009), formative assessment can enhance dramatically the quality of instruction if educators understand what it is and is not. The success of formative assessment depends on how knowledgeable the teachers are when it comes to different formative assessment strategies and how they can effectively use the result to improve the teaching and learning process. With the use of pocket guide that the researcher recommends in conducting formative assessment, the teachers get an idea of other formative assessment strategies that they can use inside the classroom.

Pocket Guide in Conducting Formative Assessment in the Classroom

Based on the findings and emerging themes yielded by the study, the researcher created a pocket guide in conducting formative assessment in the classroom with sample lesson plans for each of the identified formative assessment practices. Through the use of this pocket guide, the teachers will have an idea of how to use the identified formative assessment strategies, and how they can effectively give feedback to their students.

Description

The Pocket Guide in Conducting Formative Assessment in the classroom is created for fellow educators who consistently look for ideas and strategies on how they can improve their teaching and increase the academic performance of the students. This pocket guide uses examples in Mathematics based on the expertise of the researcher. However, teachers in other subjects can use this also as their guide and see how they can apply it in their own



subjects. The pocket guide includes the definition of formative assessment and its important characteristics as well as the two different forms of formative assessment which is the formal and informal. The identified formative assessment strategies were defined first prior to the example based on the lesson plan created by the researcher. In addition, some suggestions on how to give effective feedback was also included.

Rationale

This Pocket Guide was developed based on the findings of the study, specifically to address concerns and challenges in using formative assessment. The following describes how findings were used to develop the pocket guide:

1. Teachers have different thoughts about formative assessment. To have a common understanding about the definition and purpose of giving formative assessment, one section in the pocket guide explains what is formative assessment and its importance.
2. Based on the interview, most of the teachers grade formative assessment. As stated in the pocket guide, it clarifies why formative assessment should not be graded.
3. The way teachers give feedback sometimes leads to giving advice. To address this, it is indicated in the pocket guide some suggestions on how they can give effective feedback.
4. One of the challenges encountered by the teachers in using formative assessment is lack of familiarity with other formative assessment strategies. Teachers cannot give what they do not have; therefore, with the use of the identified strategies in the pocket guide, the teachers are guided on how they can use a specific strategy. There were cases also when wrong use of strategies was observed. Hence, it is vital that they have a guide for better instruction.



Objectives:

This pocket guide aims to:

1. Evaluate the current practices of teachers in using formative assessment.
2. Improve the implementation of formative assessment inside the classroom.
3. Help teachers in deciding what particular strategy to employ.
4. Increase the familiarity of teachers in different formative assessment strategies.
5. Improve the quality of teaching and learning.

Pocket Guide in Conducting Formative Assessment in the Classroom

The pocket guide found in Appendix T consists of the following:

- a. title page,
- b. definition of formative assessment,
- c. types of formative assessment,
- d. strategies for feed backing
- d. formative assessment strategies, and
- e. references.

Under the formative assessment strategies, an explanation of the strategy was presented. A sample lesson plan made by the researcher based on the school's learning pedagogy is indicated also to serve as a guide on how a teacher can use the identified strategy.

This pocket guide is proposed to the teachers particularly in the junior high school most especially to the Mathematics teachers. However, it can be extended also to different subjects and see how they can use the identified strategies. A training on how to use the pocket guide



is to be conducted before the demo teaching. The teachers then implement and evaluate the plan for further improvement of the guide. Figure 8 shows an example of lesson plan with the identified formative assessment. The lesson plan is based on the school's learning pedagogy which is the HEART plan. Included in the sample plan is the focus which came from the learning competency under the curriculum guide. This will help to see the alignment of the assessment and activities with the learning competency. Also, the sample plan includes learning target. Learning targets are the statements of the intended learning based on standards. These are kid friendly language and are specific to the lesson for the day and directly connected to assessment. It demonstrate what the students will do and are appropriate for their proficiency level.

Example:

MCC (Map of Conceptual Change) – Anticipation/Reaction Guide

Anticipation/Reaction Guide, according to Herber (1978), helps the students to activate and evaluate prior knowledge. It allows the student to make predictions based on their background and evaluate these predictions after their exposure to new information. The result of MCC can be used as basis on what particular part in the discussion the students are having difficulty with. From there, the teacher can give either oral or written feedback, specific to the task.



Figure 8

Sample Lesson Plan

Focus: The learner is able to illustrate and prove theorems on tangents and secants.

Learning Target: I can solve for the angles formed by tangents and secant.

HOOK:

Define tangent and secant lines using illustration. This is done to introduce the lesson also.

The students are given AR worksheet to answer for 5 minutes (Anticipation part only)

After 5 minutes, names are called to give their initial answer and short explanation how they arrive with that answer.

Anticipation/Reaction Guide

Name: _____ Section: _____

Item	Anticipation	Reaction
1. If $m \angle A = 90^\circ$ $m \angle B = 40^\circ$ Find $m \angle C$		
2. If $m \angle A = 80^\circ$ $m \angle B = 90^\circ$ Find $m \angle C$		
3. If $m \angle A = 105^\circ$ Find $m \angle C$		
4. If $m \angle A = 110^\circ$ Find $m \angle C$		
5. If $m \angle A = 130^\circ$ $m \angle B = 50^\circ$ Find $m \angle C$		

ACQUIRE

Jigsaw Puzzle Activity

The students form their home group with 5 members each. They assign numbers to the members.

All assigned with number 1 form an expert group, the same with 2, 3, and so on.

Each group discusses the figure assigned to them using the following:

1. Figure involves (Secant or tangent)
2. Point of intersection (Interior, On the circle, or exterior)
3. Identify the measure of angle being formed.

After 5 minutes, they return to their home group to discuss the figure assigned to them. Each group is given 15 minutes (3 minutes each) to present their figure.

After the activity, the students return to their respective places and answer the Reaction Part of the guide. They compare their answer during anticipation and reaction part.

Synthesis

How are we going to find for the angles formed by tangents and secants?



Chapter 4

Summary, Conclusion, and Recommendations

This chapter presents the summary, conclusion, and recommendations of the findings based on the main questions raised by the study.

Summary of the Study

The main aim of the study was to examine the formative assessment practices of Canossa Academy Teachers to determine the extent in which they use/apply the identified formative assessment strategies in conducting their lessons. It also described characteristics of effective formative assessment and how teachers and students used the result of formative assessment to improve their teaching and learning respectively. The result of the findings help the researcher to address common issues/concerns, and challenges encountered by the teachers in using formative assessment through the creation of pocket guide. The researcher believes that with the use of the information gathered towards the assessment practices of teachers can really help to improve the quality of teaching and learning.

This study made use of qualitative research design through a case study approach. Specifically, a survey questionnaire was administered to know the extent in which the teacher use the identified formative assessment strategies. In addition, classroom observations, and interview with teachers and students were conducted to ensure validity and enhance the credibility of research. The findings help to identify the common and unique practices of teachers in using formative assessment.



Summary of Results

Formative assessment strategies such as quizzes, think-pair-share, and graphic organizers were utilized by the teachers to a large extent. Other formative assessment like, MCC, games, first to five, and self/peer assessment were moderately utilized. Meanwhile, the exit slip, four corners, and individual white board were used to a less extent. Aside from the identified formative assessment strategies, teachers also used other strategies mostly to a large extent. The formative assessment practices of teachers were revealed given the themes culled from the data sources. First theme is on what makes formative assessment strategy effective. The findings show that formative assessment strategies are effective if they 1) track students' learning; 2) achieve mastery learning; and 3) promote independent learning. Second is the challenges encountered by the teachers in using formative assessment, with the identified challenges as the following: 1) teacher's lack of familiarity with other formative assessment strategies; 2) students' lack of understanding towards the role of formative assessment; and 3) consistency in using formative assessment. Third is the process on how the teachers use the result in helping their students to improve their academic performance, which is by giving oral and/or written feedback. Fourth is on how teachers use the result in improving their teaching performance, which is by adjusting instruction to meet students' need. Fifth is on the part of the learners, particularly on how formative assessments help them in their performance in the summative assessment. The students do this as they commonly review the formative assessment results to adjust learning tactics. The common



and unique practices are also identified. Commonly, teachers 1) give short quizzes before ending the session, and 2) re-teach based on the result of the assessment if majority of the students failed. Regarding unique practices, some of the teachers 1) use hand signals to check for understanding, and 2) share effective strategies through open classroom observation.

General findings of the study revealed that teachers have no common understanding towards formative assessment. A lot of challenges are encountered in using formative assessment most especially in giving feedback. These serve as the basis for the development of a pocket guide in conducting formative assessment inside the classroom. Included in the pocket guide are 1) definition of formative assessment, 2) clarifications why it should not be graded, 3) suggestions on how to give effective feedback, 4) description of the identified formative assessment strategies, and 5) sample lesson plans.

Limitations of the study

This study examined the current assessment practices of teachers and the extent in which these practices affect the academic performance of students. This study is limited only in the process of giving formative assessment and identifying strategies that can help teachers in using them.

The focus of this study is the formative assessment practices done by Canossa teachers. Series of interview and classroom observations were conducted to determine (1) the extent in which Canossa teachers use/apply formative assessment strategies/practices in conducting their lessons; (2) What made a specific formative assessment strategies effective?



(3) What are the challenges teachers encounter in the conduct of formative assessment? (4) How do formative assessment practices improve both teacher's teaching performance and student's academic performance? and (4) What kind of pocket guide can be created in the conduct of formative assessment? This pocket guide can help the teachers especially the beginning teachers to be aware of different formative assessment strategies in a way that it guides them on how to use effectively a specific strategy.

The findings of this study have to be seen in light of some limitations. First, teachers were observed only once and no pre- and post- conference was done. During the observation, the researcher was able to see how teacher commonly assessed their learners formatively, but not with other identified formative assessment strategies. Other strategies were mentioned during the interview, but these were not verified during the observation. Second, teachers were requested for an individual interview only. Having a focus group discussion could have helped to generalize easily their responses about the topic. Third, the way formative assessments helped the students in their summative assessment was through their perception, but the extent of their usefulness was not quantified. Fourth, the number of students interviewed was a small proportion of the entire Junior High School department. Therefore, research studies with much larger sample size would be helpful to ensure generalization of the findings of the study. Lastly, the data collection was confined to one institution only. The replication of this study at other academic institutions could strengthen the generalizability of the findings.



Conclusions

The findings of this current study provide an opportunity to formulate significant conclusions regarding the assessment practices of Canossa Academy teachers.

First, the most common strategies used by the teachers in assessing students' learning are think-pair-share, graphic organizers and quizzes. Other formative assessments are not utilized extensively due to teachers' lack of familiarity with other strategies.

Second, teachers define formative assessment differently. Some of the teachers lack understanding of its clarity and importance. Many associate it with summative assessment, which is an activity done by the students that teachers record and grade.

Third, the findings imply that teachers do peer sharing to resolve the difficulty in employing variety of strategies; however, common formative assessments like quizzes are still employed.

Fourth, teachers recognize the importance of giving feedback on students' performance; but most of the time, feedback turns into advice. Feedback should provide value judgment or recommendations on how to improve and not just simply telling the students to study hard for the next assessment.

Fifth, the results of students' performance in formative and summative assessment are not parallel among the students. There are cases when students perform better during



formative assessment than in the summative assessment; while some students have difficulty catching up during formative assessment, but they perform well during summative assessments. The purpose of giving formative assessment (i.e. to ensure that the students reach the standards) is defeated. Although it is beyond the study, some of the reasons given by the students have to do with alignment between the formative and summative assessments. Formative assessment is immediate and requires only the knowledge on a specific lesson, and students find it difficult to remember all the topics discussed, tested during the summative assessment.

Lastly, in relation to curriculum and instruction, the success of students in achieving the learning goal of acquisition, meaning- making, and transfer highly depend on how the teachers prepare them during formative assessment. Teachers' lack of expertise in using formative assessment greatly affects the attainment of the content and the performance standards set by the Department of Education.

Recommendations

In the light of the findings and conclusions drawn, the following recommendations are suggested:

1. Teachers must have an intensive training on the use and importance of formative assessment strategies. They must be acquainted with different strategies that they can employ in their respective subjects. Giving them a guide



on different research-based formative assessment strategies could help them where to start. To ensure strict implementation, regular classroom visits, using an observation tool, must be conducted.

2. Regular meeting with teachers to share different formative assessment strategies must be included in the school calendar. Each teacher can do a demo lesson that includes best practices on the use of formative assessment. Other teachers can evaluate it to continuously assess the effectiveness of certain strategies.
3. Feedback on the students' performance should focus on the problem and needs to be improved. There must be a mechanism on how to give correct feedback. Research show that less teaching plus more feedback could result to a greater learning.
4. Students must be informed of the significance of formative assessments and how they can effectively use the result to improve their academic performance. Students should be aware of different formative assessment strategies employed by their teachers and let them assess their effectiveness. Students should also be familiar with different assessments to know lesson expectations.
5. Include during parent's orientation in the process/ on the conduct of formative assessment and how they can help their children. Parents are the school's partner in honing the ability of the learners and they can be of help in making follow- ups and regular communication with the schools.



6. The study should be conducted to larger number of teachers and students in other schools to ensure generalizability of the results. Future studies should also focus on the effect of formative assessment on the performance of the students in the local, national, and other standardized tests.
7. Implement and evaluate the pocket guide in conducting formative assessment in the classroom.
8. The CHED (Commission on Higher Education) must include in the syllabus of Assessment in Learning for Education program the different formative assessment strategies and include as part of the learning outcomes that education graduate must be skilled in using different formative assessments and how to use the result to improve teaching and learning. Teachers should focus more on the formative assessment rather than on the summative assessment.
9. DepEd (Department of Education) must provide trainings for both public and private school teachers most especially those who are new in the field about the conduct of formative assessment.



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National Bookstore



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

APPENDICES APPENDIX A

Letter of Permission



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines

Sr. Luzviminda G. Mojica, FdCC
Integrated Basic Education Principal

Dear Sr. Luz,

I am Joseph A. Caguimbaga, a graduate student at Philippine Normal University-Manila. As a requirement in finishing my Master's Degree in Education, Curriculum and Instruction, I am currently writing my thesis entitled "Formative Assessment Practices of Canossa Academy Teachers" under the supervision of my thesis adviser Prof. Antonio Dacanay. The purpose of the study is to assess the current practices of teachers in giving formative assessment, challenges encountered, and process on how they use formative assessment results to improve teaching and learning.

In line with this, I would like to ask permission to conduct my study at Canossa Academy Calamba. If allowed, I will be doing classroom observations and interviews with all Junior High School teachers and selected grade 7 to 10 students. I will make necessary arrangements to ensure that no academic periods will be affected.

I am hoping for your benevolent response and consideration regarding this request. Please accept my utmost gratitude which is given here in advance.

Sincerely,

MR. JOSEPH A. CAGUIMBAGA
Masteral Candidate

Noted by:

Approved by:

PROF. ANTONIO DACANAY
Adviser



APPENDIX B

Letter to the Parents/ Guardian



Canossa Academy
Calamba City
Integrated Basic Education
PAASCU Accredited Level II

Dear Parents/Guardian:

Greetings of peace!

I am Joseph A. Caguimbaga, a graduate student at Philippine Normal University-Manila. As a requirement in finishing my Master's Degree in Education, Curriculum and Instruction, I am currently writing my thesis entitled "Formative Assessment Practices of Canossa Academy Teachers" under the supervision of my thesis adviser Prof. Antonio Dacanay. The purpose of the study is to assess the current practices of teachers in giving formative assessment, challenges encountered, and process on how they use formative assessment results to improve teaching and learning.

In line with this, I would like to ask for your permission to allow your child to participate in this research. Attached in this letter is the informed consent form that will confer the details of the said study. I am very much willing to discuss to you the content of the consent form. I am hoping for your benevolent response and consideration regarding this request. Please accept my utmost gratitude which is given here in advance.

Sincerely,

MR. JOSEPH A. CAGUIMBAGA
Masteral Candidate

Noted by:

PROF. ANTONIO DACANAY
Adviser



APPENDIX C

SAMPLE ACCOMPLISHED INFORMED CONSENT FORM FOR PARENTS/GUARDIANS


Canossa Academy
Calamba City
Integrated basic Education
PAASCU Accredited Level II

INFORMED CONSENT FORM FOR PARENTS/GUARDIANS

This informed consent form is for the parents/guardians of the students who are invited to participate in research about formative assessment practices.

This Informed Consent Form has two parts:
PART 1: Information Sheet (to share information about the study with you)
PART 2: Certificate of Consent (for signatures if you allow your child to participate)

PART 1: Information Sheet

I am Mr. Joseph A. Caguimbaga, presently conducting a study entitled "Formative Assessment Practices of Canossa Academy Teachers" as a requirement in finishing my Master's Degree in Education, Curriculum and Instruction at Philippine Normal University-Manila.

This letter serves as a consent form that aims to seek your approval to allow your child to be one of the participants of this study. Please read it carefully before you allow your child to participate, and if you agree, then the next thing that I will do is ask your daughter/son for their agreement as well. Both of you have to agree independently before I can begin.

There may be some words that you do not understand or questions that you want to ask, please feel free to contact me so I can explain it to you.

a. **Purpose of study:** The main purpose of this study is to assess the current practices of Canossa Academy teachers in giving formative assessment to improve teaching and learning. However, this study would also like to know how students use the result of formative assessment to improve their academic performance.

b. **Study procedure:** If you allow your child to take part of this study, he/she will take part in a discussion together with nine other students of the same level. The discussion will last for 30 minutes to 1 hour and might be done during or after school hours. Permit will be given if they will be asked to stay after dismissal.
The group discussion will start with me, making sure that the participants are comfortable.

The following questions will be asked during the discussion.

1. Using the formative assessment results,
1.1. How do you improve your academic performance?
a. What are the common assessment strategies used by your teachers during classroom instruction?
b. How do you use the result of your formative assessment?
c. How do you use feedback given by the teacher?
d. What do you do to improve your academic performance based on the result of formative assessment?



- j. **Researcher Contact Information:** If you have any questions at any time about this study, you may contact the researcher anytime at 0929-879-1090 or send an email at caguimbagajoseph@yahoo.com

PART 2: Certificate of Consent

I have been asked to give consent for my daughter/son to participate in this research study which will involve his/her completing one interview. I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate in this study.

Print Name of Parent or Guardian: _____

Signature of Parent or Guardian: _____

Date: _____



APPENDIX D

Letter to the Students



Canossa Academy
Calamba City
Integrated Basic Education
PAASCU Accredited Level II

Dear Students,
Greetings of peace!

I am Joseph A. Caguimbaga, a graduate student at Philippine Normal University-Manila. As a requirement in finishing my Master's Degree in Education, Curriculum and Instruction, I am currently writing my thesis entitled "Formative Assessment Practices of Canossa Academy Teachers" under the supervision of my thesis adviser Prof. Antonio Dacanay. The purpose of the study is to assess the current practices of teachers in giving formative assessment, challenges encountered, and process on how they use formative assessment results to improve teaching and learning.

In line with this, I would like to ask for your participation in my study. Attached in this letter is the informed consent form that will discuss the details of the said study.

I am hoping for your benevolent response and consideration regarding this request. Please accept my utmost gratitude which is given here in advance.

Sincerely,

MR. JOSEPH A. CAGUIMBAGA
Masteral Candidate

Noted by:

PROF. ANTONIO DACANAY
Adviser



APPENDIX E

SAMPLE ACCOMPLISHED INFORMED ASSENT FORM FOR STUDENTS



Canossa Academy
Calamba City
Integrated basic Education
PAASCU Accredited Level II

INFORMED ASSENT FORM FOR STUDENTS

This informed assent form is for children between the ages of 11 - 17 who are currently enrolled as Junior High School at Canossa Academy Calamba and invited to participate in research about assessment practices of Canossa Academy teachers.

This Informed Assent Form has two parts:

- Part 1: Information Sheet (gives you information about the study)
- Part 2: Certificate of Assent (this is where you sign if you agree to participate)

You will be given a copy of the full Informed Assent Form

PART 1: Information Sheet

Introduction

I am Mr. Joseph A. Caguimbaga, presently conducting a study entitled "Formative Assessment Practices of Canossa Academy Teachers" as a requirement in finishing my Master's Degree in Education, Curriculum and Instruction at Philippine Normal University- Manila.

This letter serves as a consent form that aims to seek your approval to be one of the participants of this study. Please read it carefully before you decide to participate.

I am going to give you information and invite you to be part of a research study. You can choose whether or not you want to participate. We have discussed this research with your parent(s)/guardian and they know that we are also asking you for your agreement. If you are going to participate in the research, your parent(s)/guardian also have to agree. But if you do not wish to take part in the research, you do not have to, even if your parents have agreed.

You may discuss anything in this form with your parents or friends or anyone else you feel comfortable talking to. You can decide whether to participate or not after you have talked it over. You do not have to decide immediately.

There may be some words you don't understand or things that you want me to explain more about because you are interested or concerned. Please ask me to stop at anytime and I will take time to explain.

- a. **Purpose of study:** The main purpose of this study is to assess the current practices of Canossa Academy teachers in giving formative assessment to improve teaching and learning. However, this study would also like to know how students use the result of formative assessment to improve their academic performance.



- b. **Study procedure:** If you decide to participate in this study, you will take part in a discussion together with nine other students of the same level. The discussion will last for 30 minutes to 1 hour and might be done during or after school hours. Permit will be given if you will be asked to stay after dismissal. The group discussion will start with me, making sure that you feel comfortable.

The following questions will be asked during the discussion.

1. Using the formative assessment results,
 - 1.1. How do you improve your academic performance?
 - a. What are the common assessment strategies used by your teachers during classroom instruction?
 - b. How do you use the result of your formative assessment?
 - c. How do you use feedback given by the teacher?
 - d. What do you do to improve your academic performance based on the result of formative assessment?
 - 1.2. How do formative assessment helps you in your summative assessment?
 - a. How is your performance during formative assessment?
 - b. How do you compare your performance in the formative assessment and summative assessment?
 - c. Does formative assessment help you to perform better in the summative assessment? In what way?

The discussion will take place in the conference room 1 located at St. Joseph's Building, and no one else but the people who take part in the discussion and I will be present during discussions. The entire discussion will be recorded using a voice recorder application installed in the researcher's android phone and be saved immediately on a flash drive. The flash drive will be kept in a locked cabinet and be secured at all times. The information recorded is confidential, and no one else except my adviser Prof. Antonio Dacanay will have an access to the information documented during the discussion. The files will be deleted upon the conclusions of the research

- c. **Selection of Participants:** You are being invited to take part in this research because as a junior high school student of Canossa Academy Calamba, I want to know how you uses formative assessment results to improve your academic performance and how does formative assessment helps you in the summative assessment.
- d. **Risks and Discomforts:** There are no anticipated risks while participating in this study.
- e. **Benefits:** There will be no immediate and direct benefit to you by participating in the study. However, the researcher hopes that the information from this study will help the teachers determine best practices in giving formative assessment that will help to increase the academic performance of the students.
- f. **Compensation:** There will be no payment for the participation in this study.
- g. **Confidentiality:** The responses in this research will be anonymous. Your name, address, or other identifiable information will not be collected. Transcribed responses will be kept in a locked file cabinet in the personal possession of the researcher. Any information that can be used to identify individual respondents will be removed before the data are handed over the Philippine Normal University. Any audio



collected during the discussion will be deleted upon conclusion of the research. The only individuals with access to the participants' responses will be the researcher and Prof. Antonio Dacanay.

I will take all reasonable steps to protect identity throughout the research.

- h. **Sharing of Research Findings:** At the end of the study, I will be sharing what I have learnt with you and Canossa Educative Community. I will do this by meeting first the teacher and student participants and then with the larger community. A written report will also be given to you which you can use as basis on how to improve your academic performance.
- i. **Participation and withdrawal:** Participation to this study is voluntary. You can also skip any questions during the interview, stop the interview, or discussion if at any time you feel uncomfortable. If you want to withdraw from the study, you have the right to let the researcher know at any time throughout the research by means of verbal or written communication.
There is no penalty for withdrawing.
- j. **Researcher Contact Information:** If you have any questions at any time about this study, you may ask me or send me an email at caguimbaga-joseph@yahoo.com
Researcher's Name: JOSEPH A. CAGUIMBAGA
Canossa Academy – Calamba City, Lakeview Subd. Halang, Calamba Laguna

PART 2: Certificate of Assent

Certificate of Assent

I understand that the study is about formative assessment on how I use the result to improve my academic performance. I have read this information (or had the information read to me). I have had my questions answered and know that I can ask questions later if I have them.

Please put a tick (✓)

☒ I agree to take part in the research.

☐ I do not wish to take part in the research and I have not signed the assent below. _____ (initialled by child/minor)

Only if child assents:

Print Name of Child: _

Signature of Child: _

Date: _



APPENDIX F

Letter to the Teachers



Canossa Academy
Calamba City
Integrated Basic Education
PAASCU Accredited Level II

Dear Teachers,
Greetings of peace!

I am Joseph A. Caguimbaga, a graduate student at Philippine Normal University-Manila. As a requirement in finishing my Master's Degree in Education, Curriculum and Instruction, I am currently writing my thesis entitled "Formative Assessment Practices of Canossa Academy Teachers" under the supervision of my thesis adviser Prof. Antonio Dacanay. The purpose of the study is to assess the current practices of teachers in giving formative assessment, challenges encountered, and process on how they use formative assessment results to improve teaching and learning.

In line with this, I would like to ask for your participation in my study. Attached in this letter is the informed consent form that will discuss the details of the said study.

I am hoping for your benevolent response and consideration regarding this request. Please accept my utmost gratitude which is given here in advance.

Sincerely,

MR. JOSEPH A. CAGUIMBAGA
Masteral Candidate

Noted by:

PROF. ANTONIO DACANAY
Adviser



APPENDIX G

SAMPLE ACCOMPLISHED INFORMED CONSENT FORM FOR TEACHERS

Informed Consent Form for Teachers

This informed consent form is for teachers who are invited to participate in research about formative assessment practices.

This Informed Consent Form has two parts:

- PART 1: Information Sheet (to share information about the study with you)
- PART 2: Certificate of Consent (for signatures if you choose to participate)

You will be given a copy of the full Informed Consent Form

PART 1: Information Sheet

I am Mr. Joseph A. Caguimbaga, presently conducting a study entitled "Formative Assessment Practices of Canossa Academy Teachers" as a requirement in finishing my Master's Degree in Education, Curriculum and Instruction and I am asking you to participate in my research study. Please read this consent agreement carefully before you decide to agree to participate in the study.

- a. **Purpose of study:** The purpose of this study is to assess the current practices of Canossa Academy teachers in giving formative assessment to improve teaching and learning. This will also determine the challenges encountered in using formative assessment and how they use the result to improve teaching performance.
- b. **Study procedure:** Your participation is on a voluntary basis and you will not be obligated if you ever decide to not participate. During the course of the research project, you will be asked to complete a survey questionnaire of the formative assessment that you are utilizing, participate in classroom observation, and be interviewed on an individual basis. You will be informed of the time of observation. Observation will be recorded using video camera while the interview will be recorded using voice recording application installed in android phone. Again, participation is voluntary so you have the ability to decline participation at any time throughout the research. You also can skip any question during the interview, stop the interview, or discussion if at any time you feel uncomfortable. Answering the questionnaire will require 20 minutes while the interview will require 1 hour of your time for a total of 1 hour and 20 minutes. One observation will take place for 50 minutes.

The following questions will be asked during the interview:

- 1. What made a specific formative assessment strategies effective?
 - a. What makes an assessment formative?
 - b. What are the common formative assessment strategies that you use in your classroom?
 - c. How do you define effective formative assessment? What makes a specific formative assessment strategy effective?
- 2. What challenges do teachers encounter in using the formative assessment strategies?
 - a. How frequent do you use formative assessment?
 - b. How do you check formative assessment?
 - c. What challenges do you encounter in using formative assessment strategies?
 - d. How do you resolve these problems?
- 3. Using the formative assessment results,
 - 3.1. how do you help your students improve their academic performance?
 - a. How do you convey the result to your students?
 - b. In what way do you provide feedback regarding your student performance?
 - c. What evidences would show that there is an improvement in their academic performance?
 - 3.2. how do you improve your teaching performance?
 - a. How do you make some adjustments with your classroom activities?
 - b. How do you make use of formative assessment results to improve your teaching performance?
 - c. What evidences would show that there is an improvement in your teaching performance?



The interview will take place in the conference room 1 located at St. Joseph's building, and no one else but interviewee and I will be present during the interview. The entire interview and class observation will be recorded and saved immediately in a flash drive and be kept in a locked cabinet and be secured at all times. The information recorded is confidential, and no one else except my adviser Prof. Antonio Dacanay will have an access to the information documented during the observation and interview. The files will be deleted upon the conclusions of the research.

- c. **Selection of Participants:** You are being invited to take part in this research because as Canossian Educator we want the best for our learners. This is a great opportunity to personally assess our practices in giving formative assessment and to effectively use the result to improve teaching performance.
- d. **Risks and Discomforts:** There are no anticipated risks while participating in this study.
- e. **Benefits:** The study may help us determine best practices in giving formative assessment and to effectively use the result to improve teaching and learning.
- f. **Compensation:** There will be no payment for the participation in this study.
- g. **Confidentiality:** The responses in this research will be anonymous. Your name, address, or other identifiable information will not be collected. Code names/numbers for participants will be used on all research interviews and documents, and the responses obtained will be saved and kept properly. Transcribed responses will be kept in a locked file cabinet in the personal possession of the researcher. Any information that can be used to identify individual respondents will be removed before the data are handed over the Philippine Normal University. Any audio collected during the research will be destroyed upon conclusion of the research. The only individuals with access to the participants' information will be Joseph Caguimbaga and Prof. Antonio Dacanay
I will take all reasonable steps to protect identity throughout the research.
- h. **Sharing of Research Findings:** At the end of the study, I will be sharing what I have learnt with the participants and Canossa Educative Community. I will do this by meeting first the teacher and student participants and then with the larger community. A written report will also be given to your child which he/she can use as basis on how to improve his/her academic performance.
- i. **Participation and withdrawal:** Participation to this study is voluntary. You can skip any question during the interview, stop the interview, or discussion if at any time you feel uncomfortable. If you want to withdraw from the study, you have the right to let the researcher know at any time throughout the research by means of verbal or written communication.
There is no penalty for withdrawing.
- j. **Researcher Contact Information:** If you have any questions at any time about this study, you may ask me or send me an email at caguimbagajoseph@yahoo.com
Researcher's name: JOSEPH A. CAGUIMBAGA
Canossa Academy Calamba City, Lakeview Subd. Halang Calamba City, Laguna

PART 2: Certificate of Consent

I have been invited to participate in research about formative assessment practices of Canossa Academy teachers. I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study

Print Name of Participant: _____
Signature _____

Date _____



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

APPENDIX H



Survey Questionnaire

PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines

Survey Questionnaire

Dear Teachers,

The researcher is presently conducting a study entitled “Formative Assessment Practices of Canossa Academy Teachers” as a requirement for the Degree Master of Arts in Education in Curriculum and Instruction.

In view of this, the researcher is asking for your cooperation by providing data necessary for the study. Kindly answer this survey questionnaire that will determine the extent in which formative assessments are being use/apply inside the classroom. Rest assured that your responses will be treated with strict confidence.

Thank you very much!

Sincerely,

JOSEPH A. CAGUIMBAGA

Researcher

Noted by:

PROF. ANTONIO G. DACANAY

Adviser

PART I. Profile of the respondent.

Direction: Kindly fill out the information below. Write your answer on the space provided.

Name (Optional) : _____

Age: _____

Year in service: _____

Subject (s) taught: _____



Grade level: _____

PART II. Common formative assessment practices used inside the classroom

Direction: Kindly rate the extent to which the given formative assessment practices are being utilized inside the classroom. Kindly put a tick (/) on the column that corresponds to your response. You may include other formative assessments not mention.

Formative Assessment Practices	Scale				
	To a large extent	Large extent	Moderate extent	Less extent	Least extent
Map of Conceptual Change (Anticipation-Reaction Guide, KWL Chart, Initial Revised Final)					
Think-Pair Share					
Exit Slip/admit slip					
Four Corners					
Games					
Graphic Organizers					
Individual White Boards					
Fist to five					
Self/Peer Assessment					
Quizzes					
Others (Please specify)					
1.					
2.					
3.					



APPENDIX I

INTERVIEW GUIDE FOR TEACHERS

1. What made a specific formative assessment strategies effective?
 - a. What makes an assessment formative?
 - b. What are the common formative assessment strategies that you use in your classroom?
 - c. How do you define effective formative assessment? What makes a specific formative assessment strategy effective?
2. What challenges do teachers encounter in using the formative assessment strategies?
 - a. How frequent do you use formative assessment?
 - b. How do you check formative assessment?
 - c. What challenges do you encounter in using formative assessment strategies?
 - d. How do you resolve these problems?
3. Using the formative assessment results,
 - 3.1. how do you help your students improve their academic performance?
 - a. How do you convey the result to your students?
 - b. In what way do you provide feedback regarding your student performance?
 - c. What evidences would show that there is an improvement in their academic performance?
 - 3.2. how do you improve your teaching performance?
 - a. How do you make some adjustments with your classroom activities?
 - b. How do you make use of formative assessment results to improve your teaching performance?
 - c. What evidences would show that there is an improvement in your teaching performance?

INTERVIEW GUIDE FOR STUDENTS

1. Using the formative assessment results,
 - 1.1. How do you improve your academic performance?
 - a. What are the common assessment strategies used by your teachers during classroom instruction?
 - b. How do you use the result of your formative assessment?
 - c. How do you use feedback given by the teacher?
 - d. What do you do to improve your academic performance based on the result of formative assessment?



- 1.2. How do formative assessment helps you in your summative assessment?
 - a. How is your performance during formative assessment?
 - b. How do you compare your performance in the formative assessment and summative assessment?
 - c. Does formative assessment help you to perform better in the summative assessment? In what way?



APPENDIX J

Excuse Letter for the Interview with Students

Canossa Academy
Calamba City
Integrated Basic Education
PAASCU Accredited Level II
S. Y. 2019-2020

October 3, 2019

Dear Sr. Luz,

Praised be Jesus and Mary!

I am currently gathering data for my research about Formative Assessment Practices of Canossa Academy Teachers. In this study, one of the objectives is to know how the students are using the result of their formative assessment to improve their academic performance.

In line with this, I am asking for your permission to allow the following students to be excused in their class for the interview that will last for 30 to 50 minutes. The interview will be done by grade level at Conference Room 1. The name of students, the date and time are indicated below.

Grade 7	Grade 8	Grade 9	Grade 10
Date: October 9, 2019	Date: October 8, 2019	Date: October 8, 2019	Date: October 9, 2019
Time: 10:30-11:20	Time: 11:20 – 12:10	Time: 10:30-11:20	Time: 11:20 – 12:10
Student 1	Student 1	Student 1	Student 1
Student 2	Student 2	Student 2	Student 2
Student 3	Student 3	Student 3	Student 3
Student 4	Student 4	Student 4	Student 4
Student 5	Student 5	Student 5	Student 5
Student 6	Student 6	Student 6	Student 6
Student 7	Student 7	Student 7	Student 7
Student 8	Student 8	Student 8	Student 8
Student 9	Student 9	Student 9	Student 9
Student 10	Student 10	Student 10	Student 10



I am hoping for your favorable response. Thank you and God bless!

Sincerely,

Joseph A. Caguimbaga
Researcher

Approved by:



APPENDIX K

Canossa Academy
Calamba City
Integrated Basic Education
PAASCU Accredited Level II

INTERVIEW REQUEST FORM

Dear _____,

Praise be Jesus and Mary!

First of all, thank you for allowing me to observe your class. As I complete the data needed to finish my research, I am inviting you for an interview on (Date and Time) _____ at Conference Room 1. The interview will last for 30 minutes to 1 hour and it will be recorded. The following questions will be asked during the interview:

1. How are you using the formative assessment strategies identified in the questionnaire?
2. What made a specific formative assessment strategies effective?
3. What makes an assessment formative?
4. What are the common formative assessment strategies that you use in your classroom?
5. How do you define effective formative assessment? What makes a specific formative assessment strategy effective?
6. What challenges do teachers encounter in using the formative assessment strategies?
7. How frequent do you use formative assessment?
8. How do you check formative assessment?
9. What challenges do you encounter in using formative assessment strategies?
10. How do you resolve these problems?
11. Using the formative assessment results,
 - a. how do you help your students improve their academic performance?
12. How do you convey the result to your students?
13. In what way do you provide feedback regarding your student performance?
14. What evidences would show that there is an improvement in their academic performance?
 - a. how do you improve your teaching performance?
15. How do you make some adjustments with your classroom activities?
16. How do you make use of formative assessment results to improve your teaching performance?
17. What evidences would show that there is an improvement in your teaching performance?



Sincerely,

Joseph A. Caguimbaga
Researcher

CONFIRMATION:

Kindly put a tick (/) on the blank.

_____ Thank you, I am available on the indicated date and time for the interview.

_____ Please re-schedule the interview on (Date)_____ at
(Time)_____

SIGNATURE OVER PRINTED NAME



APPENDIX L

Canossa Academy

Calamba City

Integrated Basic Education

PAASCU Accredited Level II

CLASSROOM OBSERVATION REQUEST FORM

Dear _____,

Praise be Jesus and Mary!

I am Mr. Joseph A. Caguimbaga, currently doing my research entitled “Formative Assessment Practices of Canossa Academy Teachers”. One of the requirements in the said research is to observe classes. In this regard, I am humbly requesting to visit and observe your class on _____ at _____ with _____. The observation will last for 50 minutes (1 period) and it will be recorded. The focus of the observation is the process of giving formative assessment.

Your approval is highly appreciated. In case the above schedule would be inconvenient for you, please suggest below another date and time and I will reconfirm this with you.

Sincerely

Joseph A. Caguimbaga
Researcher

CONFIRMATION:

Kindly put a tick (/) on the blank.

_____ Thank you, you may observe me with the set date and time.

_____ Please re-schedule the classroom observation on
(Date)_____ at (Time)_____

SIGNATURE OVER PRINTED NAME



APPENDIX M

Clearance to Proceed

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Telephone: +63 (0) 2 731 7117 (24 lines) Email: enrol@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-016	
	Issue No.	01	
	Rev. No.	01	
	Date:	09-24-2018	
	Page:	1 of 1	
EPRDC	CLEARANCE TO PROCEED	QAC No.	CC-09242018-023

BASIC INFORMATION

REC Code:	072319-402
Research Proposal Title:	Formative Assessment Practices of Canossa Academy Teachers
Researcher / Project Leader and Designation/Affiliation:	Joseph A. Caguimbaga

The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: July 23, 2019


TERESITA T. RUNGDUIN, Ph.D.
Secretary
Research Ethics Committee


RENE R. BELECINA, Ph.D.
Chair
Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)



APPENDIX N

Formative Assessment Classroom Observation Instrument

Formative Assessment Classroom Observation Instrument

School ID _____ Region: _____ Class ID _____ Grade level & section: _____
Years of Teaching Experience: _____ Educational Background: _____ Subject: _____
N Students: _____ M: _____ F: _____ Date: _____ Lesson start time – end time: _____ Observer ID: _____

Capabilities	Indicative Behaviours	T	Levels of Practice	Evidence/rational for rating
Elicit evidence of student learning to determine what students know and can do	Teacher elicits response/s from individuals to determine what student/s know and can do	0		
		1	Teacher elicits responses to match a pre-conceived "correct" response.	
		2	Teacher elicits responses to identify the method or process used by the student/s	
	Teacher elicits response/s from the class to determine what student/s know and can do	3	Teacher elicits responses to identify the mental model/ conceptual understanding of the student/s	
		0		
		1	Data collected can only be interpreted at class level (e.g., chants, self-report quiz totals)	
	Teacher uses techniques to elicit student responses	2	Teacher can identify individual responses from all class members	
		0		
		1	Teacher has main mode/s of eliciting responses	
Use evidence of student learning to move towards the learning goal	Teacher gives feedback based on student response	2	Teacher is flexible and adapts modes to the situation	
		0		
		1	Teacher indicates if response is correct/ incorrect	
		2	Teacher gives information specific to the task or product	
	Teacher uses information to inform instructional decisions	3	Teacher gives feedback about the main process used to understand/ perform the task	
		4	Teacher gives feedback focused at supporting the student to evaluate their own process	
		0		
		1	Teacher attempts to bridge or partially bridges the gap between the lesson and the student level	
	Peer gives feedback	2	Teacher matches lesson with elicited evidence of student level	
		0		
	Students self assess (at individual or group level)	1	Teacher provides opportunities for students to give each other feedback (beyond just correcting responses or giving marks)	
		0		
		1	Teacher provides opportunities for students to assess themselves (beyond just correcting responses or giving marks)	
		0		

Adapted from Cagasan, L., Luo, R., Robertson, P. & Care E. (2016). Formative Assessment Project: Phase 2 Research Report. Assessment, Curriculum and Technology Research Centre (ACTRC). Melbourne and Manila.



APPENDIX O

Sample Accomplished Formative Classroom Observation Instrument

Formative Assessment Classroom Observation Instrument

School ID: 9512/L Region: IV - A Class ID: _____ Grade level & section: 8 - Pt. A/Alfaro
 Years of Teaching Experience: 27 Educational Background: Completed Acad. Requirements in School Leadership Subject: Mathematics
 N Students: 34 Date: 8/15/2019 Lesson start time - end time: 1:50 - 2:40 Observer ID: _____

Capabilities	Indicative Behaviours	Levels of Practice	Evidence/rational for rating
Elicit evidence of student learning to determine what students know and can do	Teacher elicits responses from individuals to determine what student/s know and can do	1	
		0	Student responses are unrelated based on what is the expected concept or answer.
		2	Teacher elicits responses to match a pre-conceived "correct" response.
		3	Teacher elicits responses to identify the method or process used by the student/s
Use evidence of student learning to move towards the learning goal	Teacher elicits responses from the class to determine what student/s know and can do	0	After the activity, the teacher asked the student to explain the concept in the question given.
		1	Usually, the teacher used Classroom Answer technique
		2	Based on the answer of the student, the teacher will say if it is correct or not.
		3	The teacher asked the student to explain the concept, after determining the number, the concept was explained to the student.
Teacher uses techniques to elicit student responses	Teacher gives feedback based on student response	0	The teacher asked the student to explain the concept, after determining the number, the concept was explained to the student.
		1	Teacher provides opportunities for students to give each other feedback (beyond just correcting responses or giving marks)
		2	Teacher provides opportunities for students to assess themselves (beyond just correcting responses or giving marks)
		3	Teacher provides opportunities for students to assess themselves (beyond just correcting responses or giving marks)



APPENDIX P

Narratives of formative assessment strategies utilized during classroom observation

Teacher	Subject	Topic	Formative Assessment Used	Narratives
A	Filipino	Mga Salitang Ginagamit sa Pagsunod-sunod ng Pangayayari	Dramatization/ Quiz	The teacher grouped the students and picked a situation that they are going to portray. They acted out how to do a certain things using the sequencing words. After all presentation, the teacher gave a short quiz. The students were given answer sheet where they wrote the correct order of an event. The students exchanged their paper and checked it. They were asked to raise their hands to let the teacher know their score.



B	Science	Ecological Relationship	Think-Pair-Share, Thumbs Up and Thumbs Down	The teacher used the think-pair-share and he posted a question: “What is the importance of the different ecological relationships in the environment?” He asked the students to group and share their responses. A representative from each group was called to share the answer to the whole class. Towards the end of the lesson, the teacher asked the students to do thumbs up if they understood the lesson, thumbs down if they did not understand it, and thumbs at the side if they had a question. The teacher thought that everybody understood the lesson so he dismissed the class already.
C	Christian Life Education	Jesus: Epitome of Martyrdom	Think-Pair-Share	The teacher posted 4 questions for the students to answer individually. The students shared their answer with their seatmates. Discussion of the four questions was done until the end of the session.



D	Practical Arts	Kitchen Tools and Equipment	Quiz	After the activity where the students discussed the different kitchen tools and utensils, the teacher gave a six-item quiz. Using the back part of their notebook, the students identified the name of the equipment that the teacher showed. Afterwards, the students exchanged their paper and checked it. The teacher asked the number of students who got perfect score down to zero before she dismissed them.
E	English	Alliteration	Exercises	The teacher showed 5 multiple-choice questions using power point presentation and asked the students to choose which an example of alliteration was. The students answered in chorus. After that, she asked the students to give their example of alliteration. They wrote it first in their notebook and were asked to write it on the board after. To end the session, an assignment was given.



F	Araling Panlipunan	Kabihasnang Griyego at Roma	Dramatization	The teacher grouped the students and assigned a specific task to explain the topic in different forms (writing a song, poem, talk show, news casting). An analytic rubric was presented to determine how they would be rated. Due to time constraints, only 2 groups were able to perform. The teacher dismissed the class and told the remaining groups to prepare for the next session.
G	English	Word Formation	Quiz	A 10-item quiz was administered after the discussion. The students were asked to identify the type of word formation present in the sentence. The questions were flashed on the TV screen. The students exchanged their paper and checked it. While checking, the teacher discussed the item. After checking, students were asked who among them got perfect score, or with one mistake, and so on.



H	Filipino	Teksto: Pag-Islam	Quiz	Towards the end, the teacher gave a five-item quiz after he discussed the terms in the text. The quiz was about determining the synonyms of the terms discussed. The student exchanged their paper and checked it. The paper was collected by the teacher after. To end the session, an assignment was given.
I	Mathematics	Solving Problems Involving Quadratic Equation	First Five/ Seatwork	After checking of the homework, the teacher assigned group numbers 1-4 that corresponded to the item that they needed to answer. The teacher used first five strategy where the students needed to solve the equation and the first five students who got the correct answer received a point. The teacher gave problems for the student to solve that served as their seatwork. A student was called to write the solution on the board and discussed the answer while the rest was checking their own work.



J	Mathematics	Linear Equation	Fan-n-pick and Fist of Five	The students were grouped with four members each. They were assigned a person to serve as 1, 2, 3, and 4. The “1” would hold the card like a fan, “2” would pick a card with question and read it, “3” would solve it, and “4” would verify if the answer was correct. Afterwards they took turns. When they finished, discussion of the answer was done. A student was called to write the solution on the board and explain the answer. Towards the end, the teacher used fist of five to know whether the students understood the topic or not with 5 as the highest and 1 as the lowest.
K	English	The Little Prince/ Non-Linear Text	Graphic Organizer / Peer assessment	The students created a graphic organizer to illustrate in a non-linear text the life of St. Josephine Bakhita. Gallery walk was done where they moved around and wrote a question or comment on the work of other groups. During the presentation, a group stood while the rest asked questions and gave comments. The teacher also gave her commentaries.



L	Araling Panlipunan	Sistemang Pang-Ekonomiya	Graphic Organizer	The students were supposed to do a graphic organizer to explain economic system. However, due to time limit, the teacher just asked the students to synthesize the lesson. A representative was called to tell the class what had transpired.
M	Filipino	Sanhi at Bunga	Quiz	At the beginning, the teacher gave a five-item quiz where the students encircled the “hudyat”, underlined the “sanhi”, and boxed the “bunga.” Questions were written on the board and the students were asked to copy and answer them. Papers were submitted for the teacher to check them. However, 5 representatives were called to answer on the board.



APPENDIX Q

Sample Transcript of an Interview with Teachers

A. Profile of the Teacher

Age: 29

Years in service: 9

Subject Taught: mathematics

B. Interview Questions on Formative Assessment Practices

1. How are you using the formative assessment strategies identified in the questionnaire?

a. MCC

Usually I make use of KWL, what you know, what you want to learn and what are you expecting or what are your learnings after the lesson. At the start of the class I ask the students about how they know about a specific topic. Then for the second and third column I leave it blank first.

b. Think-Pair Share

They have their pairs. I give a guide question then I let them answer and share it to their pair.

c. Games

I made use four pics one word for my introduction to quadratic inequalities, so I made use of different pictures then I connect it with the last part towards answering what is the topic for the day which is quadratic inequalities.

d. Graphic Organizers

I made use of the Venn diagram for the compare and contrast of topics or ideas.

e. Fist to Five

At the end of the lesson, they will raise their hand, 1, 2, 3, 4, and 5. 1 if they are somewhat hesitant of the concept, 2 kinda, 3 they know the topic but they cannot explain it to their classmate or share it, 4 if they know the topic and can elaborate it, and number 5 they can explain well the concept and they share it to their classmate.

f. Quizzes

I made use of some exercises then that would be a quiz to determine if they really understood



a specific topic.

2. What made a specific formative assessment strategies effective?

a. What makes an assessment formative?

If that specific activity or strategy will determine or identify the strength and weakness of the students plus it will be a test whether they would go on to the topic or they need another activity for that specific topic.

b. What are the common formative assessment strategies that you use in your classroom?

I always use this quizzes, first five, think pair share, and graphic organizer.

Follow up question: Can you say that these formative assessment strategies are effective?

Yes, because aside from I've seen to the students their strengths and weaknesses they tend to enjoy especially the first five because they are somewhat compete with each other and try to be at place in the first rank.

c. How do you define effective formative assessment? What makes a specific formative assessment strategy effective?

If the students are engage in the lesson and another thing if they give a higher score compare to the first activity.

Follow up question: Can we say that a formative assessment strategy is effective if we are consistently using it?

I think yes.

3. What challenges do teachers encounter in using the formative assessment strategies

a. How frequent do you use formative assessment?

Once every topic. 3 in a week.

b. How do you check formative assessment?

I let them read their answer then try to see whether they have gain something. For the rating, I do not rate them with the rubrics because it is just like a diagnostic.

For the quizzes, usually I give 5 item quizzes, so we check that. If it is summative then I will be the one to check it, if it is formative assessment I let them check their work because I want them to see on what item they got it wrong.



I collect their notebooks for me to know their answer. At times, we do the recitation, I let them read their work.

I do not put scores.

Follow up question: Are recording and grading the quiz?

I am recording it but I'm not grading it.

c. What challenges do you encounter in using formative assessment strategies?

Specifically for the graphic organizer, there are students who are not really working on that one, and some really enthusiastic and the tendency is that the enthusiastic students will be the one to make the whole graphic organizer.

Before in the first five, the tendency is for them to lose hope already because there are smart students that is why I put another 1 point for them to at least boost their confidence at least to give chance. There are times I am not including those students who got points already for the first item so that everyone will have a chance to answer.

Follow up question: There are some items in the questionnaire that you put to a least extent, why?

Actually, this exit slip depends upon the schedule. If the schedule is before recess before lunch then I'll give exit slip. But if there is another subject so I find it really difficult because there's another teacher who will be coming.

For the four corners, I find it difficult because when I group them into 4 the tendency is the others will not be participating.

Follow up question: Can you associate also the challenges that a teacher encounter is about familiarity about the formative assessment?

Yes

d. How do you resolve these problems?

With regards to familiarity, if I don't know that specific formative assessment, I try to research on how it will work and try it the next day. If it still will not work to the students then I will go to another type of strategies.

With regards to the participation of the students, I go to them one by one especially the



academically challenge students. I ask them one by one. There is this time I think quiz 1, there are 6 students who fail in that quiz. What I did, I didn't ask them to have this particular activity, while others are doing the activity I separate them then I do the one on one somewhat a tutorial to them. Then after that, I gave another set of quiz for them for a retake for the six students.

4. Using formative assessment results,

4.1. How do you help your students improve in their academic performance?

a. How do you convey the result to your students?

I'm giving them feedback, should I say, saying very good, nice answer, that's true, do you agree with her and the class will also agree at times. I'll try to ask other students why they tell that this certain idea of their classmate is for them not agreeable. They will have sometimes an argument with regards to a certain topic.

b. In what way do you provide feedback regarding your student performance?

Usually oral feedback.

c. What evidences would show that there is an improvement in their academic performance?

One student of mine, when we had our monthly test, actually when we had our regular schedule, he is not really doing that well on the first quarter but 2nd monthly exam, he got the perfect score and he was enthusiast and very excited every time I enter the classroom even though the topic is not that familiar to him. He knows kasi that his score is somewhat high but he is not expecting that is it a perfect score. During the rechecking he is excited, so what I did was I gave his exam last. And he was so nervous and the reaction was all of the classmates was surprised and the impact to the student and to the other students is different because they see that this specific student is not really that good in math but the tendency was he got a perfect, parang they are really surprise. The other students do this the same as what he is doing, they are participated in the discussion, and they are answering as well.

Follow up question: You made mention a while ago that you are using quizzes as a form of formative assessment and then there also quizzes in the form of summative assessment, is there any instance that the result of the student in formative assessment in form of quizzes is that low and the summative assessment which is in the form of quiz is high?



Yes

4.2. How do you improve your teaching performance?

a. How do you make some adjustments with your classroom activities?

I usually based it to the needs of the students. Though I'm not familiar with their multiple intelligences so at least with their performance inside the classroom, I see to it the activity that I'll be giving will match to their needs.

b. How do you make use of formative assessment results to improve your teaching performance?

I am asking the students, especially the academically challenged of what help can I give to them in order for him/her at least adjust with the topic. If he needs a tutorial after class hours, I just tell him to go to me after class.

c. What evidences would show that there is an improvement in your teaching performance?

With the results of student's performance, if it is high.



APPENDIX R

Sample Transcript of an Interview with Students

Interviewee: Selected grade 9 students

1. Using the formative assessment results,

1.1 How do you improve your academic performance?

a. What are the common assessment strategies used by your teachers during classroom instruction?

- *Conver-station where do the students group themselves and the teacher will give the topic and we'll explain per station.*
- *First five pati first 10 sa Math and Think-pair share sa AP, then balitaan sa AP na kino connect yung real-life situation sa topic na binigay last meeting and Gen I the recap.*
- *There is also the CLT or collaborative learning group in which we are naka group po kami as responsible team and parang mag brainstorm din po kami regarding sa diniscuss.*
- *Yung 1-2-3 pass, yung we are going to make our own equation and we are going to pass it three times to a certain direction so that the person who will end up with our equation end up answering that question and then it will go back to us and after everyone has answer and then we are going to check if it is correct.*
- *Pag tapos nap o yung isang lesson minsan po sinasabi po ni Ms. Riza kung thumbs up o thumbs down dun nya po nakikita kung gets nap o talaga yung lesson na binigay.*
- *Magkakaroon po ng topic then I ro role play po naming kung gets po ba yung topic.*
- *Sir yung sa AP po, parang meron kang certain group meron kang sariling topic, I e explain mop o sa isang person na iba yung topic nya (Swap Talk)*
- *Gumagamit po yung mga teachers ng popsicle para may mga nakasulat po dung mga pangalan tapos bubunot, tapos kung sino po yung sasagot.*
- *Seatworks after the lesson*
- *Quizzes*
- *Remedial po pag nahirapan sa isang subject.*
- *Question and answer*
- *A video presentation then mag take down notes po kami then question and answer.*

b. How do you use the result of your formative assessment?

- *For me, kasi sir ano po, depende po sa result ng seatwork or ng quiz, kung kelan lang ako mag reflect, like kung mababa po talaga mag re reflect nap o ako sa sarili ko nun then gagawa po ako ng paraan para mapataas ang grade ko. Pero kapag above average na parang ok lang po sa akin.*



- Yun po yung gagamitin para pang aral po sa summative assessment.
- Pag mababa po yung quizzes ko, hindi po ako yung type na nag a advance reading so ang gagawin kop o after nung seatwork tas may quiz dun lang po ako sa quiz mag fo focus
- Ginagamit kop o yung formative assessment para po ma review.

c. How do you use feedback given by the teacher?

- Kay Ms. Bucal po, pag nagtanong po sya, then someone will answer, kapag kulang o mali yung sagot, I ko correct ka nya on the spot. Kailangan mong baguhin yung sagot mo.
- Pag mag a ask po sila kung na gets ba.
- FU: Did your teacher call you one by one let's say nag quiz kayo?
- Depende po, kunwari nag quiz kami, then mataas yung score then the next quiz bigalng bumaba syempre shocking yun.
- Kunyari po dun sa quizzes, dun sa math, mababa po yung score ko, doon po parang mamumulat ay kailangan kong humanap ng way para maintindihan ko tong lesson na ito. So ginagawa kop o nalapit po ako sa isang kaklase ko which is alam kong kaya nya at alam nya yung process sa math. So nalapit ako sa kanya tas magpapatutor po ako before the exam.
- Yun po yung ginagawa ko, kunwari sa AP pag seatwork, nilalagay kop o yung tamang sagot and then ilalagay ko sya as point sa reviewer kasi yun po yung inexpect kong lalabas sa summative assessment.
- Sa math, minsan po kasi nagkakataon na kapag nagpapa exercise or nagbibigay ng seatwork may mga given na nauulit or ibibigay pagdating ng exam. So must probably ang ginagawa ko is kapag natanggap ko yung result ng SW or exercise ko compute ko sya ulit hanggang makuha ko yung tamang sagot para at least pag exam na in case na lumabas ulit yung given nay un masasagot ko nap o sya ng tama.

d. What do you do to improve your academic performance based on the result of formative assessment?

- Peer tutoring and doing self-review

1.2. How do formative assessment helps you in your summative assessment?

a. How is your performance during formative assessment?

- 2 made mention it was good, 4 said it is average, 3 said it is above average, 1 said it is better than last year.

b. How do you compare your performance in the formative assessment and summative assessment?

- 7 said that they perform better in summative compare to formative and 3 said that they perform better in formative rather than summative.



c. **Does formative assessment help you to perform better in the summative assessment? In what way?**

- Yes
- As a reviewer
- *Nagkakaroon kami ng experience kung paano nagawa yung formulas so pagdating sa summative aware ka na sa gagawin mo.*
- *Feedback of teacher is being used para maging mataas sa summative.*



APPENDIX S

Transcript, Coding and Themes

Question:	A	B	C	D	E	F	G	H	I	J	K	L	M	Theme
1. What makes a specific formative assessment strategy effective.	Kapag nag enjoy ang bata Hindi sila na bo board	If the students are working on their own Nakukuha ng bata ang desired result		If the students can give their ideas or participate during activity						They can solve on their own				Independent Learners
		Mas nagiging clear yung concept	Track where the students are			If we were able to know if the students need guidance	If it measures what is intended to be measured	Nalaman ko na natuto sila		Inform the teacher whether the students need help or can proceed to the next lesson	If it makes me realize what part of the lesson should I put more activities	Teacher were able to modify his/her strategy based on the result	Provide evidence about how student learning is progressing	Track Student Learning
					Students got all high grade	If it show room for improvement			Higher score					High Academic Performance
2. What Challenges do teacher encounter	Sometimes yung mga estudyant	How to make assessment different	I am not aware with other FA	Paulit ulit na lang po yung nagagamit na strategy	Sometimes kasi in other FA		I am not familiar with		Familiarity with other FA					Familiarity



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3. Using Formative Assessment results, how do teachers help their students improve their academic performance?	Giving suggestions and comments kung ano yung napanasin ko	Hindi consistent and pagkakaron ng FA	Immediate feedback	Giving feedback/comm I direct it to the students so they will know bakit sila mababa	Yung mababang score may notes ako bakit naging mababa			Personal private talk I go first with technical before the personal problems	I explain to them kung ano yung kailangan nilang I improve	I am giving them feedback like very good or nice answer	I ask them if they understand item no. 1, if not I discuss it again	If there are 10 or 20 who are having difficulty, I give lecture then activity again	Conducting conferences	I'll try to see if the FA shows good effect on their academic performance I ask the following questions: 1. What can students do? 2. What can't the students do? 3. How does the students work compare with that of others?	Feedback
--	--	---------------------------------------	--------------------	---	---	--	--	---	--	---	---	---	------------------------	---	----------



4. How do teachers improve their teaching performance?	Sa mga feedback ng bata, mag usap ako ng activity na pwedeng tangkop dun sa age nila	Personal reflection based sa naririnig kong feedback sa students	Review to refresh the concept and then another form of questions	Personal reflections	Umuulit ako ng lesson	I am doing recap Mas maling importante facts	Exposing them to different activities I will increase the level of difficulty if they got the basic	Mag usap ako ng strategies Re-teach	The activity that I'll be giving match their needs	I go to students who really need help I ask students who know the concept to assist other	I clip some videos, lectures, and group them Doing peer tutoring	Modify or improve the strategy	4. How can the students do better? I adapt instruction based on the evidence, making changes	Instructional Adjustment
--	--	--	--	----------------------	-----------------------	--	---	-------------------------------------	--	---	--	--------------------------------	---	--------------------------



Question	Grade 7	Grade 8	Grade 9	Grade 10	Theme
Using the formative assessment results, how do formative assessments help students in their summative assessment?	Sometimes the question in formative assessment and summative assessment is the same Sometimes the teacher is reviewing the actual question Like in math, we can do it in summative assessment because we have done it in our formative assessment I study or review it I usually tackle it back so I can understand it and I feel confident I will review my wrong answers I review my quizzes	Answer will appear on the summative assessment Formative assessment is stepping stone towards summative assessment It will like train us Re-study Review I use it to review I try ko po ulit sagutan	Reviewer Nagkakaroon ako ng experience kung paano nagawa yung formula Feedback is being used para maging mataas ang summaive Peer tutoring Self-review	Formative assessment is more engaging towards students It provides additional information that student can use in summative assessment Formative assessment should help you to think better in summative assessment since the type of question that appear in formative assessment is the same that occur in summative assessment Before the exam, I go back to the result of formative assessment It helps me add more info on what should I review It becomes my guide when I'm reviewing It helps me in answering more thoroughly and specific.	Review



APPENDIX T

Pocket Guide in Conducting Formative Assessment in the Classroom

A reference guide with different formative assessment strategies and implementation

What is Formative Assessment?

Formative assessment according to Black and William (1998) and for the different experts in the field of education, is not an instrument or an event, but a collection of practices with common feature i.e. to improve learning.

“Formative assessment delivers information during the instructional process, before the summative assessment. Make decision about what actions to take to promote further learning” (Chappuis, Chappuis, 2008, p. 14-19)

“Formative assessment is – or should be – the bridge or causeway between today’s lesson and tomorrows” (Tomlinson, 2014, p. 11)

“Formative assessment is a process to continuously gather evidence about learning. The data are used to identify a student’s current level of learning and to adapt lessons to help the student reach their desired learning goal. In formative assessment, students are active participants with their teachers, sharing learning goals and understanding how their learning is progressing, what next steps they need to take, and how to take them” (Heritage, 2007, p. 140-145)

“Formative assessment is a process that uses informal assessment strategies to gather information on student learning. Teachers determine what students are understanding and what they still need to learn to master a goal or outcome. Strategies used to gather formative assessment information take place during regular class instruction as formative assessment and instruction are closely linked. The information gathered is never marked or graded. Descriptive feedback may accompany a formative assessment to let students know whether they have mastered an outcome or whether they require more practice.” (Regier, 2012)

Formative assessment as defined by McMillan (2007), provides an ongoing feedback to improve learning. It is done during instruction and the students are encouraged to participate. The teachers are expected to give immediate, specific feedback and instructional correctives. Formative assessment emphasizing deep understanding, application and reasoning, it is highly specific, flexible, adaptable, informal, and has a strong, positive, and



long lasting effect on learning.

Types of Formative Assessment

Formative assessment tools according to Fisher and Frey (2011) can be classified as oral language, writing, projects and performances, tests, and common assessments.

Oral language is the most common ways to check students understanding of the lesson. It is where the teacher uses the traditional question and answer. However aside from question and answer there are other ways to check for understanding using oral language like retelling and think-pair-share.

Another formative assessment tool to check for understanding is through writing. It provides the teacher an idea on how the learners think. Writing to check for understanding includes summary writing and prompts like admit and exit slips.

Additionally, projects and performances is another tool to check for understanding. This allows the learner to synthesize, evaluate, and create. Projects and performance as a formative assessment is the execution of skill or process and a public display. This includes shadowing and reiteration, checklists during projects, and presentations.

Tests which is commonly use to assess students' learning towards a big chunk of information was given can also be used as formative assessment tool. Some of the examples are short quizzes, self-corrected spelling, cloze maze procedure, and question and answer relationships.

Lastly, common assessment as formative assessment tool provide the students with test format practice. Commonly it appears to be a multiple choice type of test however, other forms like essay, and other creative components can be utilized like video, poster, rap song, poem, etc.

Why Formative Assessment Should Not Be Graded?

There's plenty of discussion whether formative assessment should be graded or not. Miller (2011) explained that formative assessment should not be graded. It is recorded as an evidence of progress for students, parents, and teachers. This can be used for the students to reflect on their work and set goals. Formative assessment is practice and part of the journey; it should not be carried over in the final grades of the students. Learner are to be rewarded for their achievement and not during practice. Formative assessment is a process that uses informal assessment strategies to gather information on student learning. Teachers determine what students are understanding and what they still need to learn to master a goal or outcome. Strategies used to gather formative assessment information take place during regular class instruction as formative assessment and instruction are closely linked. The information gathered is never marked or graded. Descriptive feedback may accompany a formative assessment to let students know whether they have mastered an outcome or whether they require more practice (Regier, 2012). However, teachers are worried that students will not take the assessment seriously if it is not graded; and grades motivate and encourage students to try harder (Marzano, 2000), thus defeats the purpose of formative assessment. Therefore, it is important that teachers help their students understand that assessments help them learn



and that immediate perfection should not be their goal (Tomlinson, 2014).

How to Give Effective Feedback?

Feedback as described by Wiggins (2012) is an information about how an individual is doing in his/her efforts to reach a certain goal. It is more than just comments made after the fact, including advice, praise, and evaluation.

According to Brookhart (2012), feedback is considered to be good if it is timely, describes the work of the students, positive in a sense that shows the intention of giving feedback i.e. to improve, clear and specific, and differentiated.

Effective feedback according to Chappuis (2012) have five characteristics. First is, it must direct attention to the intended learning, pointing out strengths and offering specific information to guide improvement. Second, it must occur during the learning and not towards the end. Third, it should address partial understanding, meaning that if the students show at least little understanding about the topic, feedback becomes effective. Fourth, effective feedback should allow the students to think and not just simply giving them everything that they need to do. Lastly, effective feedback limits corrective information to an amount the students can act on since they differ in their capacity in responding to correction.

There are different forms of feedback. Teachers can provide either oral or written feedback.

Oral Feedback

Oral feedback is usually given during a lesson and offers immediacy. In giving oral feedback, Frey and Fisher (2011) identified some considerations. 1) setting – if possible, to select a place in the classroom where the students can focus on what is being said; 2) structure – to give an effective feedback, it should be specific and must alert the learner to what is correct and what is not; and 3) tone – teachers are encouraged to use a supportive tone.

Written Feedback

The NSW Department of Education states that effective written feedback provides students with a record of what they are doing well, what needs improvement and suggested next steps. It also needs to be timely, written in a manner that is understandable to the student and actionable so that the student can make revisions. In addition, written feedback needs to include information about where the student has met the learning intentions and/or success criteria and where improvement is still required.

Formative Assessment Strategies

MCC (Map of Conceptual Change) – Anticipation/Reaction Guide

Anticipation/Reaction Guide, according to Herber (1978), helps the students to activate and evaluate prior knowledge. It allows the student to make predictions based on their background and evaluate these predictions after their exposure to new information. The result of MCC can be used as basis on what particular part in the discussion the students are



having difficulty with. From there, the teacher can give either oral or written feedback, specific to the task.

Sample Lesson Plan

Focus: The learner will be able to illustrate and prove theorems on tangents and secants.

Learning Target: I can solve for the angles formed by tangents and secant.

HOOK:

Define tangent and secant lines using illustration. This will be done to introduce the lesson also.

The students will be given AR worksheet and they will answer it for 5 minutes (Anticipation part only)

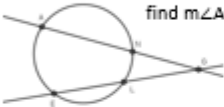
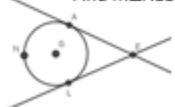
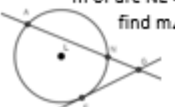
After 5 minutes, names will be called to give their initial answer and short explanation how they arrive with that answer.



Anticipation/Reaction Guide

Name: _____

Section: _____

Item	Anticipation	Reaction
1. If m of arc $AE = 90$ m of arc $NG = 40$ Find $m\angle ALE$ 		
2. If m of arc $AE = 60$ m of arc $NL = 30$, find $m\angle AGE$ 		
3. If m of arc $AL = 105$ Find $m\angle ALE$ 		
4. If m of arc $ANL = 210$ Find $m\angle AEL$ 		
5. If m of arc $AE = 110$ m of arc $NE = 50$ find $m\angle AGE$ 		

ACQUIRE

Jigsaw Puzzle Activity

The students will form their home group with 5 members each. They will assign numbers with the members.

All assigned with number 1 will form an expert group, the same with 2, 3, and so on.

Each group will discuss the figure assigned to them using the following:

1. Figure involves (Secant or tangent)
2. Point of intersection (Interior, On the circle, or exterior)
3. Identify the measure of angle being formed.

After 5 minutes, they will return to their home group to discuss the figure assigned to them. Each group will be given 15 minutes (3 minutes each) to present their figure.



After the activity, the students will go to their respective places and will answer the Reaction Part of the guide. They will compare their answer during anticipation and reaction part.

Synthesis

How are we going to find for the angles formed by tangents and secants?

Exit slip/admit slip

When students enter or begin the lesson, they are presented with the goal for the lesson. At the conclusion, they complete a brief simple assessment that the teacher can use to assess their skill level on the goal and what they need to do next.

Exit slips are written student responses to questions posed at the end of a class or learning activity or at the end of a day. Admit slip is being done as students enter the classroom, they will write their answer on an assigned topic.

Sample Lesson Plan

Focus: Different parts of circle and terms related to it.

Learning Target: I can and illustrate and identify the different parts of circle and terms related to it.

HOOK: The students will be given different illustrations, drawings, and designs that involves circle. The performance task will be presented.

After the explanation of PT, quick survey will be done.

How many of these words do you know?

Radius

Arc

Chords

Sector of a circle

Diameter

Segment of a circle

Congruent Circles

Central Angle

Concentric Circles

Inscribed Angle

Secant

Tangent

ENGAGE: Using GEOGEBRA, the words presented during hook will be illustrated and explained through an interactive discussion.

ACTIVITY:

The students will be asked to go outside to create their own circle using string and chalk. Proper labelling should be done. Their work will be evaluated using a rubric.



SYNTHESIS:

EXIT Slip

On a piece of paper, answer the question below.

Which of the parts of a circle is confusing or difficult to illustrate and why?

Four Corners

Corners are labelled: Strongly agree, agree, disagree, and strongly disagree. Present a controversial statement and have students go to the corner that best fits their opinion. Students then pair up to discuss why they feel as they do. Teacher circulates and records comments. Next, there can be a whole group discussion, where opinions are defended and or students can return to their desks to write a brief defense of their opinion.

Sample Lesson Plan

Focus: Measures of Central Tendency

Learning Target: I can determine the most appropriate measure of central tendency

HOOK: Ask the question below.

What determines the appropriate measure of central tendency to be used in solving problems?

ENGAGE

Four Corners

Label the four corners of the room with “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree.” There are three problems that will be presented. The teacher will ask the students if mean, median, or mode is the appropriate measure to be used in solving the problem. They will go to the corner based on their answer. The student will explain their claim.

Problem 1

The following are the final grades of a grade 7 student in all his subjects.

Subject	Grade
Science	89
Math	88
English	88
Filipino	89
Araling Panlipunan	87
MAPEH	87
Computer Education	89



What value best represents the grade of the student?

The appropriate measure of central tendency used in solving problem was _____

Problem 2

A storeowner kept a tally of the sizes of suits purchased in her store.

M	M	S	XL	L
M	L	L	L	L
L	L	S	L	S
M	L	XXL	L	S

Construct a frequency table, and determine the value that will serve as basis for the quantity of the sizes in the next order.

The appropriate measure of central tendency used in solving problem was _____

Problem 3

Below are the salary of 10 people in your community. The president of the homeowner association wants to know the average salary of his/her 10 active members. What is the average salary?

15k 18k 16k 14k 15k 15k
 12k 17k 90k 95k

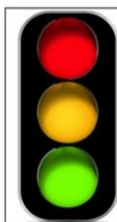
The appropriate measure of central tendency used in solving problem was _____.

Process Question:

Based on the given situations, what determines the appropriate measure of central tendency to be used in solving problems?

Support your answer by giving examples.

Raise the color of the light that measures your understanding



RED - I still need more activities to understand all the concepts

YELLOW - More than 50% of the concepts I fully understand

GREEN - I understand all and will be able to apply

Games

As students play the game, the teacher circulates with a clip board and records individual observation on student skills. This information will drive later small group lessons. Game is a fun way to learn and teachers need to have a specific goal in mind when using this method and should achieve the desired learning goal (Knight, L. & Silbor, S., 2006)

Sample Lesson Plan

Focus: Arithmetic Series

Learning target: I can find the sum of a given arithmetic series.

Acquire:

Game: Blockbuster

Instruction:

1. The game board consists of 16 interlocking hexagons, arranged in four columns of four. Each hexagon contains a letter of the alphabet, with a corresponding question about arithmetic series.
2. The group will be divided into two teams.
3. The game begins with a toss-up question
4. Each team chooses one of the letters, and would be asked to answer the given question.
5. If the team is able to give the correct answer and/or explanation, they will gain control of the hexagon and given the chance to choose another one.
6. If the team's answer is incorrect, the other team will be given the chance to answer.
7. This will go on until one team completes a vertical or horizontal connection of the hexagons.



Seatwork:

Find the sum

- | | |
|--------------------------------|-----------|
| 1. $(-15)+(-10)+(-5)\dots;S_6$ | Ans.: -15 |
| 2. $(-9)+(-2)+5+\dots;S_7$ | Ans.: 84 |
| 3. $a_1=6, a_5=26 ; S_9$ | Ans.: 234 |
| 4. $\sum_{n=3}^{16}(4n + 1)$ | Ans.:546 |
| 5. $\sum_{n=2}^{16} (3n + 4)$ | Ans.:465 |

Synthesis:

Complete the statement below:

Arithmetic series is _____. To find for arithmetic series you may use the formula _____. If the expression is in summation notation, to find the sum you will _____.

Graphic Organizers

The teachers presents a variety of graphic organizers and allows students to choose from a sample to demonstrate their knowledge on a given standard. As they work, the teacher can circulate around the room and discuss choices with the students. This information, along with final product can drive further learning.

Sample Lesson Plan

Focus: *Arithmetic Sequence*

Learning target: I can define and illustrates arithmetic sequence.

Hook:

The students will be given three sets of numbers. They will identify what is common to the three sets of numbers.

Set 1: 26, 30, 34, 38, ...

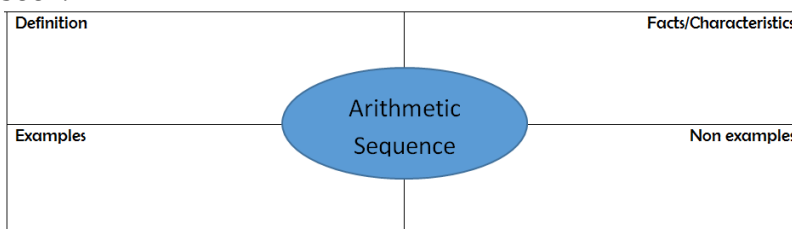
Set 2: -3, -8, -13, 18, ...

Set 3: 100, 93, 86, 79, ...



Acquire:

The students will complete the Frayer model as they watch a short video clip or with the use of their book.



After they accomplish their Frayer model, they will turn to a partner and discuss their answer.

Process question: How will you know if the given sequence is arithmetic?

Activity: Where do you stand?

The students will be given set of numbers and they will identify whether the given is an example of arithmetic or not. If it is an example of arithmetic sequence they will stand otherwise they will remain seated.

12, 16, 20, 24, ...

35, 32, 29, 26, ...

40, 45, 50, 55, ...

-3, -23, -43, -63, ...

4, 9, 13, 17, ...

-34, -64, -94, -124, ...

Seatwork on identifying whether a sequence is arithmetic or not.

Fist to five

Rate how well you know about arithmetic sequence, 5 as the highest which means you are confident enough about arithmetic sequence and 1 as the lowest which means you need more help

Reflect

What patterns have you observe in arithmetic sequence and how does this pattern helps in deciding whether the sequence is arithmetic or not?

Individual white boards

Students record their answer to a given question on their white boards. On the teacher's signal, the students raise their boards so the teacher can see if they arrived at a reasonable answer. This would drive later small group work.



Sample Lesson Plan

Focus: Dividing polynomial using synthetic division

Learning Target: I can divide polynomial using synthetic division.

Activity

Find the quotient of the following polynomial.

1. $x^3 + 3x^2 - x + 11 \div x + 2$

2. $x^4 + 8x^3 - x - 7 \div x - 2$

3. $\frac{5x^4 + 4x^2 + 13}{x - 2}$

4. $\frac{9x^3}{x + 5}$

5. $9x^3 + 2x + 15 \div 3x + 2$

Individual White Board:

The students will be given questions to answer. They will write the answer on their illustration board.

Find the quotient of the following

$$(x^2 - 4x - 21) \div (x + 3)$$

$$(x^3 - 5x^2 + 8x - 4) \div (x - 2)$$

$$(x^3 + 8x - 5x^2 - 2) \div (x - 1)$$

$$(x^6 - x) \div (x + 2)$$

$$(7x^4 - 2x^3 + 4x - 1) \div 7x - 1$$

Synthesis

How do we divide polynomial using synthetic division?

Self/peer assessment

Students reflect on their learning, and assess where they are in the continuum. Students can also be used a peer evaluators, explaining how they feel a product reflects what was expected.

Sample Lesson Plan

Focus: Arithmetic Sequence and Series

Learning target: I can illustrate arithmetic sequence and series.

Transfer

The students will present their work during the scaffold 1. They will do the self-assessment using the following learning targets:

Learning Target	Self-Assessment
I can make a plan on how to encourage	



people to save.	
I can relate savings to the concept of sequence and series.	

Think-pair-share

The teacher presents a question (higher level, standard targeted). Students have 20-30 seconds to think on their own. On a signal, they turn to a partner and discuss their thoughts for approximately 1 minute, and finally they share with the class for discussion. This was developed by Frank Lyman (1981) and his colleagues. This strategy consists of three stages of student action where they will (1) think an answer to the question, prompt, reading, visual, or observation, then they will (2) discuss their responses with their partner and try to compare their responses, and lastly (3) they will share their thinking with the rest of the class (Fisher & Frey, 2011).

Sample Lesson Plan

Focus: *Search for Pattern*

Learning Target: I can generate pattern.

Hook:

Ask the EQ: How can outcomes of certain real life problems be predicted?

Why do we need to study pattern?

Present the quotes:

Arithmetic begins with learning to count by ones, after that, it is a never-ending search for shortcuts to avoid one-by-one counting. ~ Robert Wirtz

Search for pattern and determine the next term.

```

1x1 =1
11x11 =121
111x111 =12321
1111x1111 =1234321
11111x11111 =123454321
111111x111111 =12345654321
1111111x1111111 =1234567654321
11111111x11111111 =123456787654321
111111111x111111111 =12345678987654321

```

Acquire:

Think-pair and share

Question: How are we going to generate patterns based on the given numbers or illustration?

Give the students the following sets, let them discuss it with their partner and come up with an answer to the question.



Direction: Look at the given numbers and figures, search for patterns

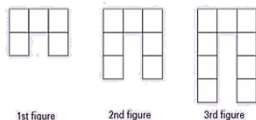
1. 2, 4, 7, 11

2. $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \frac{1}{16}$

3. 1, 8, 27, 64

4. 1, 1, 2, 3, 5, 8

5.



1st figure

2nd figure

3rd figure

6.



Process question: How are you going to generate patterns based on the given numbers or illustration?

Exercise:

Exercise: Identify the pattern

1. 5, 9, 13, 17, 21

2. 3, 5, 10, 18, 29

3. 2, 6, 18, 54, 162

4. If $2*3=12$

$3*5=45$

$4*5=80$

5. M, V, E, M,

Fist to five

Means of assessing one's learning along the process. The students will be asked to raise their hands with 5 as the highest and interpreted as they know it well that they can explain it to anyone, 4 if the students can do it alone, 3 if they need some help, 2 if they need more practice, and 1 if they are only beginning. This will give an instant result of where the students are and serve as basis for adjustment in teaching. The teacher record the number of students per level. Those who raise 5 can do peer tutoring for those who got 3 and below.



Sample Lesson Plan

Focus: Measures of Central Tendencies

Learning Target: I can define and illustrate mean, median, and mode

HOOK: The learner will answer the before part.

Direction: Encircle the letter of your answer.

Response Before Lesson	TOPIC: Measures of Central Tendency	Response After Lesson
A B	A measure of central tendency is a number in which a group or a set of data tends to concentrate.	A B
A B	Mean is the most common measure of central tendency.	A B
A B	Median is the number present in the middle when the numbers in a set of data are arranged in ascending or descending order.	A B
A B	Mode is the value that occurs most frequently in a set of data.	A B
A B	A data set has no mode when all the numbers appear in the data with the same frequency	A B
A B	The median is more appropriate to use if there are extreme values in the given set of numbers.	A B
A B	The mode is not the most reliable measure of central tendency.	A B
A B	The median is the most stable measure of central tendency.	A B
A B	The mean is affected if there are extreme values.	A B
A B	The arrangement of the data is important in determining the median.	A B

ACQUIRE

What is mean, median, and mode?

A short video clip will be presented and the students will complete a frayer model in each measures of central tendency.

After they completed the frayer model, they will do the gallery walk.

The students will revisit their chart and they will answer the after part.

Synthesis

FIST to FIVE

How well do you feel you know this information?

5 – I know it so well, I could explain it to anyone.

4 – I can do it alone

3 – I need some help

2 – I could use more practice

1 – I am only beginning

Record the number of students per level.

Quizzes

Students respond to a prompt or a few targeted questions. They receive feedback promptly



with directions for what they will do as a result of the outcome. Quizzes as describe by Knight, L. and Silbor, S. (2006) are given to measure what learners have learned from their lessons. It should not be used to threaten or embarrass the learners but to help them find out what they have learned. In giving quizzes, variations can be done like exchange quiz where students individually write quiz and exchange quizzes with a seatmate. You can also have group quiz where class will be divided into two groups, one will make a quiz while the other will study the given lesson. Another strategy is lottery quiz wherein each student will write out a question and place it in a box and each of them will draw a question to answer. Lastly, the questions for the teacher. Students will write a quiz for the teacher to answer, any unanswered question will be a point for the one who made the question.

Sample Lesson Plan

Focus: Search for patterns and find the next term

Competency: The learner generates patterns M10AL-Ia-1

Learning Target: I can generate pattern and find for the next term.

Hook:

Study the given numbers. Search for pattern and find the next number.

1. 25, 24, 22, 19, 15, ____
2. 3, 5, 8, 13, 21, ____
3. 1, 3, 6, 10, 15, ____
4. 4, 5, 8, 17, 44, ____

Acquire:

Activity: Onion layer

1. In a sheet of construction paper, write an objective test item aligned to competency of your assigned learning unit. At the back, in a corner of the paper, write in small letters the answer to the question.
2. Do the same on other sheets of paper.
3. Once completed, put one paper on top of another and crumple them together. An onion layer ball will be formed.
4. Do several onion balls equal to the number of student groups you plan to have.
5. Divide students in groups. Number of groups equals the number of onion layer balls you have prepared. Number of students in each group equals the number of layers in the ball.
6. Distribute one onion layer ball per group. Instruct each group to have each student take out the top layer and read the question for others to answer. Reader gives the group a time limit (e.g., one minute). After everyone



answers, reader looks under the sheet and reads to the group the correct answer. Group claps if they got the answer correct.

7. Reader then passes ball to next reader and repeats the process with the next top layer. Group is done when all layers are read and all questions are answered.

Questions:

Find the next term

1, -3, 9, -27, 81, ...	-243
9, 109, 209, 309, 409, ...	509
0, 3, 8, 15, 24, ...	35
$1/2, 1/2, 3/8, 1/4, 5/32, \dots$	$3/32$
4, 16, 36, 64, 100, ...	121
14, 34, 54, 74, 94, ...	114
$5, 5/2, 5/4, 5/8, 5/16, \dots$	$5/32$
-9, 101, -999, 10001, -99999, ...	1000001
7, 9, 12, 16, 21, ...	27

Quiz on searching for patterns and finding the next term:

Find a pattern for each sequence. Use the pattern to show the next term.

1. 5, 10, 20, 40, _____
2. 3, 33, 333, 3333, _____
3. 1, -1, 2, -2, 3, _____
4. 81, 27, 9, 3, _____
5. O, T, T, F, F, S, S, E, _____
6. J, F, M, A, M, _____
7. 2, 6, 7, 21, 22, 66, 67, _____
8. 1, 3, 7, 15, 31, _____
9. $0, \frac{1}{2}, \frac{3}{4}, \frac{7}{8}, \frac{15}{16}, \dots$

Synthesis: What must be considered in finding for the next term?

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CURRICULUM VITAE

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EDUCATION

Primary	Guerilla Elementary School
Secondary	Col. Lauro D. Dizon Memorial National High School
Tertiary	Laguna State Polytechnic University – San Pablo City Bachelor of Secondary Education – Mathematics (2011)
Post-Graduate	Philippine Normal University – Manila MA. Ed. Curriculum and Instruction (On-going)

QUALIFICATIONS

Licensure Examination for Teachers Passer (2011)

Asian Psychological Services and Assessment Corporation (APSA)

- Suken Test Level 3 Passer (2011)

Private Education Assistance Committee (PEAC) Trainer for Junior High School

Mathematics Teachers in Private Schools (2015- present)

Subject Area Coordinator – Mathematics (2014-present)

Associate Principal for Academic Affairs – (2020-present)

TEACHING EXPERIENCE

Grade 8 Math teacher	2011-2013
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Grade 10 Math teacher

2013 – present

Grade 11 Math teacher

2016 – present