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Implementation of Sub-Office Based Quarterly Assessment in Public Elementary Schools

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I. THE PROBLEM AND ITS BACKGROUND

A. Introduction

Education is the primary agent of transformation towards sustainable development. It is the key that unlocks the door to modernization. Furthermore, education is considered the greatest instrument in equipping every individual with the necessary knowledge, information, and skills to become productive citizen. It is also regarded as a very important factor that leads to the success of an individual and the progress of a nation. Thus, educational institutions aim to equip the students with lifelong learning skills so that they may become self-developed persons to meet the challenges of the changing society.

As provided in XIV, Section I of the 1987 Philippine Constitution:

“The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.”

The cited provision stresses that the government gives children equal opportunity to learn and study by providing free access to free education. To succeed, survive, and thrive in the global economy, the younger generation requires high quality education. Philippine educational system has undergone tremendous changes when it comes to the implementation of programs in order to meet the current trends in educational system. In line with globalization is the modernization of all sectors of society.

With this, teachers play a very important role in making the teaching learning process interesting that will really be a contributory factor in arousing the interest of the learners and thereby improving their performance. Thus, the education system as a whole is expected to prepare the younger generation to adapt better in the dynamic society. The goal of education is to create an individual who is capable of doing new things with an inquisitive mind.Learners’ assessment is a critical aspect of the teaching and learning process. It enables teachers to address the current issues in educational assessment and to measure teaching effectiveness with student performance to specific learning objectives. It is important to assess the performance because it provides feedback on what extent students are successfully meeting the course objectives. The assessment process encourages teachers and curriculum planners to think like an assessor before designing specific chapters. It enables teachers to measure the effectiveness of their teaching process and enhances teaching pedagogy in the classroom. The assessment system faces many challenges that need to be understood and addressed for better learning outcomes. The challenges can be related to assessing students, teachers, educational boards, technology, social issues, and ethical issues. Each challenge in the assessment system needs to be adequately analyzed.

In line with this, DepEd Order No. 8, s. 2015, titled "Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program," outlines the framework for classroom assessment in the Philippine basic education system.

“This order emphasizes the importance of both formative and summative assessments in tracking student progress and adjusting instruction. It also details the components of assessment, including written work, performance tasks, and quarterly assessments ”

The order positions classroom assessment as a crucial element in the K-12 program, designed to monitor student learning and adapt teaching strategies. This encourages the use of diverse assessment methods, including written work, performance tasks, and quarterly exams. Performance tasks can include creating products, demonstrating skills, or participating in presentations, research, and simulations. The order details how student progress is recorded and computed, including the weighting of assignments, calculating final grades, and requirements for student promotion or retention.

Hence, the Philippine government together with the Department of Education is doing their best to provide guidance on the assessment of student learning and the grading scheme. Teachers need a lot of techniques and evaluation tools that are needed in order to evaluate learning outcomes of their students. Primarily, teachers find difficulties in assessing the learning outcomes of students in modular distance learning. They make changes in their assessment practices to suit them to the new normal. Indeed, teachers have great concern on the quality of assessment they perform.

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Since assessment is a systematic and logical means of gathering information about what students know and can do, such information may be sourced through observation of students during their learning activities, examining the results of their learning activities or testing their knowledge and skills. The use of assessment is indeed critical in informing and guiding instruction. The use of various assessment tools would help teachers identify which instructional strategies are efficient and appropriate for their learners. Through assessment, the teachers are given feedback to improve their instruction. Therefore, assessment can be used to enhance teaching practices and plans. Undeniably, assessment will always be used as information for students, parents, and administrators. Teachers have the control to assessments for they are familiar with their students, curriculum, content, and current practices. Further, teachers exactly know the aims and goals of the curriculum that guide them in determining aspects that are to be assessed.

The researcher observed that the current process of constructing quarterly examinations presents challenges that may affect the quality, consistency, and efficiency of assessment tools. He has noted possible inconsistencies in examination quality due to different levels of expertise among test constructors across different schools or departments. He wanted to conduct a study that there is a need for a centralized or sub-officebased system that ensures standardization and adherence to curriculum guidelines. Also, it has been observed that there are delays in the preparation and dissemination of examination materials. These delays disrupt the academic calendar and hinder timely assessments. A study could explore whether the proposed sub-officebased system can streamline the process and enhance time management.

Moreover, the researcher believed for the potential for improved collaboration and resource sharing among teachers within a sub-officebased construction of quarter examination. Given these observations, conducting a study is important to evaluate the feasibility, advantages, and potential challenges of implementing a sub-office-based system for constructing quarterly examinations. With the cited observations, the researcher conceived this study to determine the extent of implementation of sub-office based quarterly assessment in selected public elementary schools in Binangonan Sub-Office, Division of Rizal.This research could provide valuable insights to support evidence-based decision-making and ultimately improve the overall quality of education.

B. Setting of the Study

This study was conducted in selected public elementary schools in Binangonan District, Schools Division Office of Rizal.These schools include Binangonan Elementary School, Calumpang Elementary School, Casimiro Ynares Elementary School, Darangan Elementary School, Libid Elementary School, Libis Elementary School, Macamot Elementary School, Mahabang Parang Elementary School, Pilapila Elementary School and Tatala Elementary School. These schools offer complete elementary education from kindergarten to grade six level. Figure 1 shows the location map of the selected schools public elementary schools.

The schools are guided by the Department of education's vision and mission. The Department of Education envisions of dreaming Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

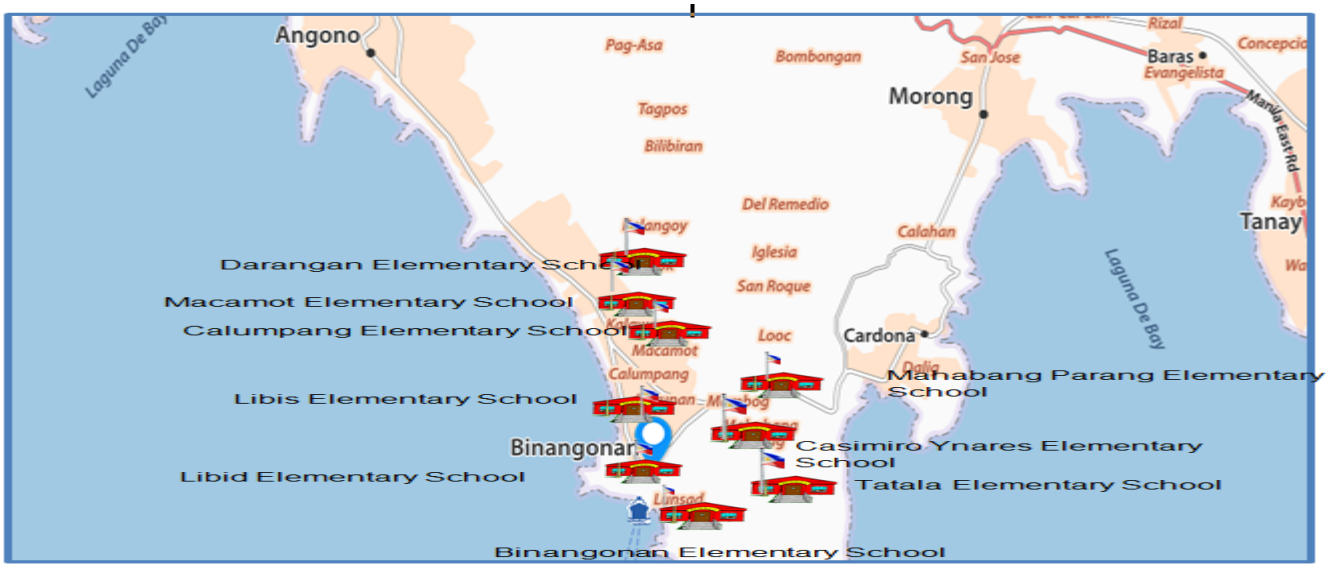


Figure 1
Location Map of the Selected Public Elementary Schools in Binangonan Sub-Office

The mission of the Department of Education is to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where: Students learn in a child-friendly, gender-sensitive, safe, and motivating environment; teachers facilitate learning and constantly nurture every learner; Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen; and Family, enabling and supportive environment for effective learningto happen; and Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

The schools conduct different activities and contests that boost and developed the confidence, critical thinking and moral values of the pupils in such as poster making contest, slogan making contest, declamation. Teachers attend training and seminars that made them well- prepared to improve the behavior and academic performance of learners with special needs.

C. Theoretical Framework

This study was anchored on the Cognitive Development Theory postulated by Piaget as cited in the book of Lucas and Corpuz (2022). He emphasized that the principles of "auto-regulation" or "equilibrium" has an impact on education. He considers the development of intelligence as a sequence of successive "disequilibria" followed by adaptation's leading to new states of equilibrium. In other words, the content of the competencies should be geared towards the mastery of a particular skill or competency, so that the pupils could learn. He suggested that children's intelligence undergoes changes as they grow. Cognitive development is not only related to acquiring knowledge, but children also need to develop a mental model of their surrounding world.

Accordingly, learning is facilitated when the pupil participates completely in the learning process and has control over nature and direction, when it is primarily based upon direct information with practical, social, personal or research problems and when self-evaluation is the principal method of assessing program or success. He cited that significant learning takes place when the subject matter is relevant to the personal interest of the student, that learning which is threatening to the self is more easily assimilated when external threats are minimum and finally self-learning is the most lasting and pervasive.

This theory is related to the study because the very purpose of this study is to determine the implementation of sub-office based quarterly assessment in selected public elementary schools. Teachers need to consider the different competencies and the scope of the examinations they are going to take.Likewise, the assessments tools like quarter examinations given to pupils have positive effects on the pupils. This theory underscores the need for assessments, such as quarterly examinations, to be developmentally appropriate and designed to measure cognitive skills relevant to each stage. A sub-office-based approach to constructing these exams can ensure consistency and alignment with students' cognitive abilities by centralizing expertise and standardizing test materials. This would address the risk of developmentally inappropriate questions, which may arise from decentralized and inconsistent test construction processes.Moreover, Piaget emphasized that learning involves the active construction of knowledge, requiring assessments to measure not only recall but also critical thinking and problem-solving skills.

D. Conceptual Framework

The study was guided by a conceptual model utilizing Coombs' System Approach which is composed of the input, process and output. Figure 2 shows the extent of implementation of sub-office quarterly assessment in selected public elementary schools in Binangonan District.

The first box represents the input of the study which consists of the teachers as respondents of the study and their personal data such as age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. It also includes the extent of implementation of sub-office based quarterly assessment in selected public elementary schools with respect to program structure, process and procedures , resources and equipment and monitoring and evaluation.Moreover, this also includes thechallenges encountered in the implementation of sub-office based quarterly assessment in selected public elementary schools

The second box represents the process which includes the development and validation of the questionnaire-checklist, administration of the questionnaire-checklist, retrieval and tabulation, analysis and interpretation of data. The third box represents the output which is an action plan to enhance the implementationof sub-office quarterly assessment in public elementary schools. The linefrom the output pointing back to the process and input which and input which transmitted the result of the whole process is the feedback which implies that the study is also a continuous process until the expected output is attained.

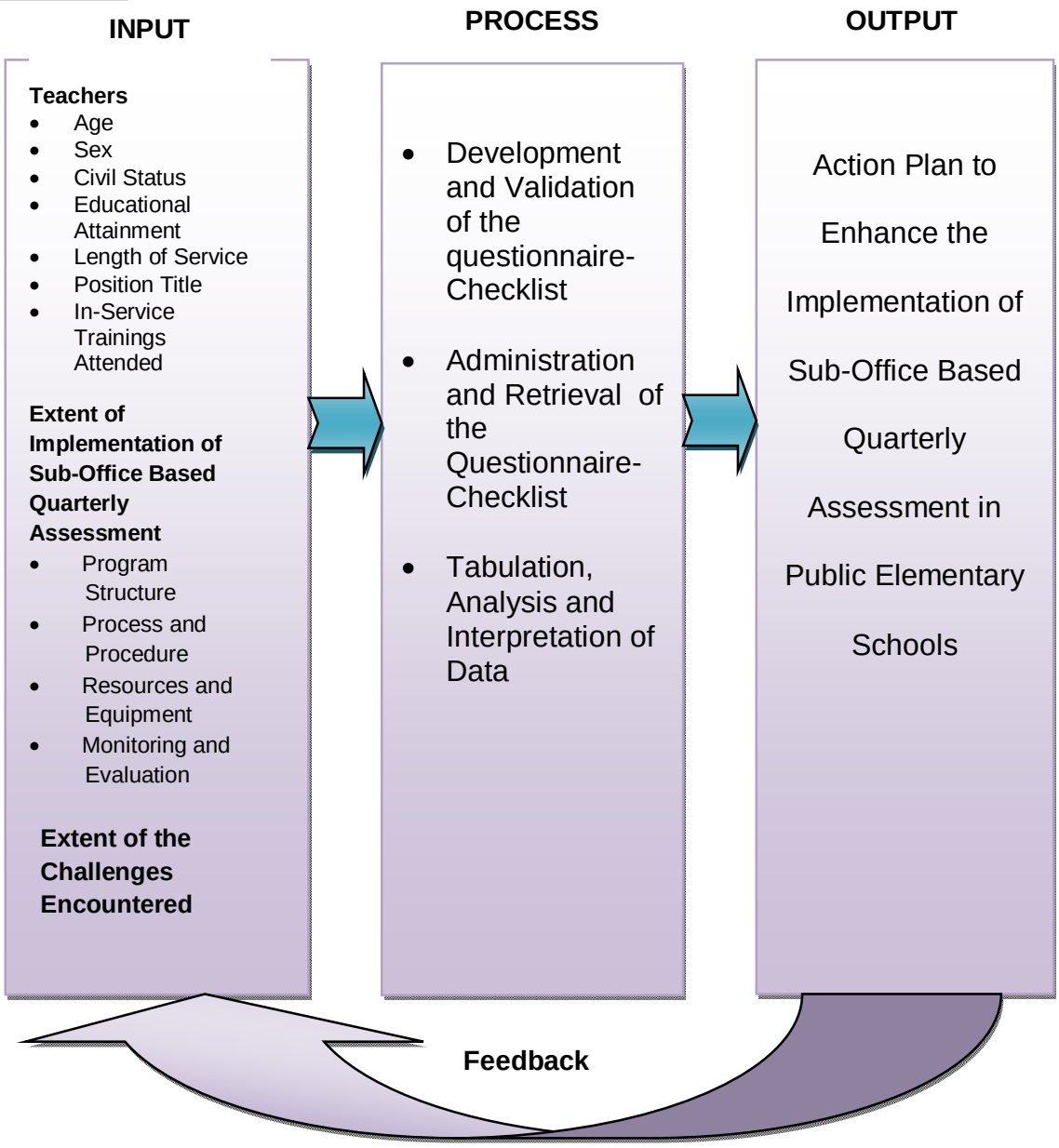


Figure 2
Conceptual Model Showing the Extent of Implementation of Sub-Office Based Quarterly Assessment in Public Elementary Schools

E. Statement of the Problem

This study aims to determine the extent of implementation of sub-office based quarterly assessment in selected public elementary schools in Binangonan District, Schools Division Office of Rizal during the School Year 2024-2025.

Specifically, this study sought answers to the following problems:

1) What is the profile of the respondents in terms of:

- age;
- sex;
- civil status;
- educational attainment;
- length of service;
- position title; and

- in-service trainings attended?

2) What is the extent of implementation of sub-office based quarterly assessment in selected public elementary schools as perceived by the respondents with respect to:

- program structure ;
- process and procedure ;
- resources and equipment; and
- monitoring and evaluation?

3) Is there a significant difference on the perception of the respondents on the extent of implementation of sub-office based quarterly assessment in selected public elementary schools with respect to the cited aspects in terms of their profile?

4) What is the extent of the challenges encountered in the implementation of sub-office based quarterly assessment in selected public elementary schools?

5) What action plan may be proposed to enhance the implementation of sub-office based construction quarterly assessmentin public elementary schools?

F. Hypotheses of the Study

The study tested the null hypotheses stating that there is no significant difference on the perception of the respondents on the extent of implementation of sub-office based quarterly assessment in selected public elementary schools with respect to program structure, process and procedures , resources and equipment and monitoring and evaluation. goals and objectives, management, and monitoring and evaluationin terms of their age, sex, civil status, educational attainment,position title, length of service, and in-service trainings attended.

G. Significance of the Study

The study will be beneficial to the following:

Curriculum Planners. They will benefitfrom the study by gaining insights into how a sub-office-based system can ensure that examinations are aligned with curriculum standards and learning competencies. The study's findings can guide curriculum developers in refining policies and frameworks to improve the assessment process.

School Administrators. The administrators will benefit from this study having a systematic approach to managing the construction and dissemination of examination materials. It can address issues such as delays, inconsistencies, and security breaches, enhancing the efficiency of assessment processes. Administrators can use the findings to implement best practices for resource allocation and collaboration, thereby fostering a more organized and reliable examination system.

Teachers. They will involve themselves actively in the implementation of sub-office based quarterly assessment in selected public elementary schools that will be beneficial to their pupils. Also, teachers can benefit by receiving high-quality, standardized examination materials that reduce the burden of individual test creation.

Pupils. The result of the study would enable the elementary grades pupils to get more interested in implementation of sub-office based quarterly assessment in selected public elementary schools of and this will serve as an opportunity for them to develop their hidden talents and potentials.For pupils, the study promises fair and developmentally appropriate assessments that accurately reflect their knowledge and skills.

Parents. They will be aware of their duties and responsibilities in the education of their children and in guiding their children in the implementation of sub-office based quarterly assessment .Parents will benefit from the study as it ensures that their children are assessed through fair, consistent, and reliable examinations.

Future Researchers. This can be a springboard for other researchers to explore more about the implementation of sub-office based quarterly assessment in selected public elementary schools.

H. Scope and Limitation of the Study

This study aims to determine the extent of implementation of sub-office based quarterly assessment in selected public elementary schools in Binangonan Sub-Office, Division of Rizal during the School Year 2024-2025. These schools include Binangonan Sub-Office, Schools Division Office of Rizal. These schools include Binangonan Elementary School, Calumpang Elementary School, Casimiro Ynares Elementary School, Darangan Elementary School, Libid Elementary School, Libis Elementary School, Macamot Elementary School, Mahabang Parang Elementary School, Pilapila Elementary School and Tatala Elementary School.

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The study considered the total population of teachers in the cited schools as respondents of the study. This consists of 358 teachers. However, only 298 teachers responded .They were described in terms of age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended.

Descriptive survey research design was applied utilizing a researcher -made questionnaire checklist as instrument in gathering the needed data. The said instrument determined the extent of implementation of sub-officebased quarterly assessment in selected public elementary schools with respect to program structure, process and procedure, resources and equipment and monitoring and evaluation. The instrument also determined the extent of the challenges encountered by the respondents in the implementation of sub-office basedquarterly assessment in public elementary schools.

I. Definition of Terms

For better understanding of the study, the following terms are defined operationally:

Civil Status. The term refers to the highest educational degree attained by the respondents.

Educational Attainment. This refers to the highest educational degree attained by the respondents.

Implementation. This refers to the process of putting into action what has been planned in the school like of sub-office based construction of quarter examination in selected public elementary schools.

In-Service Trainings Attended. These refer to the different seminars and conferences attended by the respondents.

Length of Service. This refers to the number of years of teaching experience of the teacher-respondents.

Monitoring and Evaluation. This involves systematically tracking and assessing the effectiveness of assessments throughout their development and implementation. It ensures tests are reliable, valid, and aligned with learning objectives. This process includes gathering data on test performance, identifying areas for improvement, and making necessary adjustments to enhance the quality of the assessment.

Position Title. This refers to the faculty rank of the teacher-respondents such as Teacher I, II, and III and Master Teacher I and II.

Program Structure.This refers to the systematic process of developing a test, encompassing planning, item writing, and evaluation. It involves clearly defining the test's purpose, specifying learning objectives, creating a test blueprint, writing items, and establishing procedures for administration and scoring.

Resources and Equipment . These include materials for creating test items, tools for administration, and facilities for scoring and analysis. Key resources are the content specifications, test items themselves, and scoring guides. Equipment includes items for creating physical tests (like molds, measuring devices) and for digital tests (like computers, specialized software).

Sub-Office Based Quarterly Assessment This refers to the school program that focuses on the creation of assessment tools like summative tests.

II. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter deals with the review of related literature and studies, both foreign and local which are considered significant and relevant to the present study.

A. Foreign Literature

Sosnowski (2020) stated that the purpose of assessment in K-12 education is to inform instruction and track student progress. According to Reading Rockets, a program of the U.S. Department of Education, the four purposes of assessment are: to identify skills that need review, to assess student progress, to develop teacher instruction and to determine the effectiveness of an instructional strategy. Formal reading assessments may be given at the classroom, district, state and national levels. The Iowa Test of Basic Skills may be administered in kindergarten through eighth grades. Topics in reading skills include reading comprehension, vocabulary and word analysis. At varying levels of the assessment, comprehension is tested in terms of individual word understanding, use of context clues and comprehension of literal and inferential interpretations of texts. The reading comprehension portions of the exam are administered in two sections of 25 and 30 minutes each. The Phonological Awareness Test 2 is used in kindergarten through fourth grades. The test assesses a student's understanding of syllables and phonemes as a means of decoding words. Phonemic awareness is tested through subtests on rhyming, manipulation of root words, substitution of phonemes, blending sounds, decoding words and spelling. The test is administered by a reading specialist and includes demonstration of tasks and manipulation of cubes for substitution components. The Gray Oral Reading Test primarily tests reading fluency in students aged six to 18. The GORT 4 focuses on five reading elements to determine fluency: rate of reading, accuracy, a combination of rate and accuracy called fluency, comprehension and overall ability.

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The test includes fourteen reading passages with five comprehension questions following each passage. The Test of Word Reading Efficiency assesses the ability to read sight words and to read non-words formed from common phonemes. The test is administered to people ages six to 24. For each type of assessment, students are asked to read and pronounce as many words or phonemic non-words as possible in 45 seconds. The test can help to assess student ability to read phonemes and can assist in diagnosis of reading disabilities.

As cited by Snyder (2021), educational assessment is a process for obtaining information that can be used for making decisions about students; teachers, curricula, programs, and schools; funding; and other aspects of educational policy. There are numerous audiences and users of information obtained from assessments. For example, parents and caregivers may use test scores to understand how their children's opportunities and achievement compare to other students in the class or school. Teachers may use test scores to determine areas to focus additional and varied instruction. Schools, districts, and states may use test scores to monitor student performance on a more macro level, document and highlight inequities in the system, make graduation and placement decisions, allocate funds, evaluate teachers, and determine professional development needs. The federal government mandates assessments as part of an accountability system to ensure equal educational opportunities for all children. Such accountability takes many forms, including estimates of academic growth and trends over time. Other uses of assessment relate to decisions outside the realm of instruction and curriculum (e.g., home buyers who include test scores at the school and local level to inform purchasing decisions). No single test can serve all of these purposes with requisite validity and reliability. Critically, the intended purposes and uses of a test should be defined and explicitly addressed both at the stages of design and interpretation of results.

According to Rempton (2022), test construction is a multifaceted process encompassing the planning, development, and evaluation of tests used to assess knowledge, skills, or abilities. It involves defining test objectives, creating items, establishing validity and reliability, and ensuring proper administration and scoring. This process is crucial for producing assessments that accurately and meaningfully measure what they are intended to measure. In test construction, objectives and scope must be defined by clearly outlining what the test aims to assess and its intended purpose (e.g., diagnosis, skill evaluation, prediction), Creating test items that are relevant to the defined objectives, using appropriate item formats (e.g., multiple choice, essay), and ensuring they are clear, concise, and unambiguous. Ensuring the test consistently produces similar results under similar conditions (reliability) and that it accurately measures the intended construct (validity). Providing clear instructions for test administration, scoring, and interpretation of results; Ensuring that the test is administered and scored in a consistent and standardized manner across all administrations; and Establishing norms or reference values based on a representative sample, which allows for comparison of individual scores to the larger population. Well-constructed tests are essential for making informed decisions in various contexts, including education, clinical settings, and employment. Accurate and reliable assessment tools ensure that individuals are evaluated fairly and that appropriate interventions or placement decisions can be made based on their demonstrated abilities or knowledge.

Meanwhile, as stated by Vermont (2023), effective test construction involves careful planning, clear item writing, and a focus on validity and reliability. Keystrategies include aligning assessments with learning objectives, using a variety of question types, and ensuring the test is fair and clear. Strategies also involve considerations for test format, item analysis, and even test-taking strategies for students. Test construction strategies include planning and design, item writing and test administration and grading . It should start byclearly outlining what students should know and be able to do after the instruction; developing a table or rubric that maps learning objectives to specific test items and their weight. Selecting question types that align with the learning objectives and assess different levels of cognitive complexity (e.g., multiple choice, essay, short answer, performance-based); Deciding on the overall structure of the test (e.g., timed, untimed) and ensure it's appropriately challenging and feasible for the allotted time. In writing test items, use simple, unambiguous language, avoiding jargon, technical terms, and double negatives. Ensure each test item directly assesses a specific learning objective. For multiple-choice questions, make distractors plausible and based on common misconceptions or errors. Avoid Clues and cueing. Use a mix of question formats to assess different aspects of learning and engage students. Conduct item analysis after the test to identify poorly performing questions and areas for improvement.

Denworth (2022) noted that test construction offers several benefits, including determining student learning, identifying areas needing review, assessing individual differences, evaluating student progress, and gauging teaching effectiveness. Well-constructed tests also encourage studying, improve knowledge organization and retention, and help monitor learning. Tests help assess whether students have grasped the intended learning outcomes of a course or unit. By analyzing student performance on specific test items, teachers can pinpoint areas where students are struggling and need additional support. Tests can indicate whether the teaching methods and materials are effectively facilitating learning. The knowledge that a test will be administered motivates students to engage with the material and study more effectively. Testing, especially through retrieval practice, helps students better organize and integrate new information into their existing knowledge structures.

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The act of retrieving information during a test can strengthen memory traces and improve long-term retention. Test results can be used to provide feedback to students about their learning and to adjust teaching strategies. Tests can assess the extent to which students have mastered specific concepts, skills, or knowledge outcomes. Students become more aware of their own learning processes and knowledge when they have to retrieve information and apply it to test items.Tests provide a structured way to track student learning over time and document their progress. Well-constructed tests, especially those with objective items like multiple choice, can be scored more reliably and fairly than subjective assessments. Tests can be designed to be a positive learning experience, encouraging students to engage with the material and see their progress.

As cited by Hunter (2022), Monitoring and evaluation (M&E) in test construction involves systematically tracking and assessing the effectiveness of assessments throughout their development and implementation. It ensures tests are reliable, valid, and aligned with learning objectives. This process includes gathering data on test performance, identifying areas for improvement, and making necessary adjustments to enhance the quality of the assessment. To track the progress of test development and implementation, identify potential issues early on, and ensure the test is on track to meet its objectives. The activities includeCollecting data on test item performance (e.g., difficulty, discrimination), Monitoring test administration procedures to ensure consistency. Tracking participant engagement and feedback and Gathering data on test security and integrity. The purpose of evaluation is to assess the overall effectiveness and impact of the test, including its validity, reliability, and alignment with learning objectives. The activities include Analyzing test data to evaluate its psychometric properties (reliability, validity).; Assessing the test's alignment with curriculum standards and learning objectives; Gathering feedback from stakeholders (e.g., students, teachers) on the test's usability and impact and Evaluating the effectiveness of the test in measuring student learning.

According to Luther (2022), program structure in test construction refers to the systematic process of developing a test, encompassing planning, item writing, and evaluation. It involves clearly defining the test's purpose, specifying learning objectives, creating a test blueprint, writing items, and establishing procedures for administration and scoring. The following should be considered.Determine what the test is intended to measure and the specific content areas it will cover. Identify the specific knowledge, skills, and abilities that the test will assess. Create a test blueprint which outlines the content areas, cognitive levels, and number of items allocated to each area. Decide on the types of questions that will be used (e.g., multiple-choice, essay, short answer) based on the objectives and content. Consider whether the test will be paper-based or digital, and how it will be administered.Ensure that each item focuses on a single concept or skill and is worded in a clear and concise manner. Provide a range of plausible options for multiple-choice questions, and ensure that answer keys are accurate. Adhere to principles of effective item writing, such as avoiding grammatical clues, ambiguous language, and overly difficult wording.

B. Local Literature

Gallardo (2020) stated that assessment of learning is a process of collecting information on the learning accomplished by a student and in interpreting this information. It will be used to make a judgement and to make the best decisions possible about the student's level of achievement and the quality of the teaching.

The measurement of student learning through assessment is important because it provides useful feedback to both instructors and students about the extent to which students are successfully meeting course learning objectives. Assessment is so vital in their pedagogical design that their approach “encourages teachers and curriculum planners to first ‘think like an assessor’ before designing specific units and lessons, and thus to consider up front how they will determine if students have attained the desired understandings.

According to Hidalgo (2021), assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. There are different types of assessments used in Philippine education and some of commonly used are the following: Formative Assessment ; Summative Assessment ; Performance Assessment and Portfolio Assessment These types of assessment differ from one another. Formative Assessment are usually not scored or graded as it is being administered every end of the lesson commonly in a five-items multiple choice type of test in order to assess if the learners understand the lesson. Summative Assessment is used to evaluate learners’ understanding and learning in a specific period of time. It can be done weekly as a form of a Quiz, at the end of the unit lessons in a form of a Unit test, and at the end of the Quarter in a form of the Quarterly examination. Performance Assessment is used to let the learners complete a particular task about the lesson using their skills that will manifest their multiple intelligences. This type of assessment includes: making experiments, singing, making poetry, answering a graphic organizer, making dramatizations and more. It is also called “authentic assessments” since they are considered by some educators to be more accurate and meaningful evaluations of learning achievement than traditional tests.

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It lets the learners to work collaboratively with their classmates and peers to achieve a common goal based on the tasks. The grading in this type of assessment is done using a performance scoring rubric to evaluate whether the work produced by students shows that they have learned what they were expected to learn. Portfolio-Based Assessment is a collection of academic works which includes: poems, results of experiments, creative works like drawings, clay sculptures, artworks, handicrafts and writing samples. Portfolio-based assessments are often used to evaluate a "body of knowledge" which is the acquisition of diverse knowledge and skills over a period of time. Portfolio materials are usually collected physically and are often evaluated to determine whether students have met required learning standards.

Amoranto (2022) emphasized that in test construction, resources and equipment include materials for creating test items, tools for administration, and facilities for scoring and analysis. Key resources are the content specifications, test items themselves, and scoring guides. Equipment includes items for creating physical tests (like molds, measuring devices) and for digital tests (like computers, specialized software). Resources include Content Specifications:These outline the specific knowledge, skills, and abilities that the test aims to assess. They guide the development of test items that accurately reflect the intended content; Test Items:These are the questions, tasks, or prompts that make up the test. They can be multiple-choice, essay, performance-based, etc., and should be aligned with the content specifications and chosen assessment method[Scoring Guides:These provide clear guidelines for evaluating test responses. They can include answer keys for objective items, rubrics for subjective items, and procedures for calculating scores; Test Administration Procedures:These outline how the test should be administered, including instructions for examinees, time limits, and proctoring guidelines; Data Analysis Tools:These are used to analyze test results and provide information about test validity, reliability, and fairness. Equipment includes Writing and Marking Tools: Pencils, pens, erasers, highlighters. Measuring Devices: Rulers, calipers, protractors. Materials for Creating Physical Items: Paper, cardboard, modeling clay, etc. Testing Spaces: Rooms with appropriate lighting, tables, and chairs. For Digital Tests:Computers and Tablets: For creating, administering, and taking tests. Specialized Software: Test authoring tools, online testing platforms, data analysis software. Accessibility Tools: Assistive technology for individuals with disabilities. For Scoring and Analysis:Scanners: For digitizing paper-based tests. Data Analysis Software: For calculating scores, generating reports, and conducting statistical analyses. Printing and Copying Equipment: For producing test materials and scoring documents.

Furthermore, according to Federizo (2023), the program structure of test construction generally follows a multi-stage process, from planning to administration and evaluation. It involves defining the test's purpose, outlining content, creating items, ensuring validity and reliability, and finally, administering and scoring the test. The process also includes analyzing item performance, revising the test, and interpreting results. Monitoring and evaluation (M&E) in test construction is crucial for ensuring the quality and effectiveness of assessments used in education. This process involves tracking the development, administration, and results of tests to identify areas for improvement and make necessary adjustments. M&E ensures that tests accurately reflect the curriculum and learning objectives, aligning with established standards. Test Development Process includes the planning, item writing, item analysis, and selection of reliable and valid test items. Monitoring the administration of tests to ensure standardized conditions and fair testing practices. Evaluating the results of tests to identify patterns, trends, and areas where students may be struggling. Using the findings from M&E to provide feedback to teachers and make adjustments to test construction and administration practices. Ensuring tests are standardized, reliable, and valid, meaning they measure what they are intended to measure and provide consistent results. M&E provides a mechanism for holding educators accountable for the quality of their assessments and promoting transparency in the assessment process. By implementing robust monitoring and evaluation practices, the Philippines can ensure that its assessment system is fair, accurate, and effective in supporting student learning and achievement.

Durante (2022) mentioned that in the Philippines, quarterly examinations are standard assessments administered at the end of each academic quarter to gauge student learning. These exams are a key component of the K to 12 Basic Education Program, as outlined in DepEd Order No. 8, s. 2015. The results are used to compute student grades and provide insights into their understanding of the quarter's lessons. Quarterly examinations are conducted four times throughout the school year, typically at the end of each academic quarter. They serve to evaluate students' knowledge, understanding, and skills acquired during the quarter. The results of these summative assessments are a significant factor in determining students' overall grades. Students typically dedicate significant time and effort to prepare for these exams, often studying diligently to achieve good scores. These exams motivate students to study and aim for high marks, and they can also foster a sense of camaraderie among students as they study together. Furthermore, a quarterly test, also known as a periodic exam, is an assessment administered at the end of each academic quarter to evaluate students' understanding and progress in their coursework. These tests are a common practice in many educational institutions to gauge academic performance, track learning outcomes, and identify areas for improvement. Quarterly tests provide a comprehensive overview of a student's grasp of the material covered during the quarter.

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The results of these assessments can inform teachers' instructional strategies and help them tailor their approach to better meet students' needs. By analyzing the test results, teachers can pinpoint areas where students excel and areas where they may require additional support. Quarterly tests offer valuable feedback to both students and educators, allowing for adjustments in learning and teaching methods.

C. Foreign Studies

Kissi et al. (2023) explored the relationship between multiple choice test construction competence and the quality of multiple-choice tests among senior high school teachers in Ghana. In all, 157 teachers were selected from four senior high schools in the Kwahu-South District. Participants responded to self-designed questionnaire developed to assess teachers' multiple-choice items construction competencies. A three-factor structure emanated from the exploratory factor analysis on teachers' multiple choice test construction competence—content validity, item "options" handling, and test items assembling.

Teachers in this study perceived more competence in ensuring content validity, followed by test item assembling, and handling of "options" (that is, alternatives) of the test items. The study also found serious problems with copies of multiple-choice items teachers have constructed for the students. Findings from this study provide unique and compelling evidence regarding teachers' perceived test construction competence and analysis of their multiple-choice tests.

The cited study is related to the present study since both are concerned with test construction. Both studies considered teachers as respondents and applied descriptive method of research.

Sewagegn (2021) investigated teachers' assessment methods and the challenges they encounter in assessing learning in an Ethiopian university. A convergent parallel mixed-method research design was used. A total of 166 from 210 sample teachers completed and returned the questionnaire. Moreover, six heads of departments and six teachers were selected for the interview. The results indicate that teachers largely depend on written assessment methods against innovative/alternative methods that would have been used to uncover students' creativity and proficiency in their study areas. However, teachers encounter challenges as they attempt unfamiliar (but innovative) assessment methods.

The study reveals that making the students creative and proficient in their study areas is simply untenable if teachers continue to utilize current assessment practices. This study acknowledges the contribution of effective assessment to making the students proficient in their study area. Implications of the current assessment practices are discussed and consequently, recommendations for the enactment of innovative/alternative methods are made.

The reviewed study and the present study are similar since both dealt with assessment. However, the study was conducted in a university while the present study was conducted in public elementary schools.

Oyinloye and Imenda (2021) investigated the impact of 'assessment for learning' on learner performance in Life Science. Simple random sampling was used to select four schools from the King Cetshwayo District of KwaZulu Natal Province, South Africa, to participate in the study. A quasi-experimental, pretest-posttest comparison group design was used, involving four schools - two forming the 'treatment condition' while the other two served as the 'comparison group'. Altogether, 160 grade eleven learners participated in the study. Two teachers were trained to use assessment for learning (AfL) as an instructional approach, while the two teachers of the comparison group used their usual instructional approaches. Data were analysed using SPSS (V23) and the statistical technique used was the 2-factor ANOVA with repeated measures. The result revealed that learners following an AfL instructional approach performed statistically higher that those following normal classroom instruction. This result is discussed, and recommendations made in respect of both classroom practice and further research. The findings of this study had implications for policy, further research as well as instructional and assessment approaches to be used in the teaching of Life Science in the South African education system.

The results of this study suggest that AfL holds a lot of promise for effective teaching and learning. This approach does not require any extra tools or equipment to those already available to most teachers. What is needed is mainly a recognition of the importance of making both learning intentions and learning outcomes clear to learners, getting and giving appropriate feedback on the learning activities, having learners assist each other and making them own the learning process. Therefore, the authors wish to encourage teachers to embrace the principles of AFL, as articulated in the model used in this study and elsewhere, and implement AFL strategies in their classrooms. A similar recommendation goes to curriculum designers and subject advisors to consider the AFL strategies very seriously so that a systemic change can occur within the school system as a whole towards a better understanding of formative assessment, generally, and AFL in particular. The authors are convinced that the efforts that schools will make to embrace a better use of formative assessment, including AFL, will be justified by subsequent learner achievements.

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Finally, as far as the researchers are aware, at the time of this study, there were no other similar studies already carried out in South Africa – and perhaps very few in Africa as a whole.

The cited study has relevance to the present study since both studies dealt with assessment. However, the cited study applied experimental method of research while the present study applied descriptive method of research.

Aracena (2024) aimed to evaluate the effectiveness of quarterly assessments administered quarterly to students in a large school district in the northeastern United States and their impact on students' subject-specific corresponding Regents Examination Scores. The study aims to determine if a correlational relationship exists between the independent variable, students' scores on quarterly assessments, and the effect on the dependent variable, students' scores on the English Language Arts Regents examination. The conceptual framework supports this research, whereas a model represe Both studies are descriptive in nature.nts the theory that the independent variable impacts the dependent variable. This research is grounded in a critique of the practices and structural implementation of "highstakes testing" as required by the Federal Law No Child Left Behind and the research done by Peter Taubman. This study is essential in ascertaining whether the implementation of quarterly assessments as a protocol within a school district is preparing students for the expectations of their high-stakes Regents Examinations. Student assessment scores and data were collected from 50 students from the 2021-2022academic year.

The insights from this study ultimately illustrated a positive correlational relationship between the student's scores on the quarterly assessments and their scores on the English Language Arts Regents. There is sufficient evidence in the data that suggests that students whose scores increase on the quarterly examinations over time (Q1, Q2) are likely to obtain a higher Regents Examination score. It further highlighted that SPSS was used to analyze the assessment data and displayed scatterplot and frequency histograms. This study addresses a gap within the literature, precisely the gap within the practice of utilizing quarterly assessments, either subject-wide or school-wide and their effectiveness in preparing students for their required state and local assessments. The results of this study suggest that educators conduct similar studies with similar assessment scores across various subject areas to reaffirm the data gathered because of this study.

The cited study is in relation to the present study since both studies focused on the implementation of quarterly assessments employed to learners to improve their performance. Both studies applied descriptive method of research.

Soifah et al., (2020) investigated teachers' practices and challenges in portfolio assessment. The portfolio becomes an attractive alternative way of increasing students' writing skills. The study involved four English teachers who had more than five-year experiences in one of the private schools in the Yogyakarta region. A semi-structured interview and document analysis were conducted with three aims. Firstly, the study explains how English teachers perceived portfolio assessment. Secondly, it describes how English teachers implemented portfolio assessment; and the last, it illustrates the difficulties the English teachers faced in implementing the assessment. From the process of a case study conducted, the writer revealed that the teachers had positive perceptions toward portfolio assessment. They used portfolio assessment since the Indonesian Ministry of Education and Culture implemented the 2013 Curriculum. The implementation of portfolio assessment was reflected in their lesson plans. The lesson plan covered key competences, key competences, stages of learning and learning, and assessment, including portfolio assessment. When applying portfolio assessment to teaching and learning activities, teachers followed several steps in creating a portfolio. English teachers also encountered some difficulties in carrying out the assessment. The faculty faced assessment challenges requiring time-consuming, reliable scoring and the development of assessment criteria.

The mentioned study is related to the present study because it focused on assessment which is also the concern of the present study .They differ since the cited study is on the teaching of English while the present study is on construction of quarterly examination.

D. Local Studies

Clores (2020) found out that increasingly, education in all levels in many institutions moves toward societal accountability mechanisms through reforms in assessment practices. Unless a teacher's assessment literacy is understood, how assessment practices influence students' study strategies and learning processes remains a phenomenon. This study investigated the level of assessment literacy among junior high school level (Grade 7-10) teachers (n=241) in the Philippines. It also examined how teachers' attributes affect their level of assessment literacy. The 35-item assessment literacy inventory and Item Facility (IF) index were used. General Linear Model (GLM) was done to predict teacher's literacy level. Results showed that overall, the Grade 7-10 teachers have a "midlevel" literacy in assessment (M ± SEM = 17.15 ± 0.24). Teachers are most literate on "Developing assessment methods" while they are least literate on "Communicating assessment results." Teachers desire to develop innovative forms of assessments for formative and summative classroom purposes but deterrence on communicating results of assessment to the students and parents suggest an uneven intention and conception of assessment for school accountability purposes.

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The Humanities, Arts and Social Sciences teachers were outperformed by the Mathematics and Science teachers based on their scores in the test. Mathematics and Science teachers are more literate in assessment than the other teachers. Among the categorical predictors, only the teacher's content area could predict the teachers' assessment literacy level. The findings point to teachers' mixed understanding that assessment of student learning is an essential component of an effective educational accountability system.

The reviewed study is similar with the present study since both dealt with the assessment given by teachers to their pupils. Moreover, both studies used teachers as respondents. Likewise, both studies used descriptive research method

Cahapay (2020) analyzed the assessment practices in a Teacher Education Institution (TEI)in the Philippines during the Coronavirus Disease 2019 (COVID-19) crisis. The results showed that assessment practices were contextually reshaped as classes were suspended at the time when assessment evidence cannot be computed; limited internet connectivity posed logistical issues to move to online assessment; and institutional tradition of maintaining quality draws a major concern. As a consequence, changes were evident in the grading component solely focusing on student attendance; grading system shifting to descriptive binary; requirements for laboratory and research works significantly modified; and exclusion of grades earned in the current semester from the computation of grade point average. Drawing lessons from this case study, it is recommended that in reshaping assessment practices in this time, different contexts must be cogently considered, so that reasonable changes will be better understood.

Consequently, changes were observed in the grading components which used to be multiple and have now become single, focusing on student attendance. The grading system has likewise shifted from numerical to descriptive binary. On the other hand, the requirements to complete laboratory and research work have been significantly modified. It was also decided that grades earned during the current semester would not be included in the computation of grade point average. With this conclusion, this work presents practical significance that supports innovations in assessment practices as far as the current crisis is concerned. This work focused on a single instrumental case. Hence, it is suggested that further related studies should be done in other fields and levels of education. It also heavily relied on documents and professional observations. As such, multiple sources of data such as interviews should be considered in future work. Furthermore, when examining assessment practices in the light of the COVID-19 crisis or other significant events, it is generally recommended that distinctive contexts must be cogently considered, so that reasonable changes will be better understood.

The reviewed study is related to the present study because both studies dealt on the assessment practices in the school setting. However, the reviewed study used college students while the present study used public elementary school teachers.

The study of Tesorio and Canizares (2021) explored the assessment conceptions of secondary science teachers focusing on the promotion of student learning. Mixed method design obtained the assessment conceptions of the teachers. This study was conducted in 30, privately and government-owned schools in two western locations in the province of Cebu, Philippines. A survey questionnaire was administered to 125 secondary science teachers (determined through complete enumeration) with a return rate of 82.4% where descriptive statistics for data analysis was used. A focused group discussion (FGD) was conducted to eight selected secondary science teachers and thematic analysis was done to corroborate the survey results. The study showed that secondary science teachers "strongly" possess assessment conception pertaining to improvement of student learning, diagnosis of student abilities and improvement of teaching while they "mostly" agree on the conception regarding the accountability of students.

The participants believed that assessment may be used in determining and forwarding students' learning and improving teachers' instruction more than its summative purposes. The FGD further found peculiar assessment conceptions that can be accounted to the assessment policy guidelines of the new K to 12 curriculum. It is recommended that further study can be done in determining the teacher assessment conceptions using all of the four constructs in the subsequent discussion. Likewise, an investigation as to how these conceptions are manifested in the actual classroom practices can provide clearer information concerning the professional assessment competence of the teacher.

The mentioned study and the present study are similar since both dealt with the teacher's assessment for the school learners. However, the reviewed study used mixed method design while the present study used descriptive research method.

Gantalao et al. (2020) aimed to analyze the Division Unified Testing Program (DUTP) Results of the Grade-VI pupils in Banaybanay Elementary School in English, Science, and Mathematics. The descriptive-correlational design was used in this study. The researcher utilized index of difficulty, percentage, mean, and Pearson Product Moment Coefficient of Correlation. The study revealed that majority of the pupils are female. The pupils' first grading period performance in English is in the "developing" level and in the "approaching proficiency" level for both Science and Mathematics. It further showed that the pupils' DUTP performance in English and in Science is in the "developing" level and in "approaching proficiency" level in Mathematics.

Moreover, the following proportions of items in the DUTP examinations were found to be difficult: one-fourth of the items in English, more than half of the items in Mathematics, and almost half of the items in Science. Furthermore, there was a "high" relationship between the first grading and DUTP performance of the pupils in English as well as in Science. A "marked" relationship was also noted in Mathematics. Lastly, a substantial difference was revealed between the performance of the male and female pupils in the following areas: English and Science in the first grading period; and English in the DUTP examination in favor of the female pupils.

The study has the following recommendations: Since the pupils were in the "developing" level in English (both in the first grading and DUTP performance), the teachers should consider the item analysis results. Items that were classified as difficult should be stressed more in classroom discussion; Inasmuch as there were numerous difficult items in Mathematics and Science during the DUTP examination, a well-planned tutorial session should be organized by the teachers. This activity should be done a month before the said examination.; The male pupils should be encouraged to participate more in classroom discussion. During class activities, they should be paired with female pupils who excel in class. ; The supervisors should ensure that the items included in the DUTP examination go through an item analysis.

The reviewed study is in connection to the present study since both studies focused on having unified testing program implemented in public elementary schools which is considered to be related in the construction of quarter examination.

Raganit (2021) focused on the comparative analysis on the Mean Percentage Scores (MPS) results of senior high school classes for Quarters I, II, and III was a good practice that can be emulated by educators in order to give meaning to the data. MPS is not for compilation only. It must be used for decision making in lesson delivery enhancements, learning resources utilization and school improvement plan and adjustment. The design used was descriptive research. This is a comparative analysis of the results of Quarterly Assessments of senior high school classes in a public school in Leyte with the sample of five sections determined by stratified sampling technique.

Data were analyzed using Mean, standard deviation, dependent sample t-test, independent sample t-test, two-way Analysis of Variance (ANOVA) and thematic analysis of interviews of subject teachers. Descriptive study is scientific research that methodically deals with a certain region or population and characterizes an occurrence, phenomenon, or fact (Modato, 2017). Based from interviews and document analysis, extracurricular activities, socio-cultural involvements, the difficulty of learning competences, and examination schedules and the school calendar in general all had an influence on students' performance. In addition, test structures, test layout, and clear directions and instructions have an impact on test results.

The study of Raganit is in relation to the present study since both studies focused on the performance of students to be reflected on their quarterly examinations.

The reviewed literature and studies are deemed significant to the present study since related ideas on assessment, test construction, quarterly examination and other related variables are discussed which contributed in the development of the different phases of the study. Furthermore, the ideas and findings of the reviewed literature and studies were used in strengthening the findings and implications of the present study.

III. METHODOLOGY AND SOURCES OF DATA

This chapter discusses the research design, respondents of the study, instrumentation, validation of instrument, procedure of the study and statistical treatment of data.

A. Research Design

This study applied the descriptive type of research utilizing a questionnaire as the tool in gathering of pertinent data. Descriptive methodaccording to Zulueta (2020), aims to describe a population, situation or phenomenon accurately and systematically. It can answer what, where, when and how questions, but not why questions.A descriptive research design can use a wide variety of research methods to investigate one or more variables. Unlike in experimental research, the researcher does not control or manipulate any of the variables, but only observes and measures them.

Specifically, descriptive survey research design was applied. The researcher believed that is the most appropriate method since the study aims to determine theextent of implementation of sub-office based quarterly assessment in selected public elementary schools in Binangonan District.

B. Respondents of the Study

The study considered the total population of 358 teachers in selected public elementary schools in Binangonan District. However, only 298 teachers responded. They were described in terms of theirage, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended.

Table 1 shows the distribution of respondents by school.

Table 1
Distribution of the Respondents by School

Schools	Population	Sample
Binangonan Elementary School	63	50
Calumpang Elementary School	50	42
Casimiro Ynares Elementary School	37	34
Darangan Elementary School	64	52
Libid Elementary School	8	8
Libis Elementary School	28	22
Macamot Elementary School	49	40
Mahabang Parang Elementary School	11	10
Pila-pila Elementary School	37	30
Tatala Elementary School	11	10
Total	358	298

C. Instrumentation

A researcher-made questionnaire-checklist was used to gather the needed data. Part I of the questionnaire-checklist dealt with the personal profile of the respondents in terms of age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended.Part II of the questionnaire-checklist focused onthe extent of implementation of sub-office based quarterly assessment in selected public elementary schools with respect to program structure, process and procedure, resources and equipment and monitoring and evaluation. Each aspect consists of 10 items with a total of 40 items.

The respondents were asked to answer the questionnaire-checklist using the given scale as follows:

Scale	Range	Verbal Interpretation
5	4.50 – 5.00	Very Much Implemented
4	3.50 – 4.49	Much Implemented
3	2.50 – 3.49	Moderately Implemented
2	1.50 – 2.49	Less Implemented
1	1.00 – 1.49	Least Implemented

Part III deals on the extent of the challenges encountered in the implementation ofsub-office based quarterly assessment.This consists of 10 items.The following scale was used.

Scale	Range	Verbal Interpretation
5	4.50 – 5.00	Always Encountered
4	3.50 – 4.49	OftenEncountered
3	2.50 – 3.49	SometimesEncountered
2	1.50 – 2.49	SeldomEncountered
1	1.00 – 1.49	NeverEncountered

D. Validation of the Instrument

The researcher-made questionnaire-checklist was content validated by persons knowledgeable in the field of research and education. This was shown to professorial lecturers, thesis adviser, statistician and dean of graduate studies program for their comments and suggestions. Their recommendations were considered in the finalization of the research instrument.

E. Procedure of the Study

The study followed the Gantt Chart of Activities in the conduct of the study. This includes the formulation of research problem up to the revision of the manuscript and submission of the final copy. Permission to conduct the study was obtained from the Office of the Schools Division Superintendent. After the validation of the instrument, the questionnaire-checklist was administered to the respondentsusing Google Survey Forms. The researcher was also guided by the Data Privacy Act.

After the retrieval, the data wereencoded and processedusing the Statistical Package in Social Sciences(SPSS). Data were analyzed and interpreted based on the sub problems. Summary of findings, conclusions and recommendations were formulated. After the oral defense, the manuscript was revised considering the comments and suggestions of the Oral Examination Committee. The manuscript was also subjected to anti-plagiarism process at the statistical center. After finalization, hardbound copies were submitted to the office of the Graduate Studies Program and other offices.

F. Statistical Treatment of Data

For the analysis and interpretation of data, the following statistical tools were considered.

To determine profile of the respondents in terms of the selected variables, frequency , percentage and rank distribution were used.

To determine the extent of implementation of sub-office based quarterly assessment in selected public elementary schools as perceived by the respondents with respect tothe different aspects, weighted mean was used.

To determine the significant difference on the extent of implementation of sub-office based quarterly assessment in selected public elementary schools as perceived by the respondents with respect to the different aspects in terms of their profile, one-way analysis of variance was used.

To determine the extent of the challenges encountered in the implementation of sub-office based quarterly assessment in selected public elementary schools, weighted mean was applied.

IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results, analysis and interpretation of data based on the sub problems of the study.

1) Profile of the Respondents in Terms of the Selected Variables

Table 2 presents the profile of the respondents in terms of the selected variables.

As shown in the table, out of 298 respondents, 37.2% are 31-40 years old, 30.9% are 41-50 years old, 16.1% are 51 years old and above while 15.8% are 21-30 years old. In terms of sex, 82.6% are female while 17.4% are male. With regards to civil status, 67.1% are married while 1% are separated/annulled. In terms of their educational attainment, 38.9% are still having their bachelor's degree while 6.4% have their units in the doctorate degree. As to their length of service, 29.9% have been in the service for 5-9 years while only 5.7% have been in the service for 25 years and above. In terms of their position title, 56.7% are still with Teacher I position while 6.4% are Master Teacher I. As to their in-service trainings attended, 28.2% of them have division level training while 11.7% have attended national level training

Table 2
Frequency and Percentage Distribution of the Respondents
in Terms of the Selected Variables

Age	Frequency	Percent	Rank
51 years old and above	48	16.1	3
41 – 50 years old	92	30.9	2
31 – 40 years old	111	37.2	1
21 – 30 years old	47	15.8	4
Total	298	100	
Sex			
Male	52	17.4	2
Female	246	82.6	1
Total	298	100	
Civil Status			
Single	84	28.2	2

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Married	200	67.1	1
Separated/Annulled	3	1.0	4
Widow/Widower	11	3.7	3
Total	298	100	
Educational Attainment			
Doctorate Degree	5	1.7	5
With Doctorate Degree	14	4.7	4
Master's degree	95	31.9	2
With MA units	68	22.8	3
Bachelor's Degree	116	38.9	1
Total	298	100	
Length of Service			
25 years and above	17	5.7	6
20 – 24 years	36	12.1	5
15 – 19 years	44	14.8	3
10-14 years	70	23.5	2
5 – 9 years	89	29.9	1
Below 4 years	41	14.1	4
Total	298	100	
Position Title			
Master Teacher I	19	6.4	4
Teacher III	78	26.2	2
Teacher II	32	10.7	3
Teacher I	169	56.7	1
Total	298	100	
In-Service Trainings Attended			
National	35	11.7	5
Regional	62	20.8	3
Division	84	28.2	1
District	43	14.4	4
School	74	24.8	2
Total	298	100	

2) Extent of Implementation of Sub-office Based Quarterly Assessment as Perceived by the Respondents With Respect to the Different Aspects

Table 3presents theextent of implementation of sub-office based quarterly assessment as perceived by the respondents with respect to program structure

Table 3
Extent of Implementation of Sub-office Based Quarterly Assessment as Perceived by the Respondents With Respect to Program Structure

Program Structure In the construction of sub-office based quarterly assessment…	$W\bar{X}$	Verbal Interpretation	Rank
1.the test's intended use, target audience, and the skills or knowledge it aims to assess are clearly specified.	4.43	Much Implemented	1
2.specific objectives and learning outcomes to be measured are identified.	3.39	Moderately Implemented	8
3.a table of specification that outlines the content areas,	3.78	Much Implemented	2

cognitive levels, and the proportion of questions allocated to each is created.			
4.the table of specification serves as a blueprint for item construction, ensuring comprehensive coverage of the topic and appropriate difficulty levels.	3.44	Moderately Implemented	7
5.test items that are aligned with the table of specifications and objectives are developed.	3.45	Moderately Implemented	6
6.various item types like multiple-choice, short-answer, or essay questions, depending on the assessment goals are considered.	3.22	Moderately Implemented	10
7. items that are clear, unambiguous, and free from bias are ensured.	3.77	Much Implemented	3.5
8.test items are subjected to expert review to ensure validity, reliability, and fairness	3.77	Much Implemented	3.5
9.test items are revised and refined based on feedback and analysis.	3.23	Moderately Implemented	9
10.clear instructions for administering the test to ensure consistency and fairness are provided.	3.65	Much Implemented	5
Overall $W\bar{X}$	3.61	Much Implemented	

As presented in the table, with respect to program structure, the overall weighted mean obtained is 3.61 , interpreted as much implemented. First in rank is “In the construction of sub-office based quarterly assessment the test's intended use, target audience, and the skills or knowledge it aims to assess are clearly specified.” with a weighted mean of 4.43 , interpreted as much implemented and last in rank is the item “In the construction of sub-office based quarterly assessmentvarious item types like multiple-choice, short-answer, or essay questions, depending on the assessment goals are considered” with a weighted mean of 3.22 , interpreted as moderately implemented.

Findings indicate that as perceived by teachers , in the construction of quarter examination, program structure is much implemented. This means that the construction of quarter examination is aligned with the standard program structure prescribed by Dep Ed.

Findings imply that in constructing sub-office based quarterly assessment, teachers consider the intention of what specific areas are to be measured and the competencies to be included. This further implies that teachers ensure that the tests are reliable, and valid, meaning they measure what they are intended to measure and provide consistent results.

This is aligned with the statements of Luther (2022) that program structure in test construction is the systematic process of developing a test, encompassing planning, item writing, and evaluation. It involves clearly defining the test's purpose, specifying learning objectives, creating a test blueprint, writing items, and establishing procedures for administration and scoring.

Table 4presents theextent of implementation of sub-office based quarterly assessment as perceived by the respondents with respect to process and procedures

Table 4

Extent of Implementation of Sub-office Based Quarterly Assessment Construction of Quarter Examination as Perceived by the Respondents With Respect to Process and Procedures

Process and Procedures In the construction of sub-office based quarterly assessment…	$W\bar{X}$	Verbal Interpretation	Rank
1.the intention of what the test aims to measure is clearly outlined.	3.62	Much Implemented	8.5
2.content areas and time allotted for the test are specified.	3.62	Much Implemented	8.5
3.contents to be covered, the number of items, and the weight given to each topic or objective is outlined in the table of specification.	3.52	Much Implemented	10
4.appropriate types of questions based on the learning objectives are selected .	3.70	Much Implemented	5.5

5.clear and concise questions that align with the objectives and specifications are crafted.	3.70	Much Implemented	5.5
6..consideritems that are challenging enough to assess knowledge but not overly difficult.	3.68	Much Implemented	7
7.questions that could be unfairly biased or difficult for a particular group are avoided.	3.72	Much Implemented	4
8.items are reviewed by subject experts for clarity, validity, and alignment with objectives.	3.74	Much Implemented	2.5
9.conduct pilot testing by administering the test to a small group and analyze the results to identify any issues or areas for improvement	3.79	Much Implemented	1
10.performance of each item (difficulty, discrimination) to identify questions that may need revision is analyzed.	3.74	Much Implemented	2.5
Overall $W\bar{X}$	3.68	Much Implemented	

As reflected in the table, with respect to process and procedure, the overall weighted mean obtained is 3.68 , interpreted as much implemented. First in rank is “In the construction of sub-office based quarterly assessment conduct pilot testing by administering the test to a small group and analyze the results to identify any issues or areas for improvement” with a weighted mean of 3.79 , interpreted as much implemented and last in rank is the item “In the construction of sub-office based quarterly assessment contents to be covered, the number of items, and the weight given to each topic or objective is outlined in the table of specification” with a weighted mean of 3.52 , interpreted as. Much implemented.

Results denote that in the construction of sub-office based quarterly assessment, process and procedures are much implemented. This means that teachers adhere with the standard process and procedures to develop quality assessment tools to measure students’ learning outcomes.

Findings imply that teachers are guided by strategic frameworks on how the tests are constructed. Findings further imply that teachers follow standard operation procedures in the construction of test.They follow task-specific instructions that dictate how a particular activity or task should be performed within the context of a process

This conforms with the ideas of Luther (2022) that test construction involves a systematic process of developing and refining an assessment tool. This process typically includes defining the test's purpose and objectives, identifying the content domain, constructing test items, reviewing and revising those items, and finally, administering the test and analyzing the results to assess its reliability and validity.

Table 5presents theextent of implementation of sub-office basedquarterly assessment as perceived by the respondents with respect to resources and equipment

Table 5

Extent of Implementation of Sub-office Quarterly Assessment as Perceived by the Respondents With Respect to Resources and Equipment

Resources and Equipment Construction of sub-office based quarterly assessment needs …	$W\bar{X}$	Verbal Interpretation	Rank
1.a collection of test questions, problems, or tasks designed to assess knowledge or skills is needed	3.91	Much Implemented	4
2.different types of test items which are used to assess various learning objectives.	3.99	Much Implemented	1
3.a document that outlines the specific skills, knowledge, and content areas to be assessed.	3.90	Much Implemented	5.5
4.software programs to design, create, and administer assessments.	3.81	Much Implemented	10
5.software programs with features for item analysis and scoring	3.90	Much Implemented	5.5

6.basic materials for writing and answering questions such as pen and paper.	3.87	Much Implemented	7
7.computer or laptop for encoding of test questions.	3.95	Much Implemented	3
8.lesson plan ad unit outlines to help clarify the learning objectives and contents	3.96	Much Implemented	2
9.Bloom's Taxonomy to ensure that test questions assess different levels of cognitive thinking, moving beyond simple recall.	3.82	Much Implemented	8.5
10.a scoring rubric and key to ensure accurate assessment of student responses.	3.82	Much Implemented	8.5
Overall W$\bar{X}$	3.89	Much Implemented	

As depicted in the table, with respect to resources and equipment, the overall weighted mean obtained is 3.89 , interpreted as much implemented. First in rank is " Construction of sub-office based quarterly assessment needs different types of test items which are used to assess various learning objectives" with a weighted mean of 3.99 , interpreted as much implemented and last in rank is the item "Construction of sub-office based quarterly assessment needs software programs to design, create, and administer assessments" with a weighted mean of 3.81 , interpreted as much implemented.

Results denote that as perceived by teachers , resources and equipment in test construction is much implemented and supported by the concerned personnel . This means that the needed resources and equipment in test construction are utilized to achieve the purpose and develop quality tests.

This relates with the discussion of Amoranto (2022) that in test construction, resources and equipment include materials for creating test items, tools for administration, and facilities for scoring and analysis. Key resources are the content specifications, test items themselves, and scoring guides. Equipment includes items for creating physical tests . These guide the development of test items that accurately reflect the intended content;

Table 6presents theextent of implementation of sub-office based quarterly assessmentas perceived by the respondents with respect to monitoring and evaluation

Table 6

Extent of Implementation of Sub-office Based Quarterly Assessment as Perceived by the Respondents With Respect to Monitoring and Evaluation

Monitoring and Evaluation Sub-office based quarterly assessment is monitored and evaluated by …	W$\bar{X}$	Verbal Interpretation	Rank
1tracking the development of test objectives and the scope of the test content.	3.70	Much Implemented	2
2..assessing whether the test objectives are clearly defined and the scope is appropriate.	3.29	Moderately Implemented	8
3.tracking the development of test items, including content, format, and cognitive demands.	3.59	Much Implemented	4
4.assessing the quality of test items, ensuring they are aligned with learning objectives, valid, and reliable	3.32	Moderately Implemented	7
5.tracking the process of pilot testing, including participant demographics, testing conditions, and data collection.	3.44	Moderately Implemented	6
6.analyzing data from pilot testing to assess item difficulty, discrimination, and overall test psychometric properties.	3.15	Moderately Implemented	10
7.tracking the finalization of the test and the development of scoring keys and procedures.	3.71	Much Implemented	1
8.ensuring the test meets all necessary standards before implementation, including validity, reliability, and fairness.	3.60	Much Implemented	3

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9..tracking the use of the test and feedback from users.	3.16	Moderately Implemented	9
10.evaluating the test's effectiveness, identifying areas for improvement and refinement regularly.	3.48	Moderately Implemented	5
Overall $W\bar{X}$	3.45	Moderately Implemented	

The table depicts that with respect to monitoring and evaluation, the overall weighted mean obtained is 3.45 , interpreted as moderately implemented . First in rank is "Sub-office based quarterly assessment is monitored and evaluated by tracking the finalization of the test and the development of scoring keys and procedures" with a weighted mean of 3.71 , interpreted as much implemented and last in rank is the item "Sub-office based quarterly assessment is monitored and evaluated by analyzing data from pilot testing to assess item difficulty, discrimination, and overall test psychometric properties" with a weighted mean of 3.15, interpreted as moderately implemented.

Findings revealed that as perceived by teachers, monitoring and evaluation in the construction of sub-office based quarterly assessment is moderately implemented . This means that monitoring and evaluation process are moderately conducted in public elementary schools with regard to construction of quality tests.

Findings imply that monitoring and evaluation involves assessing the quality and effectiveness of the test development process, ensuring the test accurately measures intended knowledge and skills, and that the test itself is reliable and valid.

This is supported by the statements of Hunter (2022),thatMonitoring and evaluation (M&E) in test construction involves systematically tracking and assessing the effectiveness of assessments throughout their development and implementation. It ensures tests are reliable, valid, and aligned with learning objectives.

Table 7presents thesummary of the extent of implementation of sub-office based quarterly assessment as perceived by the respondents with respect to the different aspects

Table 7

Summary of the Extent of Implementation of Sub-office Quarterly Assessment as Perceived by the Respondents with Respect to the Different Aspects

Aspects	Overall $W\bar{X}$	Verbal Interpretation	Rank
Program Structure	3.61	Much Implemented	3
Process and Procedure	3.68	Much Implemented	2
Resources and Equipment	3.89	Much Implemented	1
Monitoring and Evaluation	3.45	Moderately Implemented	4
Composite $W\bar{X}$	3.66	Much Implemented	

The table shows a composite weighted mean of 3.66 verbally interpreted as much implemented. First in rank is resources and equipment with an overall weighted mean of 3.89 interpreted much implemented. Process andProcedure and Program Structure are also interpreted Much Implemented while Monitoring and Evaluation is last in rank with an overall weighted mean of 3.45 interpreted Moderately Implemented.

It could be deduced from the results that as perceived by teachers , in constructing sub-office based quarterly assessment, resources and equipment, process and procedure and program structure are much implemented . This means that construction of tests is based on standards set. However, with regard to monitoring and evaluation, it is moderately implemented.

Findings imply that effective test construction involves careful planning, clear item writing, and a focus on validity and reliability. Test construction strategies include planning and design, item writing and test administration and grading .Findings also imply that there is a need to track the progress of test development and implementation, identify potential issues early on, and ensure the test is on track to meet its objectives.

This is aligned with the ideas of Rempton (2022) that test construction is a multifaceted process encompassing the planning, development, and evaluation of tests used to assess knowledge, skills, or abilities. It involves defining test objectives, creating items, establishing validity and reliability, and ensuring proper administration and scoring. This process is crucial for producing assessments that accurately and meaningfully measure what they are intended to measure.

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Test constructionoffers several benefits, including determining student learning, identifying areas needing review, assessing individual differences, evaluating student progress, and gauging teaching effectiveness.

3) Significant Difference on the Extent of Implementation of Sub-office Based Quarterly Assessmentas Perceived by the Respondents with Respect tothe Different Aspects in Terms of Their Profile

Table 8 presents the result of the F-test in the significant difference on the extent of implementation of sub-office based quarterly assessment as perceived by the respondents with respect to the different aspects in terms of their profile.

Table 8

Result of the F-test in the Significant Difference on the Extent of Implementation of Sub-office Based Quarterly Assessment as Perceived by the Respondents with Respect to the Different Aspects in Terms of Their Profile

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Age				
Program Structure	.320	.811	Accepted	Not Significant
Process and Procedure	.249	.862	Accepted	Not Significant
Resources and Equipment	.134	.940	Accepted	Not Significant
Monitoring and Evaluation	1.082	.357	Accepted	Not Significant
Sex				
Program Structure	.003	.956	Accepted	Not Significant
Process and Procedure	.654	.419	Accepted	Not Significant
Resources and Equipment	1.997	.159	Accepted	Not Significant
Monitoring and Evaluation	.240	.624	Accepted	Not Significant
Civil Status				
Program Structure	1.241	.116	Accepted	Not Significant
Process and Procedure	.185	.907	Accepted	Not Significant
Resources and Equipment	2.079	.103	Accepted	Not Significant
Monitoring and Evaluation	1.937	.124	Accepted	Not Significant
Educational Attainment				
Program Structure	1.362	.247	Accepted	Not Significant
Process and Procedure	1.370	.153	Accepted	NotSignificant
Resources and Equipment	.157	.960	Accepted	Not Significant
Monitoring and Evaluation	.145	.965	Accepted	Not Significant
Length of Service				
Program Structure	.688	.633	Accepted	Not Significant
Process and Procedure	.199	.963	Accepted	Not Significant
Resources and Equipment	.538	.748	Accepted	Not Significant
Monitoring and Evaluation	.873	.499	Accepted	Not Significant
Position Title				
Program Structure	.441	.724	Accepted	Not Significant
Process and Procedure	1.964	.120	Accepted	Not Significant
Resources and Equipment	.205	.893	Accepted	Not Significant
Monitoring and Evaluation	.783	.504	Accepted	Not Significant
In-Service Trainings Attended				
Program Structure	1.776	.127	Accepted	Not Significant
Process and Procedure	1.137	.339	Accepted	Not Significant
Resources and Equipment	.610	.655	Accepted	Not Significant
Monitoring and Evaluation	.824	.511	Accepted	Not Significant

As gleaned from the table, with respect to the different aspects, in terms of the different personal variables of the respondents , the F-test results reveal probability values greater than .05. This fails to reject the null hypothesis stating that there is no significant difference on the extent of implementation of sub-office based quarterly assessment as perceived by the respondents with respect to the different aspects in terms of their profile.

Findings indicate that personal variables of the respondents are not significant on their perceptions regarding the extent of implementation of sub-office based quarterly assessment . This means that age, sex, civil status, educational attainment, length of service, position title and in-service trainings attended have nothing to do with their perceptions.

Findings imply that the implementation of sub-office based quarterly assessment in public elementary schools is observed by teachers regardless of their personal attributes. Findings imply that teachers are aware of the importance of constructing such examination .

This is similar with the findings of Cahapay (2020) which revealed no significant difference on the assessment practices of teachers in terms of their personal attributes. Effective assessment practices for teachers involve a combination of strategies aimed at gathering information about student learning and using that information to improve teaching and learning.

4) Extent of the Challenges Encountered in the Implementation of Sub-office Based Quarterly AssessmentinPublic Elementary Schools

Table 9presents theextent of the challenges encountered in the implementation of sub-office based quarterly assessment in public elementary schools.

Table 9

Extent of the Challenges Encountered in the Implementation of Sub-office Based Quarterly Assessment in Public Elementary Schools

Challenges Encountered	$W\bar{X}$	Verbal Interpretation	Rank
1. Improper coordination with the focal person	3.47	Sometimes Encountered	9
2. Unavailability of the needed materials	3.54	Often Encountered	8
3. Lack of cooperation among the concerned individuals	3.36	Sometimes Encountered	10
4. Delayed submission of the needed learning competencies	3.69	Often Encountered	6
5. Lack of assessment tools and techniques.	3.70	Often Encountered	4.5
6. Lack of support from administrators	3.62	Often Encountered	7
7. Lack of technology orientation.	3.70	Often Encountered	4.5
8. Lack of sufficient skills and trainings of teachers	3.77	Often Encountered	2.5
9. Poor health conditions among teachers	3.77	Often Encountered	2.5
10. Lack of facilities and equipment	3.78	Often Encountered	1
Overall $W\bar{X}$	3.64	Often Encountered	

.

As presented in the table, with respect to challenges encountered, the overall weighted mean obtained is 3.64, interpreted as often . First in rank is “Lack of facilities and equipment ” with a weighted mean of 3.78, interpreted as often encountered . Seven other items are interpreted Often while two items are interpreted sometimes encountered . Last in rank is the item “ Lack of cooperation among the concerned individuals ” with a weighted mean of 3.36 , interpreted as sometimes encountered .

It could be deduced from the results that teachers often encounter challenges in the implementation of sub -office base construction of quarter examination in public elementary schools. This means that there are some instances that hinders in developing and constructing assessment tools.

Findings imply that making effective tests presents several challenges, including managing test data, ensuring adequate test coverage, dealing with time constraints, and maintaining test scripts. Other challenges include building a suitable testing environment, addressing security concerns, and coordinating teams.

This relates with the findings of Sewagegn (2021) that teachers encounter challenges in assessing students' learning outcomes.Creating and managing diverse and realistic test data to cover various scenarios can be complex. Ensuring that tests adequately cover all aspects of the system or software being tested is crucial but can be difficult to achieve.

5) Action Plan to Enhance the Implementation of Sub-Office Based Quarterly Assessment in Public Elementary Schools.

Based on the findings, an action plan is proposed to enhance the implementation of sub-office based quarterly assessment in public elementary schools.

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V. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusion drawn, and recommendations offered.

A. Summary of Findings

Based on the analysis and interpretation of data, the following findings are hereby summarized:

1) Profile of the Respondents in Terms of the Selected Variables

Most of the teacher-respondents have ages 31 years old and above, females and married. Majority of them are pursuing graduate education who have been teaching for more than 10 years with Teacher I position and have attended in-service trainings in the different levels.

2) Extent of Implementation of Sub-office Based Quarterly Assessmentas Perceived by the Respondents With Respect to the Different Aspects

Sub officebased quarterly assessment is much implemented with respect to program structure, process and procedure and resources and equipment. With respect to monitoring and evaluation, it is moderately implemented.

3) Significant Difference on the Extent of Implementation of Sub-office Based Quarterly Assessmentas Perceived by the Respondents with Respect tothe Different Aspects in Terms of Their Profile

There is no significant difference on the extent of implementation of sub office based quarterly assessment as perceived by the respondents with respect to the different aspects in terms of age, sex, civil status, educational attainment, length of service, position title and in-service trainings attended.

4) Extent of the Challenges Encountered in the Implementation ofSub-office Based Quarterly Assessmentin Public Elementary Schools

Teachers often encountered challenges in the construction of sub office based quarterly assessment. Lack of facilities and equipment is the most challenging.

B. Conclusion

The study concluded that teachers' age sex, civil status, educational attainment, length of service, position title and in-service trainings attended have nothing to do with their perceptions on the extent of implementation of sub office based quarterly assessment in public elementary schools.

C. Recommendations

Based on the findings and conclusion drawn , the following recommendations are offered.

1) Seminars and trainings for teachers on test construction may be provided to produce quality tests that will effectively measure students' learning outcomes.
2) Administrative support for test construction may be strengthened to overcome challenges among teachers and pupils.
3) The proposed action plan is recommended for implementation.
4) Parallel studies may be conducted considering other variables.

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Appendix A

LETTER OF PERMISSION TO CONDUCT THE STUDY

Appendix B
LETTER TO THE RESPONDENTS

Appendix C
QUESTIONNAIRE-CHECKLIST

Name: _____ School: _____

Part I Personal Data

Age
51 years old and above ( )
41 – 50 years old ( )
31 – 40 years old ( )
21 – 30 years old ( )

Sex
Male ( )
Female ( )

Civil Status		Position Title	
Single	( )	Master Teacher II	( )
Married	( )	Master Teacher I	( )
Separated / Annulled	( )	Teacher III	( )
Widow / Widower	( )	Teacher II	( )
		Teacher I	( )

Educational Attainment
Doctorate Degree ( )
MA with Doctorate units ( )
Master's Degree ( )
With MA units ( )
Bachelor's Degree ( )

Length of Service		In-Service Trainings Attended	
25 years and above	( )	International Level	( )
20 – 24 years	( )	National Level	( )
15 – 19 years	( )	Regional Level	( )
10 – 14 years	( )	Division Level	( )
5 – 9 years	( )	District Level	( )
Below 5 years	( )	School Level	( )

PART II. EXTENT OF IMPLEMENTATION OF SUB-OFFICE BASED QUARTERLY ASSESSMENT IN PUBLIC ELEMENTARY SCHOOLS

Directions: Please rate each item on the extent of implementation of sub-office based quarterly assessment in your school using the given scale as follows:

5	-	Very Much Implemented
4	-	Much Implemented
3	-	Moderately Implemented
2	-	Less Implemented
1	-	Least Implemented

Program Structure In the construction of sub-office based quarterly assessment …	5	4	3	2	1
1.the test's intended use, target audience, and the skills or knowledge it aims to assess are clearly specified.					
2.specific objectives and learning outcomes to be measured are identified.					
3.a table of specification that outlines the content areas, cognitive levels, and the proportion of questions allocated to each is created.					
4.the table of specification serves as a blueprint for item construction, ensuring comprehensive coverage of the topic and appropriate difficulty levels.					
5.test items that are aligned with the table of specifications and objectives are developed.					
6.various item types like multiple-choice, short-answer, or essay questions, depending on the assessment goals are considered.					
7. items that are clear, unambiguous, and free from bias are ensured.					

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8.test items are subjected to expert review to ensure validity, reliability, and fairness					
9.test items are revised and refined based on feedback and analysis.					
10.clear instructions for administering the test to ensure consistency and fairness are provided.					

Process and Procedures In the construction of sub-office based quarterlyassessment…	5	4	3	2	1
1.the intention of what the test aims to measure is clearly outlined.					
2. content areas and time allotted for the test are specified.					
3.contents to be covered, the number of items, and the weight given to each topic or objective is outlined in the table of specification.					
4.appropriate types of questions based on the learning objectives are selected .					
5. clear and concise questions that align with the objectives and specifications are crafted.					
6.consideritems that are challenging enough to assess knowledge but not overly difficult.					
7.questions that could be unfairly biased or difficult for a particular group are avoided.					
8. items are reviewed by subject experts for clarity, validity, and alignment with objectives.					
9.conduct pilot testing by administering the test to a small group and analyze the results to identify any issues or areas for improvement					
10.performance of each item (difficulty, discrimination) to identify questions that may need revision is analyzed.					

Resources and Equipment Construction of sub-office based quarterly assessment needs …	5	4	3	2	1
1.a collection of test questions, problems, or tasks designed to assess knowledge or skills is needed					
2.different types of test items which are used to assess various learning objectives.					
3.a document that outlines the specific skills, knowledge, and content areas to be assessed.					
4.software programs to design, create, and administer assessments.					
5.software programs with features for item analysis and scoring					
6.basic materials for writing and answering questions such as pen and paper.					
7.computer or laptop for encoding of test questions.					
8.lesson plan ad unit outlines to help clarify the learning objectives and contents					
9.Bloom's Taxonomy to ensure that test questions assess different levels of cognitive thinking, moving beyond simple recall. 10.a scoring rubric and key to ensure accurate assessment of student responses.					

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Monitoring and Evaluation Sub-office based quarterly assessment is monitored and evaluated by …	5	4	3	2	1
1.tracking the development of test objectives and the scope of the test content.					
2.assessing whether the test objectives are clearly defined and the scope is appropriate.					
3.tracking the development of test items, including content, format, and cognitive demands.					
4.assessing the quality of test items, ensuring they are aligned with learning objectives, valid, and reliable					
5.tracking the process of pilot testing, including participant demographics, testing conditions, and data collection.					
6.analyzing data from pilot testing to assess item difficulty, discrimination, and overall test psychometric properties.					
7.tracking the finalization of the test and the development of scoring keys and procedures.					
8.ensuring the test meets all necessary standards before implementation, including validity, reliability, and fairness.					
9.tracking the use of the test and feedback from users.					
10. evaluating the test's effectiveness, identifying areas for improvement and refinement regularly.					

Part III. Extent of the Challenges Encountered in the Implementation of Sub-Office Based Quarterly Assessment

Directions: Check the appropriate column about your perception on the extent of the challenges encountered in the implementation of sub-office based quarterly assessment in your school using the scale below:

5 – Always
4 – Often
3 – Sometimes
2 – Seldom
1 – Never

Challenges Encountered	5	4	3	2	1
1. Improper coordination with the focal person					
2. Unavailability of the needed materials					
3. Lack of cooperation among the concerned individuals					
4. Delayed submission of the needed learning competencies					
5. Lack of assessment tools and techniques.					
6. Lack of support from administrators					
7. Lack of technology orientation.					
8. Lack of sufficient skills and trainings of teachers					
9. Poor health conditions among teachers					
10. Lack of facilities and equipment					

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Appendix D
CERTIFICATE OF CONTENT VALIDATION

Appendix E
CERTIFICATION FROM COLLEGE STATISTICAL CENTER

APPENDIX F
GANTT CHART OF ACTIVITIES

Activities	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
1. Submission of Proposed Titles										
2. Title Defense										
3. Preparation of Chapters 1, 2, & 3										
4. Search for Related Literature and Studies										
5. Colloquium										
6. Preparation and Validation of Reading Test										
7. Permission to Conduct the Study										
8. Administration of Test										
9. Retrieval of Data										
10. Tallying, Tabulating and Analyzing of Data										
11. Revision of Chapters 1,2, & 3										
12. Preparation of Chapters 4 & 5										
13. Final Oral Defense										
14. Revision of Chapters 1-5										
15. Final Printing of the Manuscript										
16. Bookbinding										
17. Submission of Hardbound Copies										

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ABOUT THE RESEARCHER

I. PERSONAL DATA

Name :
Age : years old
Sex :
Date of Birth :
Place of Birth :
Address :
Religion :
Mother :
Father :

II. EDUCATIONAL BACKGROUND

Graduate Studies : Tomas Claudio Colleges
Morong, Rizal

Course : Master of Arts in Education
Major in Educational Management
July 2025

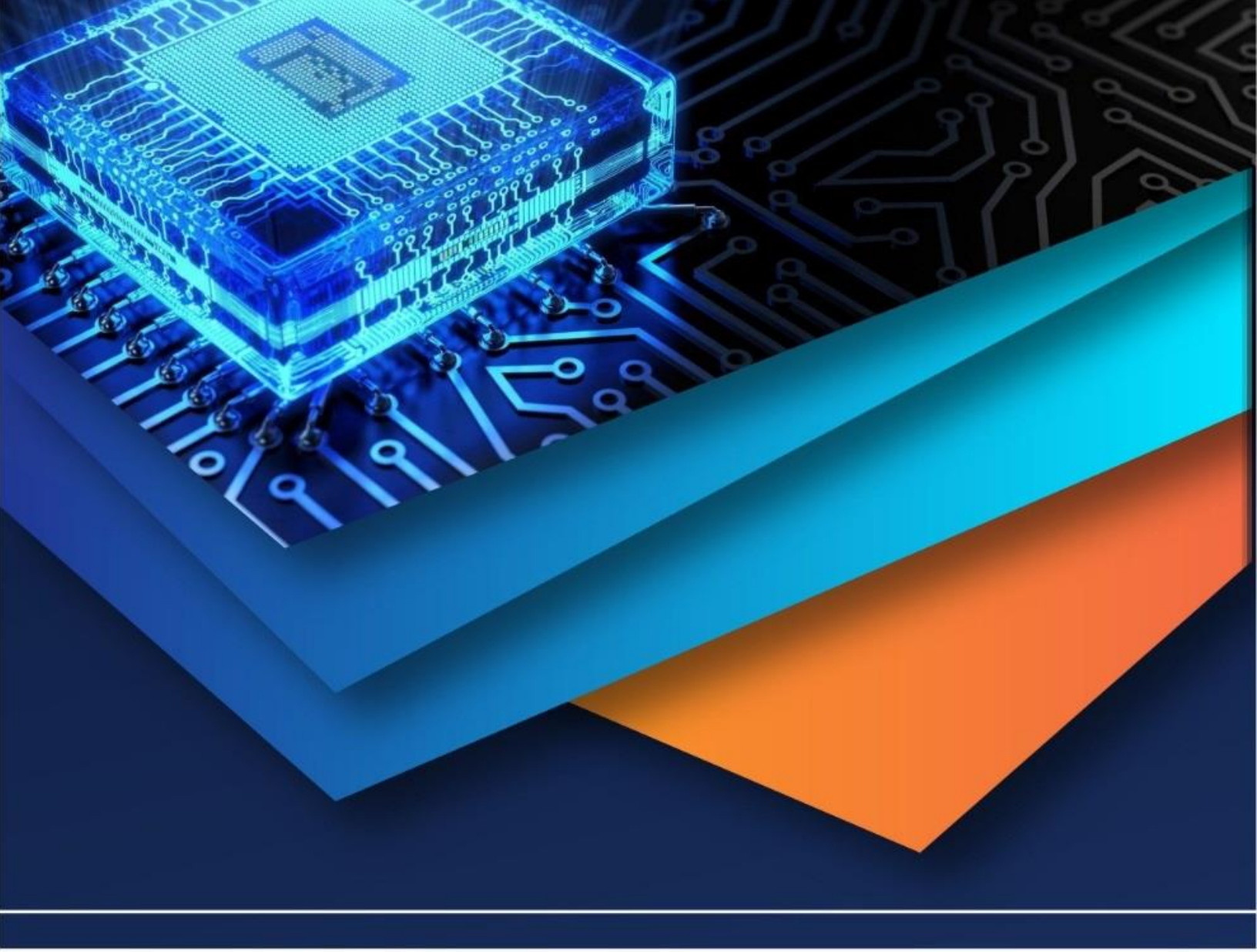
Tertiary :

Course : Bachelor of

Secondary :
Elementary :

III. WORK EXPERIENCE

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