

Utilization of High School Teachers' Assessment Strategies in an Inclusive Setting

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Abstract: This study aimed to assess high school teachers' assessment strategies in an inclusive setting at Cordova National High School and to develop an appropriate assessment strategies development plan. Employing a descriptive correlational research design with a qualitative approach, the study investigated the relationship between teachers' knowledge of classroom-based assessment and their utilization of assessment methods. The research was conducted within the school environment, utilizing a complete enumeration to select 123 teachers as respondents. Data were collected through surveys, and statistical correlation analysis was used to examine the relationship between the variables. The findings indicated that most teachers, primarily aged 31-40, demonstrated a "Knowledgeable" level of proficiency in general assessment components, though the identification of students with special educational needs was only "Moderately Knowledgeable," highlighting an area for improvement. Teachers frequently employed diverse assessment methods, such as quizzes, exams, group work, oral questions, and performance tasks. A moderate positive correlation was observed between teachers' knowledge of assessment and their practice of using various assessment methods, emphasizing the importance of professional development. The study concluded that while teachers possess a solid understanding of assessment strategies, there is a noticeable gap in their ability to identify and support students with special needs, underscoring the need for targeted training. Based on these insights, a development plan will be proposed to enhance teachers' inclusive assessment practices and competencies.

Keywords: special education, assessment strategies, secondary education teachers, descriptive-correlational, Cordova, Philippines

CHAPTER 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

In order to ensure equitable learning opportunities for all students, the global movement towards inclusive education has put a high priority on the effective use of a variety of evaluation approaches. Globally, educational systems are realizing that conventional evaluation techniques frequently fall short of capturing the entire range of student aptitudes, especially for students with different requirements (De Bruin, 2021). This paradigm change calls for a thorough comprehension of the difficulties instructors have when putting evaluation methodologies into practice in inclusive environments.

Assessment serves as a cornerstone of education, functioning as a means of tracking student progress, directing instruction, and promoting skill development. In inclusive classrooms, which are

characterized by students with a range of needs and abilities, flexible and adaptive evaluation techniques become essential. The literature emphasizes that effective inclusive assessment goes beyond conventional, standardized testing to incorporate performance-based, formative, and authentic assessments that provide a more comprehensive picture of students' development (Cassady & Finch, 2020; Penuel & Shepard, 2021). However, several critical issues have been identified in the implementation of these assessment strategies.

One primary concern is the persistent reliance on traditional assessment methods that may not adequately serve diverse learners. Research indicates that standardized tests often create barriers for students with special educational needs, potentially leading to misrepresentation of their actual capabilities (García & Weiss, 2020). Additionally, many educators lack sufficient training in developing and implementing inclusive assessment practices, resulting in assessment approaches that may inadvertently exclude or disadvantage certain student populations (Tomlinson & Javius, 2022).

Furthermore, the complexity of inclusive classrooms presents unique challenges in assessment design and implementation. Teachers must navigate varying learning styles, cultural backgrounds, language proficiencies, and cognitive abilities while ensuring that assessments remain fair, valid, and reliable for all students (McMillan, 2021). The inadequate preparation of teachers to address these multifaceted assessment challenges has been consistently highlighted in educational research as a significant barrier to effective inclusive education (Sharma & Sokal, 2021).

Inclusive classes are inherently composed of diverse learners with varying abilities, learning preferences, and educational needs. This diversity necessitates the implementation of differentiated assessment strategies that can effectively capture and evaluate the unique strengths and capabilities of each student. Research demonstrates that when assessment practices are tailored to accommodate diverse learning styles and abilities, student engagement and academic achievement significantly improve across all learner categories (Brookhart et al., 2020). Therefore, it is essential for educators to develop and utilize assessment tools that cater to these diverse needs, ensuring that every student has an equitable opportunity to demonstrate their learning and progress.

Moreover, learners with special educational needs who are enrolled in inclusive classes must be evaluated using appropriate assessment tools that accommodate their specific requirements and challenges. The principle of universal design for learning emphasizes that assessment methods should be accessible and meaningful for all students, including those with disabilities (Rose et al., 2023). This requires educators to employ multiple forms of assessment, provide necessary accommodations, and use alternative methods of evaluation that allow students with SEN to showcase their knowledge and skills effectively. Failure to implement such inclusive assessment practices can result in underestimation of these students' abilities and potential, ultimately hindering their academic progress and self-esteem.

In the research environment of Cordova National High School, where inclusive education is actively being implemented, it becomes critically important to assess teachers' utilization of different assessment strategies. This evaluation is necessary for several key reasons. First, it provides insight into the current state of assessment practices and identifies areas where improvement is needed to better serve diverse learners. Second, it helps determine whether teachers possess adequate knowledge and skills to implement inclusive assessment strategies effectively. Third, such an assessment can reveal gaps between policy mandates and actual classroom practices, highlighting the need for targeted professional development and support. Finally, understanding how teachers currently utilize assessment strategies enables the development of evidence-based interventions and training programs that can enhance the quality and inclusivity of assessment practices in the school.

Therefore, this study aimed to assess high school teachers' knowledge and utilization of assessment strategies in inclusive settings at Cordova National High School, identify gaps in current practices, and develop a comprehensive assessment strategies development plan. The primary output will be an evidence-based development plan that addresses identified needs and enhances teachers' capacity

to implement inclusive assessment practices effectively, which may contribute to creating a more inclusive and effective educational environment where all learners can thrive and demonstrate their full potential.

Theoretical Background

This study is anchored on several theories and legal bases that underscore the importance of inclusive education and equitable assessment strategies in fostering meaningful learning experiences for diverse learners. This section elaborates on the content of these theories and legal mandates while establishing their connection to the study. Additionally, it provides a detailed discussion of inclusive education and various assessment methods used in inclusive classrooms.

One of the foundational theories for this study is the Universal Design for Learning (UDL) framework. UDL emphasizes the need to design assessments, teaching materials, and instructional methods that accommodate the diverse

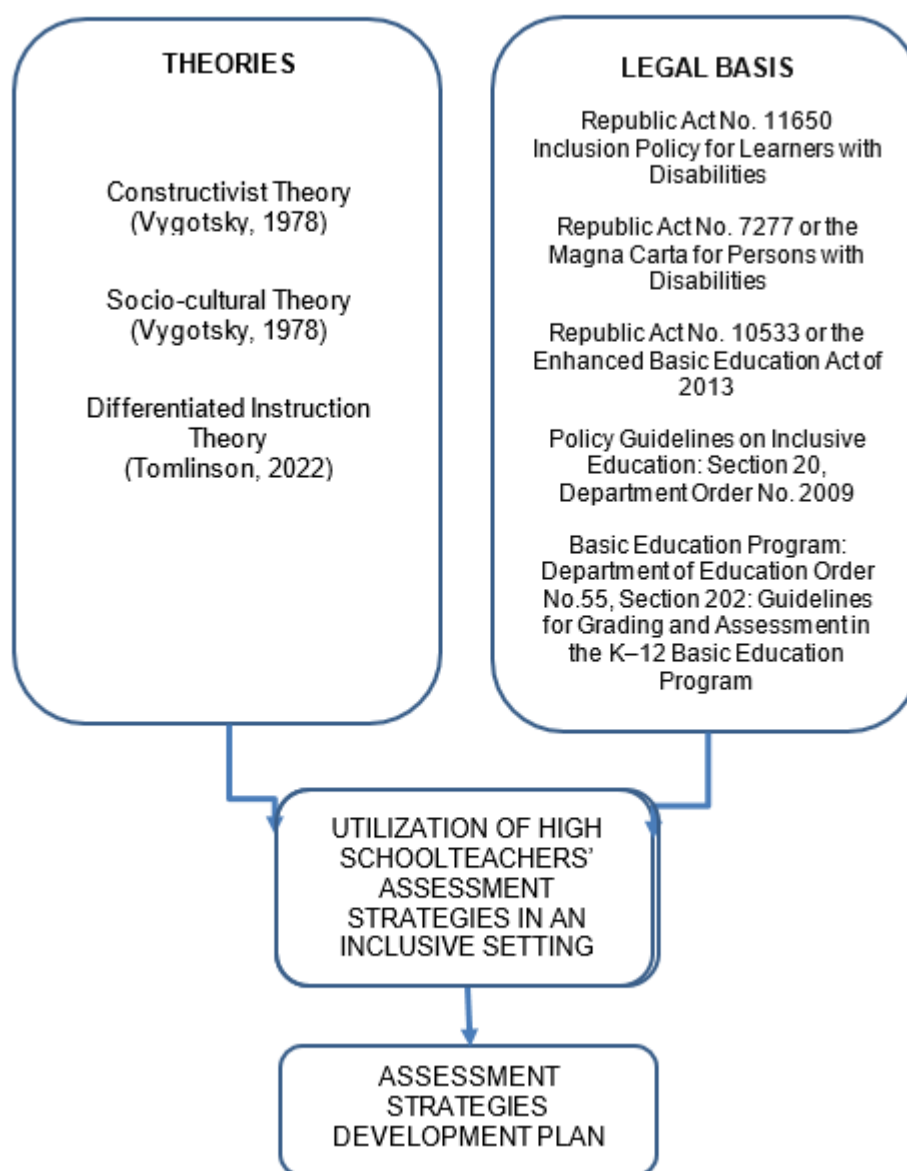


Figure 1. Theoretical Framework

needs of learners (Rose et al., 2023). UDL focuses on providing multiple means of representation (how information is presented), action and expression (how learners demonstrate their understanding), and engagement (how learners are motivated and involved).

This framework directly connects to the study's goal of evaluating how teachers in inclusive classrooms utilize flexible and adaptive assessment strategies to address the unique needs of

students, particularly those with special educational needs (SEN). For example, in a classroom with students who have disabilities, assessments designed using UDL principles can include both traditional written exams and alternative methods, such as oral presentations, multimedia projects, or practical demonstrations. The connection to this study lies in examining how teachers at Cordova National High School implement UDL principles to create equitable assessment opportunities for all learners.

Constructivist Theory, as developed by Piaget, emphasizes that learners actively construct knowledge through their experiences and interactions with the world (Woolfolk, 2020). This theory supports the use of authentic, meaningful, and student-centered assessments, such as projects, portfolios, and performance tasks. Constructivism is relevant to the study as it underscores the importance of assessments that are tailored to the individual experiences of learners. In inclusive classrooms, where students' abilities and backgrounds vary widely, constructivist theory advocates for assessment strategies that allow learners to demonstrate understanding in ways that align with their unique strengths and learning styles. For instance, a portfolio assessment may be used to document and evaluate a student's progress over time, providing a comprehensive picture of their learning journey. This theory connects to the study by providing a framework for understanding how teachers design and implement assessments that honor students' individual learning processes.

The **Socio-Cultural Theory** of Lev Vygotsky highlights the significance of social interaction and cultural context in learning (Shabani, 2021). Vygotsky's concept of the Zone of Proximal Development (ZPD) emphasizes the role of scaffolding—providing support to learners as they acquire new skills and gradually removing that support as they become more independent. In inclusive education, this theory emphasizes the importance of providing differentiated assessments that are culturally relevant and socially inclusive. For example, group projects or peer assessments can foster collaboration and accommodate the diverse cultural and linguistic backgrounds of students. The study connects to this theory by examining how teachers design assessments that are socially and culturally responsive, ensuring that all learners—regardless of their abilities—can participate meaningfully in the assessment process.

Differentiated Instruction, as proposed by Tomlinson, complements the principles of UDL and socio-cultural theory by emphasizing the need for varied instructional and assessment strategies to meet the diverse needs of learners (Tomlinson & Javius, 2022). This approach acknowledges that students have different readiness levels, interests, and learning profiles, and therefore require differentiated methods to demonstrate their understanding. Differentiated instruction is directly linked to this study as it provides a framework for understanding how teachers implement a range of assessment strategies, such as formative assessments, peer reviews, and alternative assessments, to ensure that all learners are assessed equitably.

The implementation of inclusive education and equitable assessment practices is supported by several legal frameworks in the Philippines.

Republic Act No. 7277, also known as the Magna Carta for Disabled Persons, mandates that learners with disabilities be provided with appropriate accommodations and modifications in educational settings (Philippine Congress, 1992). This law ensures that students with disabilities are given equal opportunities to participate in and benefit from education. For example, accommodations such as extended time for tests, the use of assistive technologies, or alternative assessment formats are critical in addressing the needs of learners with disabilities. This study aligns with the provisions of RA 7277 by examining how teachers implement these accommodations in inclusive classrooms and evaluating the extent to which legal mandates are translated into actual classroom practice.

Similarly, **Republic Act No. 10533**, or the Enhanced Basic Education Act of 2013, highlights the importance of inclusive education and the use of flexible and context-responsive assessment strategies (Philippine Congress, 2013). The law mandates that schools provide learning opportunities that are responsive to the needs of all students, including those with SEN. This study connects to RA 10533 by evaluating how these legal requirements are translated into practice,

particularly in the design and implementation of assessments for diverse learners at Cordova National High School.

DepEd Order No. 55, s. 2020, issued by the Department of Education, further reinforces the principles of inclusion by requiring the use of varied and adaptive assessment methods (Department of Education, 2020). The order emphasizes the need to assess learners not only based on academic achievement but also on their progress, effort, and participation. This aligns with the study's aim of identifying the extent to which teachers utilize diverse assessment practices in inclusive classrooms and how these practices reflect the mandates outlined in this policy.

Inclusive education is grounded in the principle that all learners, regardless of their abilities or disabilities, have the right to access quality education in a supportive and equitable learning environment (Sharma & Simi, 2020). Inclusive education promotes diversity, equity, and social integration by ensuring that students with SEN are educated alongside their peers in mainstream classrooms. This approach requires teachers to adopt flexible and inclusive teaching and assessment methods that cater to the diverse needs of learners.

In inclusive classrooms, assessment methods play a critical role in identifying and addressing the unique needs of each learner. Traditional assessment methods, such as standardized tests and pen-and-paper exams, often fail to capture the diverse skills and abilities of students with SEN (García & Weiss, 2020). As a result, alternative assessment methods have gained prominence in inclusive education. These methods include: (1) performance-based assessments, which involve tasks that require students to demonstrate their skills or knowledge through practical applications. For example, students may be asked to create a project, conduct an experiment, or give a presentation (Brookhart et al., 2020), (2) portfolios, which are collections of a student's work over time that provide a comprehensive picture of their progress and achievements. Portfolios are particularly useful for assessing creative and experiential learning (McMillan, 2021); (3) formative assessments, which are ongoing assessments that provide feedback to students and teachers during the learning process. Examples include quizzes, reflections, and peer reviews (Cassady & Finch, 2020), (4) self-assessments and peer assessments, which are methods that encourage students to take ownership of their learning by evaluating their performance or that of their peers (Andrade & Brookhart, 2020); and (5) technology-assisted assessments, which use digital tools and platforms to provide interactive and personalized assessments, such as online quizzes, simulations, or adaptive tests (Kimmons & Graham, 2020).

Numerous studies have emphasized the importance of inclusive education and equitable assessment practices in fostering meaningful learning experiences for all learners, particularly those with diverse needs. Montenegro and Jankowski (2020) highlighted the significance of equitable assessment practices that are intentional and context-specific, ensuring that all students are appropriately evaluated. Their research demonstrated that when assessment practices are deliberately designed to be inclusive, student outcomes improve significantly across diverse populations.

Tomlinson and Javius (2022) emphasized the role of differentiated instruction in addressing diverse learning needs, advocating for varied assessment methods to cater to individual differences. Their work showed that teachers who implement differentiated assessment strategies see improved engagement and achievement among students with varying abilities and backgrounds.

The Universal Design for Learning (UDL) framework, as discussed by Rose et al. (2023), underscores the need for flexible and accessible assessment strategies that align with learners' unique abilities and preferences. Their research provided evidence that UDL-based assessments result in more accurate representations of student knowledge and skills.

Sharma and Simi (2020) explored the principles of inclusive education, emphasizing the necessity of adaptive assessments that reflect the capabilities of learners with special educational needs (SEN). Their study revealed significant gaps in teacher preparation for implementing inclusive assessment practices.

Woolfolk (2020) highlighted the importance of constructivist approaches to assessment, advocating for authentic assessments such as portfolios and performance tasks that allow students to demonstrate their understanding through real-world applications. The research showed that constructivist assessment methods better reflect student learning processes.

Shabani (2021) examined Vygotsky's socio-cultural theory in contemporary educational contexts, highlighting the importance of social interaction and cultural context in learning, advocating for culturally responsive assessments that take into account students' backgrounds.

García and Weiss (2020) conducted comprehensive research on the limitations of traditional assessment methods, demonstrating how standardized testing often creates barriers for students with diverse needs and fails to capture their true capabilities.

Andrade and Brookhart (2020) investigated the effectiveness of formative assessment practices in inclusive classrooms, finding that ongoing assessment and feedback significantly improve learning outcomes for all students.

Kimmons and Graham (2020) explored the potential of technology-assisted assessments in promoting inclusive education, demonstrating how digital tools can provide more accessible and personalized assessment options for diverse learners.

Brookhart et al. (2020) conducted extensive research on performance-based assessments, showing their effectiveness in providing comprehensive evaluations of student learning while accommodating diverse learning styles and abilities.

These studies collectively provide a strong foundation for understanding the role of inclusive education and equitable assessment strategies in addressing the diverse needs of learners. They establish the theoretical and empirical basis for examining how teachers implement assessment strategies in inclusive settings and the impact of these practices on student outcomes.

This study bridges the theories of UDL, Constructivist Theory, Socio-Cultural Theory, and Differentiated Instruction with the legal mandates of RA 7277, RA 10533, and DepEd Order No. 55, s. 2020, to evaluate assessment strategies in inclusive classrooms at Cordova National High School. By understanding and implementing inclusive assessment methods, teachers can ensure equitable opportunities for all learners, particularly those with SEN, to demonstrate their abilities and achieve their full potential. This study contributes to the broader goal of fostering an inclusive and equitable education system that upholds the rights and dignity of every learner.

THE PROBLEM

Statement of the Problem

This research assessed the extent of high school teachers' utilization of assessment strategies in an inclusive setting at Cordova National High School in Cordova for school year 2023-2024 as basis for proposed assessment strategies development plan.

Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of:
 - 1) age and gender,
 - 2) highest educational attainment,
 - 3) field of specialization, and
 - 4) Length of service?
2. What is the level of the respondents' knowledge on the classroom-based assessment in terms of:
 - 1) Instructional Decision-Making,
 - 2) Educational Assessment,
 - 3) Identification of Special Educational Needs, and

- 4) Progress Monitoring?
3. What is the respondents' extent of utilization of different assessment methods in an inclusive setting?
4. Is there a significant relationship between the respondents' knowledge of the classroom-based assessment and utilization of assessment methods?
5. Based on the findings, what assessment strategies development plan can be proposed?

Statement of the Null Hypothesis

Based on the objectives of the study, the following null hypothesis was tested at 0.05 level of significance:

Ho: There are no significant relationships between the respondents' knowledge of the classroom-based assessment and utilization of assessment methods.

Significance of the Study

The following will significantly assess the extent of high school teachers' utilization of assessment strategies in an inclusive setting at Cordova National High School:

DepEd Officials. The findings of this study will aid DepEd officials in formulating policies and programs to enhance the implementation of inclusive education. The results can guide them in developing relevant assessment strategies to improve teaching and learning experiences in inclusive settings.

School Administrators. The study will be beneficial to school administrators by providing insights into the promotion of the best interests of teachers and learners. It will also aid in the creation of an assessment strategies development plan that aligns with the goals of inclusive education.

Teachers. Teachers will directly benefit from this study as it provides strategies that can be applied in inclusive classrooms. The findings aim to support them in addressing the diverse needs of their learners effectively.

Learners. Students in inclusive settings will indirectly benefit from improved teaching and assessment strategies. These strategies will foster a more supportive and equitable learning environment that caters to their individual needs.

Researcher. This study will serve as a foundation for the researcher in understanding and exploring effective assessment strategies in inclusive education. It will also contribute to the researcher's professional growth and expertise in the field.

Future Researchers. This study will serve as a reference for future researchers undertaking similar investigations. The findings can guide them in exploring further improvements to assessment strategies in inclusive education.

RESEARCH METHODOLOGY

This section contains the research methodology which include the method used, the flow of the study, research locale, research respondents, research instruments, data gathering procedures, statistical treatment of data, scoring procedures and definition of terms.

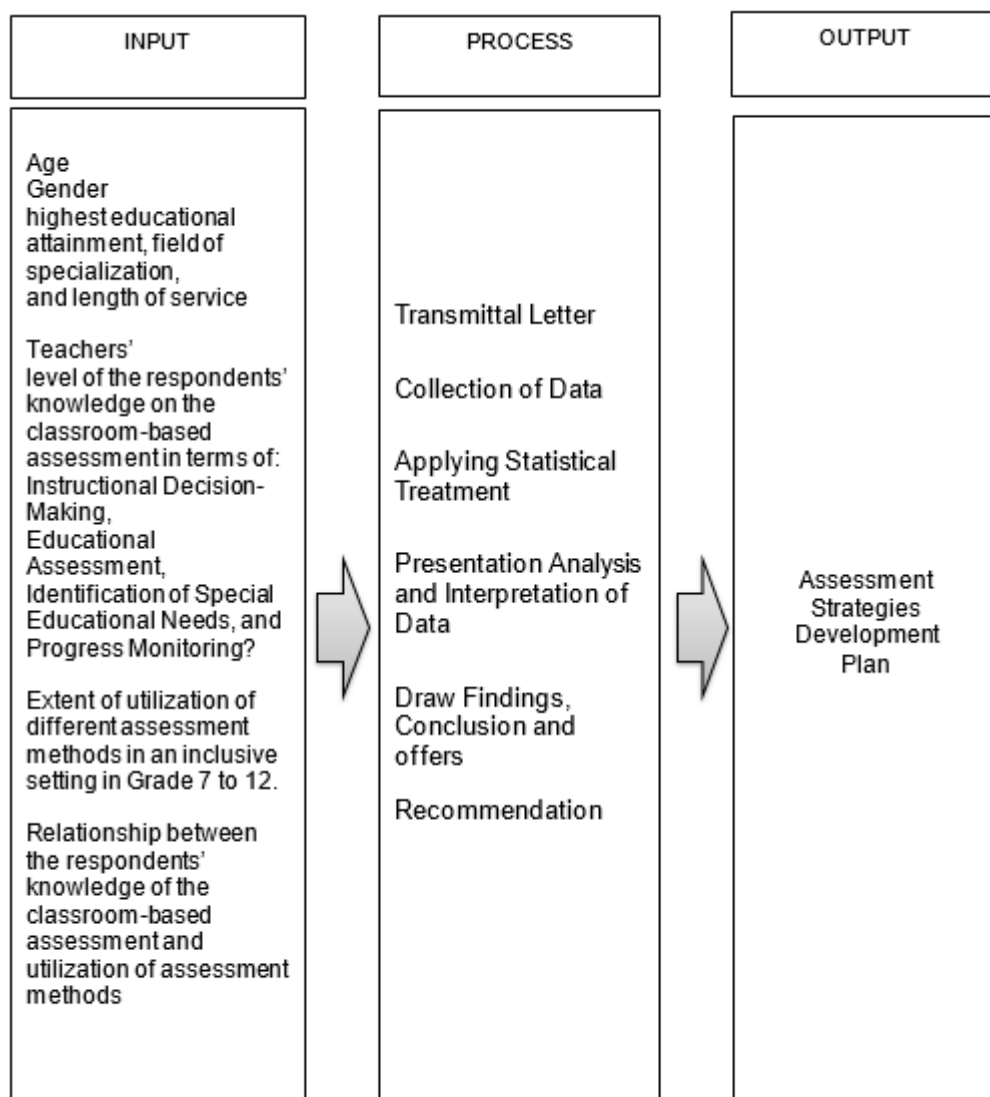
Design

This study utilized a descriptive correlational research design to investigate the relationship between the assessment strategies employed by teachers and the learning outcomes of students in inclusive classrooms. According to Creswell (2014), correlational research design is a quantitative approach that identifies and examines the degree to which two or more variables are related. It does not establish cause-and-effect relationships but seeks to determine whether a significant association exists between the variables under study.

Flow of the Study

The study followed an Input-Process-Output (IPO) system model in gathering the essential data needed in the study. Figure 2 illustrates the process of the data gathering.

Input. This component encompasses all the essential data sources and variables that form the foundation of this research study. The primary input includes comprehensive demographic and professional information from Grade 7-12 teachers at Cordova National High School, specifically their age, gender, highest educational attainment, field of specialization, and length of service. These



Demographic variables are crucial as they may influence teachers' knowledge base and assessment practices, providing important contextual information for understanding variations in assessment implementation.

Additionally, the input incorporates teachers' knowledge levels across four critical domains of classroom-based assessment: Instructional Decision-Making (how teachers use assessment data to inform teaching strategies), Educational Assessment (understanding of general assessment principles and methodologies), Identification of Special Educational Needs (ability to recognize and address diverse learning requirements), and Progress Monitoring (systematic tracking of student learning advancement). The input also includes data on teachers' extent of utilization of various assessment methods in inclusive educational settings, capturing the practical application of their assessment knowledge. This comprehensive input framework ensures that all relevant variables affecting assessment practices in inclusive classrooms are systematically examined.

Process. This component outlines the systematic methodological approach employed to transform the input data into meaningful research findings. The study utilizes a descriptive correlational research design, which is particularly appropriate for examining the relationship between teachers' assessment knowledge and their practical implementation of assessment strategies without manipulating variables. This design allows for the exploration of naturally occurring relationships in the educational setting.

Data collection is conducted through a structured survey questionnaire, specifically designed and validated to capture detailed information about teachers' assessment knowledge and utilization practices. The instrument ensures standardized data collection while maintaining consistency across all respondents. Given the manageable population size at Cordova National High School, the study employs complete enumeration rather than sampling, ensuring comprehensive coverage of all teachers involved in inclusive education from Grade 7-12.

The analytical process involves multiple statistical procedures: descriptive statistics (including measures of central tendency, variability, and frequency distributions) to characterize the sample and summarize key findings, and Pearson Product-Moment Correlation Coefficient to quantify the strength and direction of relationships between variables. Throughout the process, strict adherence to ethical research standards is maintained, including securing informed consent, ensuring participant confidentiality, and maintaining data security protocols.

Output. This represents the comprehensive research outcomes that will emerge from this systematic investigation. The primary output will be a detailed analysis revealing the relationship between teachers' knowledge of classroom-based assessment and their actual utilization of diverse assessment methods in inclusive settings. This analysis will provide empirical evidence regarding how theoretical knowledge translates into practical classroom applications.





Figure 3. Location Map of the Study

Environment

The research locale of this study will be Cordova National High School, located in Barangay Day-as, Cordova, Cebu. This school is part of the Cebu Province Division under the Department of Education (DepEd). The school was selected as the research locale because the researcher is currently affiliated with

it, providing familiarity with its context and operations. Cordova National High School is strategically located in a growing municipality, making it an essential institution for education in the area.

Barangay Day-as, where the school is situated, is part of the Municipality of Cordova, a 3rd class municipality in Cebu Province. Cordova is known for its geographical location on the southern coast of Mactan Island, composed of separate islands with an estimated area of 17.15 square kilometers (6.62 square miles). The barangay itself has a population of 4,892 people as of the 2020 Census, which accounts for 6.93% of the total population of Cordova (70,595 people). The school is located at approximate coordinates 10.2554° N latitude and 123.9355° E longitude, with an elevation of 2.3 meters (7.5 feet) above mean sea level. The school is accessible via common modes of transportation in the area, such as motorcycles (locally known as "habal-habal"), tricycles, jeepneys, and vans-for-hire.

Cordova National High School is positioned near prominent landmarks, including San Roque Parish Church and Gaisano Grand Mall Cordova. The nearest elementary school is Day-as Elementary School. As the first national high school in the municipality, Cordova National High School plays a vital role in providing education to the youth of Cordova and nearby areas. The school currently serves approximately 4,000 students, with levels covering both junior and senior high school. It is staffed by 123 teachers who provide quality education to their students. The school is approximately 27 kilometers from the Cebu Province Division Office, and transportation to the division office involves a combination of local and public transportation methods.

Cordova National High School adheres to the Department of Education's (DepEd) mandates on inclusive education, ensuring that learners with disabilities are provided with equal opportunities to learn alongside their peers. The school complies with DepEd Order No. 72, s. 2009 on "Inclusive Education as Strategy for Increasing Participation Rate of Children," which mandates all public schools to accommodate learners with disabilities within the mainstream classroom setting. Additionally, the school follows DepEd Order No. 21, s. 2020, which emphasizes the provision of

Learning Support Aides (LSAs) and the implementation of reasonable accommodations for students with special educational needs (SEN).

The school implements inclusion programs by designating a Special Education (SPED) Coordinator, who oversees the identification, assessment, and support of learners with disabilities. The SPED Coordinator collaborates with class advisers, requiring them to conduct informal assessments to identify the specific needs of students with disabilities. These assessments are submitted to the coordinator, who consolidates the data and ensures that necessary accommodations are provided to the learners. Accommodations may include extended time for assessments, the use of assistive technologies, and modifications in teaching strategies to meet the needs of students with disabilities.

Based on the records from the Registrar's Office, Cordova National High School currently caters to a small but significant population of learners with disabilities. These learners include those with visual impairments, intellectual disabilities, physical disabilities, and speech impairment. These students are integrated into mainstream classrooms, where they are supported through various accommodations and modifications to ensure that they can participate meaningfully in the learning process. For example, students with visual impairments may be provided with large-print materials or assistive devices, while those with speech impairments may receive alternative communication tools or additional time to express themselves.

Cordova National High School follows specific protocols to ensure the successful inclusion of learners with disabilities. These include (1) Identification and Assessment: Class advisers are tasked to provide informal assessments of their students, which are then submitted to the SPED Coordinator. These assessments help identify the specific needs and challenges of learners with disabilities; (2) Implementation of Accommodations: Based on the assessments, appropriate accommodations are provided. These may include differentiated instruction, assistive tools, modified classroom setups, and adjustments to assessment methods; (3) Teacher Training and Support: Teachers are provided with training and guidance on how to address the needs of students with disabilities, ensuring that inclusive teaching practices are implemented effectively; and (4) Collaboration and Monitoring: The SPED Coordinator works closely with teachers, parents, and school administrators to monitor the progress and well-being of learners with disabilities. Regular meetings and updates ensure that the inclusion program remains effective and responsive to students' needs.

Cordova National High School serves as a vital educational institution in the Municipality of Cordova, Cebu. It is committed to providing inclusive education in compliance with DepEd mandates, ensuring that learners with disabilities are given equal opportunities to learn and thrive in a supportive environment. Through the efforts of the SPED Coordinator, class advisers, and the teaching staff, the school fosters an inclusive learning atmosphere that caters to the diverse needs of its students. By addressing the unique challenges faced by learners with disabilities, Cordova National High School upholds its mission to deliver quality education for all.

Respondents

The respondents of this study are the teachers of Cordova National High School who handle inclusive classrooms. Cordova National High School has a total of 123 teachers, and all teachers handling inclusive classrooms are included in the study due to the small population size. The study adopts complete enumeration as its sampling method, ensuring that every teacher directly involved in inclusive education is represented. This approach eliminates sampling bias and provides a comprehensive perspective on the assessment strategies employed by teachers in inclusive classrooms.

Table 1 Distribution of Respondents by Year Level Handled

Year Level	Number of Teachers
Grade 7	15
Grade 8	16
Grade 9	15
Grade 10	14
Grade 11	17
Grade 12	17
Total	94

Teachers are categorized based on the year level they handle (Grades 7 to 12). These respondents are selected because they are directly responsible for designing and implementing assessment strategies in their respective classrooms, including those with learners with disabilities. Their experiences and insights are critical to understanding how assessment strategies influence the learning outcomes of students with special educational needs (SEN). By focusing on these teachers, the study aims to provide valuable recommendations for enhancing inclusive education practices at Cordova National High School.

The choice of teachers as respondents is justified by their pivotal role in fostering an inclusive learning environment. Teachers are responsible for providing differentiated instruction, designing adaptive assessments, and implementing accommodations for learners with disabilities. Their first-hand experiences provide critical insights into the challenges and successes of inclusive education, particularly in assessing students with special educational needs.

The complete enumeration of all teachers handling inclusive classrooms ensures that the study captures the full range of perspectives and practices within Cordova National High School. By categorizing the respondents according to the year level they handle, the study can examine potential variations in assessment strategies across different grade levels. For example, teachers in senior high school may employ more advanced or specialized assessment methods compared to those in junior high school due to differences in curriculum and student needs.

In summary, the inclusion of all teachers handling inclusive classrooms as respondents ensures the reliability and validity of the study. Their insights are essential for understanding the relationship between assessment strategies and learning outcomes, which is the core focus of this research.

Instrument

The primary instrument used in this study is a structured survey questionnaire adapted from the study of Jungjohann and Gebhardt (2023). This questionnaire is designed to gather data on the assessment strategies employed by teachers in inclusive classrooms and their perceived impact on students' learning outcomes. The adaptation of this instrument ensures that the questions are relevant to the context of Cordova National High School while maintaining the integrity of the original research framework. The questionnaire underwent validation by experts in the field of education to ensure its reliability and appropriateness for the study.

The questionnaire is divided into three parts, each designed to address specific aspects of the study.

Part I: Demographic Profile of Respondents. This section gathers background information about the respondents, including their age and gender, highest educational attainment, and field of specialization. The data collected in this section helps provide context for analyzing the teachers' assessment strategies and their relationship to the learning outcomes of students in inclusive classrooms.

Part II: Knowledge on Classroom-Based Assessment. This section focuses on the respondents' level of knowledge regarding classroom-based assessment in several key areas, such as instructional decision-making, educational assessment, identification of special educational needs, and progress

monitoring. This part aims to assess how well teachers understand the principles and practices of effective assessment in inclusive settings, which is crucial for supporting diverse learners.

Part III: Extent of Utilization of Assessment Methods. This section tackles the respondents' extent of utilization of different assessment methods in an inclusive setting. Respondents are asked to rate the frequency with which they employ various assessment strategies, including formative assessments, summative assessments, and alternative assessments. The responses are measured using a 5-point Likert Scale with the following options: **5** – Always; **4** – Often; **3** – Sometimes; **2** – Rarely; and **1** – Never. This section provides insight into the frequency and types of assessment strategies used by teachers to support inclusive education.

Data Gathering Procedure

The data gathering procedure for this study is carefully structured into three stages: Preliminary Stage, Data Gathering Stage, and Post Data Gathering Stage, tailored to the context of Cordova National High School and its inclusive education framework. Each stage reflects the systematic and ethical approach necessary for collecting reliable data, as well as the protocols and practices observed at the school.

Preliminary Stage. The researcher requested permission to perform the study in a transmittal letter written to Cordova National High School 's principal's office. After receiving the principal's consent, an ocular visit is made to determine who will be the point of contact for distributing the questionnaires and to confirm with the individual in question the date of the orientation and data collection.

Before the data collection begins, respondents (teachers) will be oriented about the study. Details such as the purpose, significance, confidentiality of responses, and their right to withdraw from the study at any time will be explained. This step ensures informed consent and establishes trust between the researcher and the respondents.

Data Gathering Stage. This stage involves the actual collection of data from the respondents. Immediately following the orientation, the survey questionnaires are administered. Guidelines for completing the survey surveys are provided. In addition, respondents receive assistance and adequate time to complete the survey questionnaires at the end of the survey. The questionnaires will then be retrieved.

Post Data Gathering Stage. The outcomes of the study were totaled, arranged, condensed, evaluated, and examined. The data was treated using the proper statistical methods, and was interpreted and analyzed. The study's output was crafted based on these findings.

Ethical Considerations

The anonymity and confidentiality of respondents will be strictly maintained. All data collected will be used solely for research purposes, and respondents will be assured that their identities will not be disclosed in any part of the study.

Statistical Treatment

Following data collection, the various statistical treatments were applied to the collected data. The following statistical tools are employed in order to produce trustworthy results:

Frequency Count. With the use of this tool, one may ascertain how many traits, specifically in the profile, the respondents shared. percentage. The percentage of respondents who fall into the same group relative to the overall number of respondents will be described by this tool, specifically on their profile.

Weighted Mean. Based on the descriptive rating, this statistic will be used to statistically indicate the degree of student outcomes, the extent to which inclusive education policies are being implemented effectively, and its interpretation.

Pearson Product-Moment Correlation Coefficient. The degree of correlation between the degree of successful implementation of inclusive education policies and the caliber of student results will be ascertained using this statistical method.

Scoring Procedure

Data that are collected through survey questionnaires are calculate and interpret according to the following procedures:

Scale	Numerical Rating	Descriptive Rating	Verbal Interpretation
5	4.20 – 5.00	Highly Knowledgeable	The respondents strongly agree with the statements
4	3.40 – 4.19	Knowledgeable	The respondents agree with the statements
3	2.60 – 3.39	Moderately Knowledgeable	The respondents are neutral or undecided about the statements
2	1.80 – 2.59	Somewhat Knowledgeable	The respondents disagree with the statements
1	1.00 – 1.79	Not Knowledgeable	The respondents strongly disagree with the statements

DEFINITION OF TERMS

The following terms are conceptually and operationally defined to provide clarity and a better understanding of the study:

Assessment Strategies. This refers to the techniques utilized by teachers at Cordova National High School to assess students' development and organize the curriculum. These strategies include formative, summative, and alternative assessments, as well as modifications and accommodations tailored to meet the diverse needs of students in an inclusive classroom.

Assessment Methods. These are specific tools and techniques employed by teachers to evaluate students' learning progress and performance. For this study, assessment methods include quizzes, examinations, performance tasks, portfolios, and other approaches that support diverse learners in inclusive settings.

Instructional Decision-Making. This pertains to the process by which teachers use assessment data to make informed decisions about their teaching methods, learning activities, and classroom strategies. It involves tailoring instruction to address the varied needs of all students in an inclusive classroom.

Educational Assessment. This is a systematic process of gathering, interpreting, and utilizing data to measure students' academic performance, skills, and knowledge. In this study, educational assessment focuses on how teachers evaluate and support the learning outcomes of students in inclusive classrooms.

Identification of Special Educational Needs. This refers to the process of recognizing and diagnosing developmental delays, learning disabilities, or other challenges affecting students' ability to learn. It involves the use of appropriate assessment tools and strategies to identify students requiring additional support in an inclusive educational environment.

Progress Monitoring. This is an ongoing process of assessing students' academic and behavioral progress to ensure they are meeting learning objectives. Teachers use progress monitoring to track

improvements, adjust instructional strategies, and provide timely interventions for students, particularly in inclusive classrooms.

Inclusive Setting. This refers to a situation in which students at Cordova National High School with developmental delays or disabilities engage in educational activities alongside typically developing learners. This setting fosters a supportive environment where all students can participate and learn together.

Utilization. This refers to the practical and effective use of something. In this study, utilization describes the frequency and effectiveness with which teachers employ various assessment strategies to support student learning in inclusive classrooms.

Chapter 2

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data gathered from the respondents, along with their corresponding analysis and interpretation. The respondents of the study consist of 94 teachers from both junior and senior high school levels at Cordova National High School, located in Day-as, Cordova, Cebu.

DEMOGRAPHIC PROFILE

Age and Gender

Table 2 illustrates the distribution of respondents according to age and gender. Most of the respondents are within the age group of 25–34 years, comprising 52.13% of the total respondents (42.55% are females and 9.57% are males). This is followed by respondents in the 35–44 age bracket, representing 31.91% of the total respondents (22.34% are females and 9.57% are males). Respondents aged 45–54 account for 11.70% (8.51% are females and 3.19% are males), while those aged 55 and above constitute the smallest age group, accounting for 4.26%, all of whom are females.

The demographic profile of the respondents was analyzed based on their age, gender, highest educational attainment, field of specialization, and length of service. Furthermore, the level of the respondents’ knowledge regarding classroom-based assessment strategies was examined in terms of the following dimensions:

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
55 and above	4	4.26	0	0.00	4	4.26
45-54	8	8.51	3	3.19	11	11.70
35-44	21	22.34	9	9.57	30	31.91
25-34	40	42.55	9	9.57	49	52.13
Total	73	77.66	21	22.34	94	100.00

The tabulated data above provide a detailed breakdown of the respondents’ age and gender distribution. The analysis reveals that most of the respondents are aged 25–34 years, with a predominance of female teachers. This demographic distribution reflects the teaching workforce’s composition at Cordova National High School.

In terms of age and gender, most respondents are within the range of 25-34 years old, comprising 49 individuals or 52.13% of the total respondents. Among these, 40 respondents (42.55%) are female, while 9 respondents (9.57%) are male. This is followed by the age group of 35-44 years, which includes 30 respondents or 31.91% of the total, with 21 females (22.34%) and 9 males (9.57%). The next group is aged 45-54 years, accounting for 11 respondents or 11.70%, with 8 females (8.51%) and 3 males (3.19%). Lastly, the group aged 55 and above consists of 4 respondents or 4.26%, all of whom are female.

Based on gender, female respondents significantly outnumber male respondents, with a total of 73 females, representing 77% of the sample. This trend aligns with the increasing representation of women in the teaching sector, as noted in various studies. For instance, the National Center for Education Statistics (NCES, 2021) reports that the proportion of female teachers has been steadily rising, reflecting broader societal changes in gender roles and employment opportunities in education. Similarly, Vázquez-Cano et al. (2023) suggest that this growing presence of female educators positively influences teaching practices and student outcomes, particularly within inclusive educational settings.

The data presented here not only highlight the demographic profile of the respondents but also underscore the importance of understanding gender dynamics within the teaching profession, especially in the context of inclusive education.

The dominance of women in the teaching profession has been widely documented in educational research. According to the Organization for Economic Co-operation and Development (OECD, 2020), most teachers in primary and secondary education across member countries are women, with proportions exceeding 70% in many regions. This prevalence is attributed to historical and cultural factors that associate teaching with caregiving roles traditionally assigned to women.

Moreover, research by Thornton and Bricheno (2021) highlights that female educators often demonstrate higher levels of empathy and emotional intelligence, which are critical for fostering inclusive classrooms. These traits have been shown to benefit students with special educational needs, particularly in environments that emphasize progress monitoring and individualized instruction. Likewise, UNESCO (2021) emphasizes the role of female teachers in promoting gender equity in education, serving as role models for young girls and encouraging their academic aspirations.

In terms of age distribution, studies by Ingersoll et al. (2022) reveal that younger teachers, particularly those aged 25-34, form the largest demographic group in many school systems. This reflects recruitment trends that favor recent graduates with updated pedagogical knowledge. However, the same study notes that older teachers, particularly those aged 45 and above, bring valuable experience and stability to the profession, which are essential for mentoring younger colleagues and implementing long-term educational strategies.

The findings of these studies are consistent with the demographic profile of the respondents in this research, underscoring the importance of understanding both age and gender dynamics in the teaching workforce. These factors are critical for designing professional development programs and policies that support inclusive education.

Highest Educational Attainment

Table 3 presents the highest educational attainment of the respondents.

Table 3		
Highest Educational Attainment		
Educational Attainment	f	%
With Doctorate Units	2	2.13
Master’s Graduate	9	9.57
With Master’s Units	61	64.89
Bachelor’s Degree	22	23.40
Total	94	100.00

Based on the results, most teachers with Master’s Units rank first, totaling 61 or 64.89 percent of respondents. This is followed by those with a bachelor’s degree, accounting for 22 or 23.40 percent of respondents. Next, master’s Graduates comprise 9 or 9.57 percent of respondents, while those with Doctorate Units fall last, representing 2 or 2.13 percent of respondents.

The educational attainment of teachers is a critical factor influencing their teaching effectiveness and student outcomes. Research indicates that higher educational qualifications among teachers are

associated with improved student performance. For instance, a study by Darling-Hammond (2010) found that teachers with advanced degrees, particularly those with master’s degrees, tend to employ more effective instructional strategies and demonstrate a deeper understanding of pedagogical content knowledge.

Moreover, a report by the National Center for Education Statistics (NCES, 2021) highlights that teacher with master’s degrees are more likely to engage in professional development and collaborative practices, which further enhances their teaching effectiveness. This aligns with the findings in Table 3, where a significant proportion of respondents hold Master’s Units, suggesting a commitment to ongoing professional growth.

Additionally, research by Ingersoll et al. (2022) emphasizes the importance of educational attainment in addressing the challenges of teaching in diverse classrooms. Teachers with higher qualifications are often better equipped to implement inclusive teaching practices and adapt their instruction to meet the needs of all students, particularly those with special educational needs.

The data presented in this study reflect these trends, indicating that most respondents possess advanced educational qualifications, which may positively impact their teaching practices and student learning outcomes.

Field of Specialization

Table 4 presents the field of specialization of respondents.

Table 4 Field of Specialization		
Field of Specialization	f	%
English	19	20.21
Math	12	12.77
TLE	12	12.77
Filipino	11	11.70
Science	10	10.64
MAPEH/PE	7	7.45
Accounting and Business Management	6	6.38
Social Studies	4	4.26
TVL	4	4.26
Edukasyon sa Pagpakatao	3	3.19
Biology	2	2.13
ICT	2	2.13
Chemistry	1	1.06
Communication	1	1.06
Total	94	100.00

In terms of field of specialization, most respondents are English majors, with 19 or 20.21 percent of the total respondents. This is followed by Math and TLE majors, each with 12 or 12.77 percent of respondents. Teachers specializing in Filipino rank fourth, with 11 or 11.70 percent of respondents. Science majors rank fifth, with 10 or 10.64 percent of the respondents. Teachers specializing in MAPEH/PE are in sixth place, with 7 or 7.45 percent of respondents. ABM ranks seventh, with 6 or 6.38 percent of respondents. TVL and Social Studies both rank eighth, with 4 or 4.26 percent of respondents. Teachers specializing in Edukasyon sa Pagkatao (ESP) rank ninth, with 3 or 3.19 percent of respondents. ICT and Biology fall into second-to-last place, with 2 or 2.13 percent of respondents. Lastly, Chemistry and Communication each account for 1 or 1.06 percent of respondents.

Review of Related Literature

The field of specialization among teachers plays a significant role in the delivery of quality education and directly impacts student achievement. Research by Shulman (1986) emphasizes the

importance of subject-matter knowledge in teaching, arguing that teachers who are deeply grounded in their field of specialization are better equipped to explain complex concepts, address student misconceptions, and adapt their teaching strategies to diverse learning needs.

Additionally, Darling-Hammond et al. (2005) highlight that specialization in specific fields, such as English or Math, is often linked to higher student performance in standardized assessments. This is particularly evident in core subjects like English and Math, where teachers' expertise can significantly influence students' literacy and numeracy development.

The dominance of English majors in this study aligns with findings from the UNESCO (2021) report, which underscores the global emphasis on English proficiency as a critical skill for students in the 21st century. This has led to an increased demand for English specialists in schools to meet national and global education priorities.

On the other hand, the relatively lower number of respondents specializing in areas like Chemistry, Communication, and ICT may reflect broader trends in teacher recruitment and specialization. According to Ingersoll and Perda (2010), shortages in STEM (Science, Technology, Engineering, and Mathematics) and technical-vocational education fields are prevalent in many education systems worldwide. These shortages are often attributed to the higher demand for professionals in these fields in industries outside of education.

This distribution of specializations highlights the need for policies that encourage teacher development in underrepresented fields, such as STEM and technical-vocational education, to address gaps and ensure that all subject areas are adequately staffed.

Length of Service

Table 5 reveals the length of service of the respondents.

Table 5 Length of Service		
Length of Service (in years)	f	%
16 and above	9	9.57
11-15	15	15.96
6-10	44	46.81
1-5	26	27.66
Total	94	100.00

In terms of the number of years in service, most respondents have worked for more than 6 years, with the majority (44 or 46.81 percent) falling into the range of 6-10 years. This is followed by respondents with 1-5 years of service, representing 26 or 27.66 percent. Teachers with 11-15 years of service account for 15 or 15.96 percent of the respondents, while those with 16 years and above make up the smallest group, with 9 or 9.57 percent of the respondents.

The length of service is a crucial factor influencing teacher effectiveness, job satisfaction, and professional growth. Research by Huberman (1989) highlights a career cycle theory for teachers, suggesting that teachers' experiences and effectiveness evolve over different stages of their careers. For instance, teachers in the early years of service (1-5 years) are often in the "survival and discovery" phase, where they are adjusting to the demands of the profession and acquiring foundational skills. This aligns with the current study, where a significant portion of respondents are in their first few years of teaching.

On the other hand, teachers with 6-10 years of service, who form the majority in this study, are typically in the "stabilization" phase, according to Huberman's framework. During this stage, teachers consolidate their teaching practices, gain confidence in their abilities, and are more likely to contribute to school improvement efforts. This is consistent with findings by Day et al. (2007), who argue that mid-career teachers often demonstrate higher levels of instructional expertise and are more adept at classroom management.

Teachers with 11-15 years of experience often transition into the "diversification and experimentation" phase, where they seek new challenges, such as taking on leadership roles or pursuing professional development opportunities. This is supported by findings from Klassen and Chiu (2010), who note that mid-career teachers are more likely to experience job satisfaction and professional fulfillment.

Finally, those with 16 years and above of service represent a smaller proportion in this study. According to Day and Gu (2010), teachers in this stage are often in the "serenity and disengagement" phase, where they reflect on their careers and prepare for retirement. Despite challenges such as burnout, experienced teachers play a vital role in mentoring younger colleagues and contributing to institutional memory.

These findings underscore the importance of understanding the distribution of teacher experience within schools to design professional development opportunities that cater to the unique needs of teachers at different career stages.

CLASSROOM-BASED ASSESSMENT

Instructional Decision-Making

Table 6 depicts the level of the respondents' knowledge on the classroom-based assessment in terms of instructional decision-making.

Self-reported respondents' understanding of classroom-based evaluation for instructional decision-making is examined in Table 6. With an aggregate weighted mean of 4.14, the respondents showed a generally high level of perceived competence, falling into the "Knowledgeable" category. The study used a weighted mean to categorize respondent knowledge across eight indicators, ranging from "Not Knowledgeable" to "Highly Knowledgeable." It is noteworthy that respondents' self-perceptions of their ability to recognize students with learning difficulties, their familiarity with literacy approaches, their knowledge of strategies to support literacy development, and their ability to adapt support strategies were all rated as "Highly Knowledgeable."

S/ N	Indicators	WM	Verbal Description
1	I know how to identify students with learning problems.	4.31	Highly Knowledgeable
2	I am familiar with literacy approaches (i.e., reading, writing or mathematic).	4.38	Highly Knowledgeable
3	I am familiar with methods of how to support literacy development in reading, writing or mathematics.	4.21	Highly Knowledgeable
4	I know how to choose a suitable support strategy for a child.	4.05	Knowledgeable
5	I know how to adapt a support strategy for literacy development.	4.21	Highly Knowledgeable
6	I know how to evaluate the level of fit of a specific support strategy for a child.	3.88	Knowledgeable
7	I am familiar with developing individualized material to be used for support independently.	3.91	Knowledgeable
8	I know how to assess the reading, writing or mathematical literacy of a child when writing a school report.	4.14	Knowledgeable
Aggregate Weighted Mean		4.14	Knowledgeable
Legend: 4.21-5.00-Highly Knowledgeable; 3.41-4.20- Knowledgeable ; 2.61-3.40- Moderately Knowledgeable; 1.81-2.60- Less Knowledgeable ;1.00-1.80- Not			

<i>Knowledgeable</i>

However, somewhat lower weighted means were noted in areas including selecting appropriate support methods, analyzing how well support strategies fit, creating customized support materials, and measuring literacy for school reports, even though these areas were still within the "Knowledgeable" range.

Classroom-based assessment plays a critical role in instructional decision-making, as it enables teachers to gather data that inform their teaching strategies and interventions. According to Black and Wiliam (1998), effective assessment practices involve not only measuring student performance but also using assessment data to identify learning gaps and tailor instruction to meet individual student needs. This aligns with the findings in this study, where respondents demonstrate high levels of knowledge in identifying students with learning problems and supporting literacy development.

Additionally, Popham (2011) emphasizes that classroom-based assessment should be used as a formative process to guide instructional decisions. Teachers who are skilled in adapting and evaluating support strategies, as indicated in this study, are better equipped to address diverse learning needs and improve student outcomes.

The respondents' knowledge in developing individualized materials is consistent with the findings of Tomlinson (2001), who highlights the importance of differentiation in instruction. By creating materials tailored to students' unique strengths and challenges, teachers can foster greater engagement and achievement.

Moreover, research by Shepard (2000) underscores the role of literacy-based assessments in promoting student learning. Teachers' familiar with literacy approaches and methods for supporting literacy development, as indicated in this study, are more likely to implement evidence-based practices that enhance students' reading, writing, and mathematical skills.

These findings suggest that the respondents' knowledge of classroom-based assessment is well-aligned with best practices in instructional decision-making, which is essential for fostering effective and inclusive learning environments.

Educational Assessment

Table 7 reveals the respondents' knowledge on the classroom-based assessment in terms of educational assessment.

In the context of educational assessment, Table 7 looked at respondents' self-reported knowledge about classroom-based assessment. It found an aggregate weighted mean of 4.01, which indicates an overall "Knowledgeable" perception. Notably, when choosing tests based on quality criteria (WM=4.16) and user-friendliness (WM = 4.23), the only indicator identified as "Highly Knowledgeable," respondents showed the greatest degree of perceived knowledge. Nonetheless, a number of indicators that were in the "Knowledgeable" range but had somewhat lower weighted averages were familiarity with norm-referenced values, interpreting the findings of standardized tests, creating informal testing, and modifying standardized assessments.

S/ N	Indicators	WM	Verbal Description
1	I know several informal and standardized tests for measuring the status quo (summative assessments).	4.10	Knowledgeable
2	I am familiar with norm-reference values and their relevance in educational assessment.	3.89	Knowledgeable
3	I choose an educational assessment based on its quality criteria.	4.16	Knowledgeable

4	I choose an educational assessment test based on its user- friendliness.	4.23	Highly Knowledgeable
5	I know how to conduct informal and standardized tests for measuring the status quo of students and how to evaluate them.	4.01	Knowledgeable
6	I know how to interpret results from standardized tests for measuring the status quo and how to assess educational aims.	3.90	Knowledgeable
7	I know how to design informal tests for measuring the status quo independently (e.g., reading comprehension or number range extension tests).	3.94	Knowledgeable
8	In everyday life at school, I know how to quickly and easily get a comprehensive overview of the achievement level of my class even without tests.	3.99	Knowledgeable
9	If, in specific cases, there is no suitable standardized educational assessment available, I know how to adapt and use a standardized assessment instrument for concrete purposes (e.g., choosing subtasks).	3.87	Knowledgeable
Aggregate Weighted Mean		4.01	Knowledgeable

Legend: 4.21-5.00-Highly Knowledgeable; 3.41-4.20- Knowledgeable ; 2.61-3.40-Moderately Knowledgeable; 1.81-2.60- Less Knowledgeable ;1.00-1.80- Not Knowledgeable

This discrepancy indicates that responders' skills in these particular areas need to be improved through focused professional development. The lower weighted means in technical areas suggest possible gaps in respondents' knowledge, even though they generally comprehend the fundamentals of educational assessment. Their assessment procedures should therefore be greatly enhanced by targeted training on analyzing assessment data, creating informal evaluations, and modifying standardized examinations.

Educational assessment is a fundamental component of effective teaching, as it provides critical data to inform instructional practices and evaluate student learning outcomes. According to Popham (2011), the selection of assessment tools should be guided by their usability and alignment with learning objectives. This aligns with the finding that respondents are highly knowledgeable about choosing user-friendly educational assessment tools.

Nitko and Brookhart (2014) emphasize that teachers must be equipped with knowledge about both formal and informal assessment methods. These methods include summative assessments, which measure students' current achievement levels, and formative assessments, which provide ongoing feedback to improve learning. The respondents' familiarity with these practices demonstrates their capacity to effectively measure student progress and adapt their teaching strategies accordingly.

Furthermore, Stiggins (2005) highlights the importance of teachers being able to design informal assessments, such as reading comprehension tests, to address specific classroom needs. This is supported by the findings of this study, where respondents demonstrate knowledge in designing and evaluating informal tests.

The ability to interpret results from standardized assessments is also critical for aligning instruction with educational goals. Shepard (2000) argues that teachers must be skilled in evaluating the reliability and validity of assessment tools to ensure that they accurately measure student performance and inform instructional decision-making.

Lastly, McMillan (2014) underscores the importance of adaptability in educational assessment. Teachers must be prepared to modify standardized tools or develop alternative assessments when existing measures are not suitable for specific contexts. This aligns with the respondents' knowledge in adapting standardized instruments for concrete purposes.

Identification of Special Educational Needs

Table 8 reveals level of the respondents' knowledge on the classroom-based assessment in terms of identification of special educational needs.

Table 8			
Level of the respondents' knowledge on the classroom-based assessment in terms of identification of special educational needs			
S/ N	Indicators	WM	Verbal Description
1	I have ample experience in writing special education reports.	3.16	Moderately Knowledgeable
2	I am familiar with the steps necessary to be taken to assess a child's need for special educational support.	3.34	Moderately Knowledgeable
3	I know how to conduct assessments to assess a child's need for special educational support.	3.26	Moderately Knowledgeable
4	I know how to phrase the aims of special educational support.	3.31	Moderately Knowledgeable
5	I know different placements (also inclusive ones) and am familiar with providing advice on their advantages and disadvantages.	3.36	Moderately Knowledgeable
6	I know how to check whether the aims of a special support strategy have been achieved.	3.35	Moderately Knowledgeable
Aggregate Weighted Mean		3.30	Moderately Knowledgeable

Legend: 4.21-5.00-Highly Knowledgeable; 3.41-4.20- Knowledgeable ; 2.61-3.40-Moderately Knowledgeable; 1.81-2.60- Less Knowledgeable ;1.00-1.80- Not Knowledgeable

With an aggregate weighted mean of 3.30, the respondents' self-reported knowledge of classroom-based assessment in terms of detecting special educational needs is shown in Table 8 and falls into the "Moderately Knowledgeable" group. This implies that respondents generally believe they have a moderate comprehension of the procedures involved in determining which pupils require special education support. Interestingly, every individual indicator, from familiarity with various placement options to experience writing special education reports, likewise fell inside the "Moderately Knowledgeable" range. A consistent degree of moderate confidence in this domain is shown by the consistency of the indicators. In contrast to general instructional decision-making and educational assessment, the comparatively lower total weighted mean in comparison to earlier tables indicates that respondents might be less confidence in this area.

In order to improve respondents' knowledge and abilities in recognizing and assisting kids with special educational needs, this finding suggests a possible need for focused professional development. In particular, it could be helpful to receive training that emphasizes the practical aspects of carrying out assessments, creating support goals, and navigating placement alternatives.

Successful inclusion requires strong teamwork and a thorough comprehension of special education protocols, as Friend and Bursuck (2002) point out. Furthermore, training activities should stress the significance of accurate and thorough reporting, as demonstrated by the respondents' moderate experience producing special education reports (Turnbull & Turnbull, 2001). Teachers will ultimately be able to help students with special educational needs more effectively and fairly if they have greater knowledge and confidence in this area.

The identification of special educational needs (SEN) is a foundational aspect of inclusive education, requiring teachers to possess both theoretical knowledge and practical expertise. According to Florian and Black-Hawkins (2011), teachers must be well-versed in the processes of identifying and assessing SEN to ensure that students receive appropriate support. The findings of

this study, where respondents are moderately knowledgeable, reflect challenges faced by many educators in fully mastering the complex requirements of SEN assessment.

Mitchell (2014) emphasizes that the steps involved in identifying SEN include observing students' behavior, conducting assessments, and collaborating with specialists. Teachers must also be familiar with inclusive placements, as these are critical in providing equitable educational opportunities for students with diverse needs. The respondents' moderate familiarity with these steps indicates the need for professional development programs that focus on practical applications of SEN assessment strategies.

Research also highlights the importance of setting clear and measurable aims for special educational support. According to Farrell (2012), well-defined support aims enhance the effectiveness of interventions and enable teachers to monitor progress. However, the respondents' moderate knowledge in this area suggests a gap in their ability to phrase and evaluate the goals of SEN support strategies.

Moreover, Norwich (2008) underscores the necessity of understanding various placement options, including inclusive settings, and being able to advise on their advantages and disadvantages. Teachers with expertise in these areas are better equipped to guide parents and administrators in making informed decisions about the most suitable placements for students with SEN.

Finally, McMillan (2014) argues that evaluating the success of support strategies is a vital component of SEN assessment. Teachers must employ both formal and informal methods to determine whether interventions are achieving their intended outcomes. The moderately knowledgeable rating in this area highlights the importance of additional training to enhance teachers' skills in evaluating and refining support strategies.

Identification of Progress Monitoring

Table 9 reveals level of the respondents' knowledge on the classroom-based assessment in terms of identification of progress monitoring

With an aggregate weighted mean of 3.70, Table 9 shows the respondents' self-reported knowledge of classroom-based assessment in terms of progress tracking, suggesting an overall "Knowledgeable" attitude. This implies that respondents generally believe they have a firm grasp of progress monitoring procedures. Interestingly, every single indication, from being familiar with tools for tracking progress to assessing how well support tactics work, was in the "Knowledgeable" level

S/ N	Indicators	WM	Verbal Description
1	I am familiar with different instruments for progress monitoring (formative assessments).	3.84	Knowledgeable
2	I am familiar with the theoretical background and concepts of progress monitoring approaches.	3.55	Knowledgeable
3	I know how to conduct and evaluate a progress monitoring instrument.	3.65	Knowledgeable
4	I know how to interpret student progress monitoring data presented graphically.	3.82	Knowledgeable
5	I know how to adapt instruction based on student progress monitoring data.	3.80	Knowledgeable
6	I am familiar with designing an informal instrument for progress monitoring.	3.54	Knowledgeable

7	I know how to evaluate the effectiveness of a support strategy.	3.70	Knowledgeable
Aggregate Weighted Mean		3.70	Knowledgeable

Legend: 4.21-5.00-Highly Knowledgeable; 3.41-4.20- Knowledgeable ; 2.61-3.40-Moderately Knowledgeable; 1.81-2.60- Less Knowledgeable ;1.00-1.80- Not Knowledgeable

Within this category, there is some diversity, though. Respondents report slightly lower confidence in areas like familiarity with the theoretical background of progress monitoring (WM = 3.55) and designing informal progress monitoring instruments (WM = 3.54), but they feel relatively strong in areas like familiarity with various progress monitoring instruments (WM = 3.84), interpreting graphical progress monitoring data (WM = 3.82), and adapting instruction based on progress monitoring data (WM = 3.80). This implies that although most respondents feel at ease using progress monitoring in practice, they could be less confident in the theoretical foundations and development of their own evaluation instruments.

Progress monitoring is an essential component of classroom-based assessment, as it enables teachers to track student learning and make data-driven instructional decisions. According to Fuchs and Fuchs (2006), progress monitoring involves the regular collection and analysis of student performance data to evaluate the effectiveness of instruction. Respondents in this study demonstrate a knowledgeable understanding of instruments and methods for progress monitoring, aligning with best practices in formative assessment.

Black and Wiliam (1998) emphasize that formative assessments, a key element of progress monitoring, are designed to provide ongoing feedback to students and teachers. This feedback helps adjust instruction to meet students' needs and improve learning outcomes. The respondents' familiarity with adapting instruction based on progress monitoring data reflects their ability to implement evidence-based teaching strategies.

Moreover, Chappuis (2014) highlights the importance of graphical representation of progress monitoring data. Visualizing data allows teachers to identify trends and patterns in student performance, enabling them to make informed decisions about instructional interventions. The respondents' knowledge in interpreting graphical data supports their capacity to evaluate student progress effectively.

Theoretical knowledge also plays a critical role in progress monitoring. According to Popham (2011), understanding the conceptual framework behind progress monitoring approaches helps teachers design and implement effective assessment tools. However, the moderately high scores in this study suggest that teachers may benefit from additional training in the theoretical aspects of progress monitoring.

Finally, research by Hattie (2009) underscores the importance of evaluating the effectiveness of support strategies. Progress monitoring provides a mechanism for assessing whether instructional interventions are achieving their intended goals and offers insight into areas for improvement. The respondents' knowledge in evaluating support strategies demonstrates their commitment to fostering student success through continuous assessment.

Summary on the Level of the Respondent's Knowledge on Classroom-Based Assessment

Table 10 reveals the summary on the level of the respondents' knowledge on the classroom-based assessment.

Components	WM	Verbal Description
Instructional Decision-making	4.14	Knowledgeable
Educational Assessment	4.01	Knowledgeable
Identification of Special Educational Needs	3.30	Moderately

		Knowledgeable
Progress Monitoring	3.70	Knowledgeable
Grand Mean	3.79	Knowledgeable

The respondents' self-reported knowledge of the four elements of classroom-based assessment—identification of special educational needs, educational assessment, instructional decision-making, and progress monitoring—is summarized in Table 10. According to the grand mean of 3.79, respondents generally believe they are "Knowledgeable" when it comes to classroom-based assessments. The components do, however, differ noticeably from one another. Respondents' greatest level of knowledge was in educational evaluation (WM = 4.01) and instructional decision-making (WM = 4.14), both of which were classified as "Knowledgeable." Progress monitoring was also classified as "Knowledgeable," although it had a significantly lower weighted mean of 3.70.

On the other hand, a relative weakness was indicated by the rating of "Moderately Knowledgeable" (WM = 3.30) for the identification of specific educational needs. This discrepancy emphasizes the necessity of focused interventions to boost responders' self-assurance and proficiency in recognizing and assisting students with special education needs. Although the respondents show a strong grasp of basic assessment procedures, their apparent lack of expertise in special education-related fields points to the necessity for targeted professional development. This result is consistent with the significance of specialist knowledge in special education, as highlighted by Friend and Bursuck (2019), who stress the need to comprehend certain protocols and teamwork techniques.

Additionally, the overall "Knowledgeable" ranking emphasizes the value of continual professional development in all facets of classroom-based assessment, guaranteeing that teachers have the know-how to successfully assist every student.

Classroom-based assessment plays a crucial role in supporting effective teaching and learning. However, the level of knowledge among teachers can vary depending on the specific component of assessment being addressed.

The component Identification of Special Educational Needs was rated as "Moderately Knowledgeable," indicating that while respondents possess some understanding, further professional development is needed. According to Florian and Black-Hawkins (2011), identifying special educational needs requires specialized skills, including the ability to conduct assessments, interpret results, and design individualized support plans. Research by Norwich (2008) emphasizes that teachers must be equipped to assess and provide advice on inclusive placements, as well as evaluate the effectiveness of interventions. The lower scores in this area suggest that teachers may benefit from targeted training programs to enhance their expertise in SEN identification and support.

EXTENT OF UTILIZATION OF THE DIFFERENT ASSESSMENT METHODS

Table 11 depicts the respondents' utilization of different assessment methods in an inclusive setting. The overall aggregate weighted mean of 3.91 interpreted as often in verbal description.

The responders scored "Knowledgeable" on a number of important classroom-based assessment items. Respondents specifically demonstrated a high level of competence in instructional decision-making (WM = 4.14). According to Black and Wiliam (1998), the key to successful classroom-based assessment is the use of data to guide instructional decisions, which allows teachers to pinpoint learning gaps and modify their methods. The respondents' competence in this area indicates that they are prepared to use formative assessment strategies that support student success. Similarly, respondents were classified as "Knowledgeable" in the educational assessment (WM = 4.01).

Table 11			
Extent of the respondents' utilization of different assessment methods in an inclusive setting			
S/ N	Indicators	WM	Verbal Description
1	Quizzes	4.38	Always
3	Final Exam	4.45	Always
4	Group Works	4.27	Always
7	Oral Questions	4.32	Always
11	Performance Tasks	4.37	Always
2	Summative Tests	4.20	Often
5	Presentations	4.17	Often
6	Individual Assignments	3.93	Often
8	Research Reports	3.07	Often
10	Project works	3.85	Often
12	Portfolio	3.80	Often
13	Observations	4.11	Often
14	Self-assessment	3.93	Often
15	Peer Assessment	3.73	Often
9	Seminars	2.98	Sometimes
16	Laboratory works	3.02	Sometimes
Aggregate Weighted Mean		3.91	Often
Legend: 4.21-5.00-Always; 3.41-4.20-Often; 2.61-3.40-Sometimes; 1.81-2.60-Seldom; 1.00-1.80-Never			

Accurately measuring student development requires a thorough grasp of both formal and informal evaluations, as Popham (2011) emphasizes. The respondents' proficiency with this component suggests that they are likely to choose suitable evaluation instruments and successfully analyze findings to inform instruction and assess learning objectives. Respondents showed that they could monitor students' development over time in terms of progress monitoring (WM = 3.70). This supports both Chappuis's (2014) ideas of successful formative assessment and Fuchs and Fuchs's (2006) claim that progress monitoring is crucial for seeing learning trends and modifying instructional tactics to suit student requirements.

In terms of classroom-based assessments, the respondents are typically "Knowledgeable" with a grand mean of 3.79. To improve teachers' ability to successfully serve different learners, more training and professional development are required, as shown by the "Moderately Knowledgeable" grade in the identification of special educational needs component (from the preceding table analysis).

Assessment methods such as quizzes, final exams, group works, oral questions, and performance tasks are utilized frequently in inclusive settings. According to Black and Wiliam (1998), formative assessments like quizzes and oral questions provide immediate feedback, allowing teachers to adjust instruction to meet the varying needs of students. Similarly, performance tasks and group work foster collaboration and critical thinking, which are essential in inclusive classrooms (Florian & Black-Hawkins, 2011). Final exams, while summative in nature, remain a traditional measure of overall learning and are commonly employed in both general and inclusive education settings (Popham, 2011).

Assessment methods such as summative tests, presentations, individual assignments, portfolios, and self-assessments are frequently used by respondents. Chappuis (2014) emphasizes that portfolios and self-assessments encourage students to reflect on their learning and take ownership of their progress. Observations, another "often" utilized method, allow teachers to gather qualitative data on student behavior and engagement, which is particularly useful in inclusive settings where students may exhibit diverse learning needs (Mitchell, 2014).

The methods seminars and laboratory work fall under the "sometimes" verbal description. Research by Norwich (2008) suggests that seminars and laboratory activities may be less frequently utilized in inclusive settings due to logistical challenges, such as time constraints and the need for specialized resources. However, these methods can be highly effective in fostering active participation and deeper understanding when implemented strategically.

Inclusive assessment practices aim to accommodate the diverse needs of all learners by providing multiple means of engagement, representation, and expression (Florian, 2014). Teachers must employ a variety of assessment methods to ensure that students with different abilities have equitable opportunities to demonstrate their learning. The findings of this study align with the principles of Universal Design for Learning (UDL), which advocates for flexible and inclusive approaches to assessment (CAST, 2018).

SIGNIFICANT RELATIONSHIP BETWEEN KNOWLEDGE OF THE CLASSROOM-BASED ASSESSMENT AND UTILIZATION OF ASSESSMENT METHODS

Table 12 shows test of relationship between the respondents’ knowledge of the classroom-based assessment and utilization of assessment methods.

Table 12 Test of relationship between the respondents’ knowledge of the classroom-based assessment and utilization of assessment methods					
Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Knowledge of the classroom-based assessment and Utilization of assessment methods	0.584*	Moderate Positive	0.000	Reject Ho	Significant
*significant at $p < 0.05$ (two-tailed)					

The results of the test of relationship indicate a moderate positive correlation between the respondents’ knowledge of classroom-based assessment and their utilization of assessment methods, as evidenced by the computed r-value of 0.584.

The p-value of 0.000 is less than the significance level of 0.05, leading to the rejection of the null hypothesis (Ho). This means that the relationship between the two variables is statistically significant.

The findings suggest that the respondents’ knowledge of classroom-based assessment is a determinant of their effective utilization of assessment methods. A higher level of knowledge in classroom-based assessment is likely to result in a more frequent and effective application of diverse assessment methods.

Review of Related Literature

Classroom-based assessment and the utilization of assessment methods are closely interlinked, as teachers’ knowledge directly impacts their ability to implement effective assessment strategies. According to Popham (2011), a solid understanding of classroom-based assessment equips teachers to select and utilize appropriate methods that align with learning objectives and cater to diverse student needs.

Fuchs and Fuchs (2006) emphasize that teachers with greater knowledge of assessment are better able to monitor student progress, adapt instruction, and make data-informed decisions. This aligns with the findings of this study, where respondents’ knowledge significantly influences their utilization of assessment methods.

Moreover, Black and Wiliam (1998) argue that formative assessment practices, which are integral to classroom-based assessment, require a deep understanding of assessment principles. Teachers who possess this knowledge are more likely to use methods such as quizzes, performance tasks, and oral questioning effectively to enhance student learning.

Mitchell (2014) highlights the importance of professional development in building teachers' assessment knowledge and skills. When teachers are trained in the principles and practices of classroom-based assessment, they are better equipped to implement a variety of methods, including self-assessment, peer assessment, and project-based learning, in inclusive settings.

The moderate positive correlation found in this study reflects the critical role of teacher knowledge in shaping assessment practices. As such, continuous professional development and capacity-building initiatives are essential to enhance teachers' competency in classroom-based assessment and their ability to utilize diverse methods effectively.

Chapter 3

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter presents the summary, findings, conclusions, and recommendations based on the results of the study on the utilization of high school teachers' assessment strategies in an inclusive setting.

SUMMARY

The study assessed the utilization of high school teachers' assessment strategies in an inclusive setting at Cordova National High School, covering junior high school and senior high school during the academic year 2013–2014. The findings of this study serve as the basis for the development of a proposed assessment strategies development plan.

The researcher employed a descriptive correlational research design using a qualitative approach to address the primary research question. The study focused on understanding the relationship between teachers' knowledge of classroom-based assessment and their utilization of different assessment methods.

The study examined several components of assessment, including instructional decision-making, educational assessment, progress monitoring, and the identification of special educational needs. Teachers' knowledge and utilization of these components were analyzed to determine their effectiveness in inclusive settings. Data were collected through surveys and analyzed using statistical tools, including correlation analysis, to identify relationships between variables.

FINDINGS

This study's theoretical foundation reveals that inclusive assessment practices require integration of Universal Design for Learning, Constructivist Theory, Socio-Cultural Theory, and Differentiated Instruction. These frameworks collectively support flexible, student-centered assessment approaches that accommodate diverse learning needs in inclusive classrooms.

The legal mandates through Republic Act No. 7277, Republic Act No. 10533, and DepEd Order No. 55 establish clear requirements for implementing inclusive education and adaptive assessment methods in Philippine schools. These laws mandate appropriate accommodations and varied assessment strategies for all learners, particularly those with special educational needs.

Literature review demonstrates that traditional assessment methods often inadequately serve diverse learners, while alternative approaches such as performance-based assessments, portfolios, formative assessments, and technology-assisted evaluations prove more effective in inclusive settings. Research consistently shows a positive relationship between teachers' assessment knowledge and their implementation of diverse assessment strategies.

The demographic profile indicates that teacher characteristics including age, educational background, specialization, and experience influence assessment practices. Teachers demonstrate

varying levels of proficiency across different assessment domains, with particular gaps identified in recognizing and supporting students with special educational needs.

Assessment method utilization patterns show frequent use of traditional methods like quizzes and examinations alongside increasing integration of alternative approaches such as group projects and performance tasks. However, some innovative assessment strategies remain underutilized, indicating areas requiring professional development focus.

CONCLUSION

The examination of assessment strategies in inclusive education demonstrates that effective implementation requires solid theoretical understanding supported by appropriate legal frameworks. Teachers' assessment knowledge directly influences their ability to implement diverse, equitable evaluation methods that serve all learners effectively.

The identified gap in special educational needs recognition represents a critical area requiring targeted intervention. While teachers demonstrate general assessment competency, specialized skills for supporting diverse learners need strengthened development through focused professional training.

The positive relationship between assessment knowledge and varied method utilization confirms that professional competency enhancement leads to improved classroom practices. This connection emphasizes that effective inclusive assessment is not merely technical skill but requires deep understanding of learning processes and student diversity.

The research supports that inclusive assessment practices benefit all students by providing multiple pathways to demonstrate learning. When teachers implement flexible, culturally responsive assessment strategies, educational outcomes improve across the entire classroom community.

This study underscores that creating truly inclusive educational environments requires ongoing professional development, particularly in specialized assessment areas and special education support, to ensure equitable learning opportunities for all students.

RECOMMENDATION

Based on the comprehensive analysis, this study recommends developing and implementing a structured Assessment Strategies Development Plan for Cordova National High School to enhance inclusive education practices.

The development plan should prioritize professional development in identifying and supporting students with special educational needs, addressing the critical knowledge gap revealed in this area. Training should include practical strategies for recognizing diverse learning requirements and implementing appropriate assessment accommodations.

The plan should incorporate systematic training in alternative assessment methodologies, expanding beyond traditional approaches to include performance-based evaluations, portfolio assessments, and technology-enhanced tools. This will provide teachers with comprehensive strategies for evaluating diverse learners effectively.

Ongoing mentoring and collaborative support systems should be established to foster continuous improvement in assessment practices. Regular evaluation and refinement processes will ensure strategies remain current and effective in meeting student needs.

The development plan should promote collaboration among teachers, special education professionals, and curriculum specialists to create comprehensive support for implementing inclusive assessment strategies that enhance learning outcomes for all students.

Chapter 4

OUTPUT OF THE STUDY

Rationale

According to the data, although respondents' understanding of classroom-based assessments is generally "Knowledgeable" (Grand Mean = 3.79), there is one major area of concern: the "Identification of Special Educational Needs" component, which received a rating of "Moderately Knowledgeable" (WM = 3.30). This points to a possible weakness in teachers' capacity to recognize and assist children with a range of learning needs. Furthermore, while educational assessment, progress monitoring, and instructional decision-making were assessed as "Knowledgeable," ongoing development and improvement of assessment techniques are essential for optimizing student learning outcomes.

Thus, the purpose of this development plan is to improve evaluation procedures generally and address the identified area of concern.

Objectives

Professional Development Programs. To conduct targeted training sessions and workshops to improve teachers' knowledge of Identification of Special Educational Needs. These programs should focus on strategies for identifying and supporting students with diverse learning needs.

Diversification of Assessment Methods. To encourage the use of less frequently utilized methods, such as seminars and laboratory work, to provide students with varied opportunities to demonstrate their learning.

Capacity-Building Initiatives. To develop a structured assessment strategies development plan to enhance teachers' competency in classroom-based assessment. This plan should include best practices, case studies, and hands-on activities to reinforce learning.

Use of Inclusive Assessment Practices. To promote the principles of Universal Design for Learning (UDL) to ensure that assessment methods are inclusive and accessible to all students, regardless of their abilities or needs.

Further Research. To conduct follow-up studies to evaluate the effectiveness of implemented training programs and to explore other factors influencing teachers' utilization of assessment methods in inclusive settings.

Scheme of Implementation

The implementation of plan will be carried out in four (4) phases:

Phase 1: Planning and Development (2 months). Two months will be dedicated to a comprehensive planning and development phase. In order to identify precise training needs and resource availability, this phase will concentrate on a thorough needs assessment. In-depth training materials will be developed with a focus on Universal Design for Learning (UDL) concepts, identifying students in special education, and including less common evaluation techniques like lab work and seminars. To supervise this stage, a steering council made up of educators, specialists in special education, and assessment professionals will be formed. This phase's anticipated PHP 70,000 budget covers committee meetings, material development, and needs assessment.

Phase 2: Building Capacity and Training (4 Months). A four-month training and capacity-building program will be put into place after the planning stage. In-depth training sessions on UDL concepts, identifying students in special education, and creating and executing seminars and lab-based tests will all be part of this. To promote knowledge exchange and real-world application, peer-learning workshops and case study discussions will be planned. There will be a creation and dissemination of resource manuals and online courses on inclusive assessment best practices. Additionally, a mentorship program will be put in place to offer continuing assistance.

Phase 3: Continuous Monitoring and Implementation. Educators will be encouraged to incorporate newly acquired assessment strategies into their classroom practices throughout the continuous implementation and monitoring phase. A monitoring mechanism will be put in place to keep tabs on the frequency and efficacy of laboratory-based and seminar-based evaluations. To address issues and offer continuous support, instructors will participate in regular feedback sessions. To assess the effectiveness of the training programs, information on instructor feedback and student results will be gathered.

Phase 4: Evaluation and Research (6 Months Post-Implementation). Six months after the implementation phase, an evaluation and research phase will be conducted. This phase will involve follow-up studies to evaluate the effectiveness of the training programs and assess the impact on student learning. Data on assessment practices and student outcomes will be analyzed to identify areas for improvement. Research findings and best practices will be disseminated through publications and presentations. The assessment strategies development plan will be refined based on these findings.

ASSESSMENT STRATEGIES DEVELOPMENT PLAN

Areas of Concern	Objective	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Targetted Training Sessions and Workshops	To develop skills in: - Individualized education plan (IEP) - Progress monitoring - Universal design for learning (UDL)	Conduct Training Workshop for teachers	School Administrator Teachers	10,000	School MOOE	First Quarter	Crafting of IEPs Application of UDLs		
Diversification of assessment methods	To develop further different strategies in assessment - Assessing reading, writing, and math literacy levels	Conduct Training Workshop for teachers	School Administrator Teachers	10,000	School MOOE	First Quarter	Application of different assessment strategies		
Capacity-Building initiatives	To develop a structured assessment strategies development plan to enhance teachers' competency in classroom-based assessment	Benchmarking of assessment strategies from other schools who have successfully implemented varied strategies	School Administrator Teachers	10,000	School MOOE	First Quarter	Application of best practices observed or learned		

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