ASSESSMENT SKILLS OF SCIENCE TEACHERS OF SELECTED PUBLIC ELEMENTARY SCHOOLS IN QUEZON CITY

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Abstract

This study sought to determine the level of assessment skills of the science teachers of selected public elementary schools in Quezon City during the School Year 2025-2026 through a descriptive-correlational-developmental research design. The data used in this study came from the 193 science teachers and 19 school heads which were subjected to frequency count, percentage, weighted mean, the t-test, and the chi-square test of independence. Results showed that: majority of the science teachers have no post-graduate degrees, have been teaching for more than 10 years already, and have attended not more than three trainings related with assessment for the past five years; in general, the science teachers perceived that they have high level of assessment skills while the school heads perceived that the science teachers only have moderate level of assessment skills; there is a significant difference between the perceptions of the science teachers and the school heads on the level of assessment skills of the science teachers; and, there is a significant relationship between the highest educational attainment, length of teaching experience, number of trainings related with assessment attended of the science teachers and the level of their assessment skills. Given the findings, the following conclusions were drawn: a typical science teacher of the selected public elementary schools in Quezon City has no post-graduate degree, has been teaching for more than 10 years already, and has attended not more than three trainings related with assessment for the past five years; the science teachers of the selected public elementary schools in Quezon City perceived that they have high level of assessment skills while the school heads perceived that the science teachers only have moderate level of assessment skills; the perceptions of the science teachers and the school heads on the level of assessment skills of the science teachers are significantly different from each other; and, the level of assessment skills of the science teachers is influenced by their highest educational attainment, the length of teaching experience, and the number of trainings related with assessment attended for the past five years.

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Keywords: *assessment skills, teachers*

Introduction

The rapid shift toward an information-driven society has made digital proficiency a cornerstone of modern professional life. As technology becomes more embedded in every facet of work, there is a growing expectation for individuals to remain constantly connected and adaptable to new digital tools. However, this perpetual immersion in virtual environments often blurs the lines between professional duties and personal time. When the demands of navigating complex technology outweigh an individual's capacity to cope, it leads to a state of mental and

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physical exhaustion known as digital burnout, which can significantly hinder productivity and long-term well-being.

In the field of education, teachers are particularly vulnerable to this phenomenon as they strive to balance traditional pedagogy with modern technological requirements. The pressure to integrate digital platforms, manage online communications, and facilitate remote learning often occurs without adequate technical training or institutional support. This creates a stressful environment where educators feel overwhelmed by the constant "on-call" nature of digital tools. Over time, the inability to disconnect can lead to a sense of professional inadequacy and emotional depletion, ultimately affecting the quality of instruction and the overall school climate.

This study seeks to investigate the extent of digital burnout among public elementary school teachers in Dagupan City to better understand the factors contributing to their occupational stress. By examining the relationship between job demands and the available resources provided to teachers, the research aims to identify critical areas where support is lacking. The findings will serve as the foundation for a proposed intervention program designed to promote mental health and digital wellness. Ultimately, this research hopes to provide educators with the necessary strategies to navigate the digital landscape without sacrificing their psychological health or professional passion.

METHODOLOGY

Research Design

This study employed the quantitative-descriptive method of research. It will describe the science teachers of the selected public elementary schools in Quezon City in terms of highest educational attainment, length of teaching experience, and number of relevant seminars/trainings attended as well as determine the level of their assessment skills. The study also utilized the correlational research design for it will determine if there is a significant difference between the perceptions of the science teachers and their school heads on the level of assessment skills of the science teachers and if there is a significant relationship between the profile variables of the science teachers and the level of their assessment skills.

Moreover, the developmental method of research was also used for the study came up with a proposed in-service training program for the science teachers of the selected public elementary schools in Quezon City to enhance their assessment skills.

Sources of Data

Research Setting. This study was conducted in selected public elementary schools in Quezon City during the School Year 2025-2026.

Sampling. There were two groups of respondents in this study, namely, the science teachers and the school heads of the selected public elementary schools in Quezon City. All the 193 science teachers and 19 school heads of the selected public elementary schools in the said city were made as respondents. Accordingly, no sampling was done.

Research Participants. As mentioned, all the 193 science teachers and 19 school heads of the selected public elementary schools in Quezon City were made as respondents of the study. The science teachers provided data relative to their highest educational attainment, length of teaching

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experience, number of relevant trainings they attended, and the level of their assessment skills. Meanwhile, the school heads provided data with respect to the level of assessment skills of the science teachers.

TABLE 1 Distribution of the Science Teachers in terms of Highest Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's degree holder	77	40%
Finished academic requirements for the master's degree	62	32%
Master's degree holder	38	20%
Finished academic requirements for the doctoral degree	9	5%
Doctoral degree holder	7	3%
Total	193	100%

Research Instrument

Instrumentation. The data utilized in this study were gathered through two survey-questionnaires, one for the science teachers and one for the school heads.

The survey-questionnaire for the science teachers had two parts. The first part focused on the profile of the science teachers of the selected public elementary schools in Quezon City in terms of the highest educational attainment, length of teaching experience, and the number of relevant trainings attended; and, the second part focused on the level of assessment skills of the science teachers.

On the other hand, the survey-questionnaire for the school heads simply focused on the level of assessment skills of the science teachers**.**

Trustworthiness. The items in the first part of the survey-questionnaire which is about the profile of the science teachers is common in researches. Hence, no validation is required.

Meanwhile, the items in the second part of the survey-questionnaire which is about the level of assessment skills science teachers were based from the survey-questionnaire of Cabudol (2025) in her study entitled "Assessment Skills of Teachers in Sual District." The items in this survey-questionnaire were validated by the researcher and, hence, are considered valid and reliable.

Ethical Considerations. So as not to violate the data privacy of the science teachers and the school heads, permission to conduct the study was first secured from the City Schools Division Superintendent of Quezon City. Thereafter, informed consent was taken from the science teachers and the school heads.

Moreover, the researcher treated the data gathered with utmost confidentially and were used only for the purpose of answering the research questions of the study in accordance with the Data Privacy Act of the Philippines. Likewise, authors of researches, articles, and other scholar works used in this study were cited, properly acknowledged, and documented.

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Data Management and Analysis

To determine the profile of the science teachers of the selected public elementary schools in Quezon City, the data gathered were subjected to frequency count employing the formula:

$$P = \frac{f}{N} \times 100$$

where:

P = the computed percentage
f = the observed frequency
N = total number of subject cases

To determine the level of assessment skills of the science teachers, the weighted mean was used employing the formula:

$$WM = \frac{\sum wX}{\sum w}$$

where:

WM = weighted mean
∑ = summation
W = weighing factor
X = frequency.

Moreover, the weighted means computed were interpreted using this scale of interpretation:

very low level	=	1.00 – 1.49
low level	=	1.50 – 2.49
moderate level	=	2.50 – 3.49
high level	=	3.50 – 4.49
very high level	=	4.50 – 5.00.

To determine if there is a significant difference between the perceptions of the science teachers and the school heads on the level of assessment skills of the science teachers, the t-test was utilized. Lastly, to determine the relationship between the profile variables of the science teachers and the level of their assessment skills, the chi square test of independence was used.

RESULTS AND DISCUSSION

The Profile of the Science Teachers

This section presents the profile of the science teachers of the selected public elementary schools in Quezon City to answer the first sub-problem of the study.

On Highest Educational Attainment

As regards to the highest educational attainment, the science teachers were provided with five choices: “bachelor’s degree”, “completed academic requirements in the master’s degree”,

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“master’s degree”, “completed academic requirements in the doctorate degree”, and “doctorate degree”. Table 1 indicates the results.

TABLE 1 Distribution of the Science Teachers in terms of Highest Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's degree holder	77	40%
Finished academic requirements for the master's degree	62	32%
Master's degree holder	38	20%
Finished academic requirements for the doctoral degree	9	5%
Doctoral degree holder	7	3%
Total	193	100%

As revealed in Table 1, 77 or 40% of the science teachers are bachelor’s degree holders, 62 or 32% have finished the academic requirements for the master’s degree, 38 or 20% are master’s degree holders, nine or 5% have finished the academic requirements for the doctoral degree, and seven or 3% are doctoral degree holders. As can be noted, majority of the science teachers have no post-graduate degree yet.

On Length of Teaching Experience

As regards the length of teaching experience, the science teachers were provided with five choices, scilicet, “1 to 5 years”, “6 to 10 years”, “11 to 15 years”, “16 to 20 years”, and “more than 20 years”. Table 2 presents the results.

TABLE 2 Distribution of the Science Teachers in terms of Length of Teaching Experience

Length of Teaching Experience	Frequency	Percentage
1 to 5 years	23	12%
6 to 10 years	53	27%
11 to 15 years	66	34%
16 to 20 years	36	19%
More than 20 years	15	8%

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Total	193	100%

As presented in Table 2, 23 or 12% of the science teachers have been teaching for one to five years, 53 or 27% have been teaching for six to 10 years already, 66 or 34% have been teaching for 11 to 15 years already, 36 or 19% have been teaching for 16 to 20 years old already, and 15 or 8% have been teaching for more than 20 years already. As noted, majority of the science teachers have been teaching for more than 10 years already.

On Number of Relevant Seminars Attended

In relation to the number of trainings related with assessment attended for the past five years, the science teachers were provided with three choices, namely, "have not attended any training related with assessment for the past five years", "have attended not more than three trainings related with assessment for the past five years", and "have attended more than three trainings related with assessment for the past five years". Table 3 presents the results.

TABLE 3 Distribution of the Teachers in terms of Number of Relevant Seminars Attended

Number of Trainings/Seminars Attended	Frequency	Percentage
Have not attended any training related with assessment for the past five years	0	0%
Have attended not more than three trainings related with assessment for the past five years	152	79%
Have attended more than three trainings related assessment for the past five years	41	21%
Total	193	100%

As revealed in Table 3, 152 or 79% of the science teachers have attended not more than three trainings related with assessment for the past five years and 41 or 21% have attended more than three trainings related with assessment for the past five years. As can be noted, majority of the science teachers have attended not more than three trainings related with assessment for the past five years.

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Level of Assessment Skills of the Science Teachers

This section provides answers to the second sub-problem of the study, which is about the level of assessment skills of the science teachers of the selected public elementary schools in Quezon City as perceived by themselves and by the school heads.

To provide answers to the sub-problem, the science teachers and the school heads were asked to rate the level of assessment skills of the teachers.

On Assessment Skills in terms of

Paper and Pencil Test

The science teachers and the school heads rated the level of assessment skills in terms of paper and pencil test of the science teachers.

Assessment of the Science Teachers. The assessment skills in terms of paper and pencil test of the science teachers as perceived by themselves is presented in Table 4.

As shown by Table 4, when asked as to the level of their assessment skills in writing paper-pencil test, 45 of the science teachers replied “moderate level”, 108 replied “high level”, and 40 replied “very high level”. The weighted mean computed in this item is 3.97 which is pointing to “high level” in the scale of interpretation.

TABLE 4

The Level of Assessment Skills in terms of Paper and Pencil Test of the Science Teachers as Perceived by Themselves

Assessment Items	Responses					WM	DE
Assessment Skills in terms of Paper and Pencil Test	VL	LO	MO	HI	VH		
1. Writing paper-pencil test	0	0	45	108	40	3.97	HI
2. Writing multiple-choice questions	0	0	45	104	44	3.99	HI
3. Writing matching questions	0	0	45	108	40	3.97	HI
4. Writing fill-in the blank or short answer questions	0	0	51	77	65	4.07	HI

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5. Writing essay questions	0	0	45	88	60	4.08	HI
6. Writing test items for higher cognitive levels	0	0	47	89	57	4.05	HI
AWM						4.02	HI

Legend:

WM = weighted mean

DE = descriptive equivalent

AWM = area weighted mean

Scale:

VL = very low level = 1.00 – 1.49

LO = low level = 1.50 – 2.49

MO = moderate level= 2.50 – 3.49

HI = high level = 3.50 – 4.49

VH = very high = 4.50 – 5.00

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Assessment of the School Heads. The level of assessment skills in terms of paper and pencil test of the science teachers as perceived by the school heads is presented in Table 5

TABLE 5

The Level of Assessment Skills in terms of Paper and Pencil Test of the Science Teachers as Perceived by the School Heads

Assessment Items	Responses					WM	DE
Assessment Skills in terms of Paper and Pencil Test	VL	LO	MO	HI	VH		
1. Writing paper-pencil test	0	3	14	2	0	2.95	MO
2. Writing multiple-choice questions	0	3	13	3	0	3.00	MO
3. Writing matching questions	0	4	13	2	0	2.89	MO
4. Writing fill-in the blank or short answer questions	0	3	13	3	0	3.00	MO
5. Writing essay questions	0	3	14	2	0	2.95	MO
6. Writing test items for higher cognitive levels	0	3	14	2	0	2.95	MO
AWM						2.96	MO

Legend:

WM = weighted mean

DE = descriptive equivalent

AWM = area weighted mean

Scale:

VL = very low level = 1.00 – 1.49

LO = low level = 1.50 – 2.49

MO = moderate level= 2.50 – 3.49

HI = high level = 3.50 – 4.49

VH = very high = 4.50 – 5.00

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Meanwhile, the computed area weighted mean is 2.96 which is indicative of "moderate level" in the scale of interpretation. This implies that the school heads perceived that their science teachers have moderate level of assessment skills in terms of paper and pencil test.

On Assessment Skills in terms of Performance Assessment

The science teachers and the school heads rated the level of assessment skills in terms of performance assessment of the science teachers.

Assessment of the Science Teachers. The level of assessment skills in terms of performance assessment of the science teachers as perceived by themselves is shown in Table 6. As shown in Table 6, when questioned as to the level of their assessment skills in choosing appropriate assessment methods for instructional decisions, 47 of the science teachers claimed "moderate level", 92 replied "high level", and 54 replied "very high level". The computed weighted mean here is 4.04 which has a descriptive equivalent of "high level" in the scale of interpretation.

When queried as to the level of their assessment skills in administering announced quizzes, 47 of the science teachers responded "moderate level", 86 responded "high level", and 60 responded "very high level". Here, the computed weighted mean is 4.07 which is pointing to "high level" in the scale.

TABLE 6
The Level of Assessment Skills in terms of Performance Assessment of the Science Teachers as Perceived by Themselves

Assessment Items	Responses					WM	DE
Assessment Skills in terms of Performance Assessment	VL	LO	MO	HI	VH		
1. Choosing appropriate assessment methods for instructional decisions	0	0	47	92	54	4.04	HI
2. Administering announced quizzes	0	0	47	86	60	4.07	HI
3. Administering unannounced quizzes	0	0	48	94	51	4.02	HI
4. Recording assessment result on the rating scale/checklist while observing a student's performance	0	0	51	77	65	4.07	HI
5. Following required procedures (time limit, no hints, no interpretation) when administering standardized tests	0	0	51	83	59	4.04	HI
AWM						4.05	HI

Legend:
WM = weighted mean

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DE = descriptive equivalent
AWM = area weighted mean

Scale:

VL	=	very low level =	1.00 – 1.49	
LO	=	low level	=	1.50 – 2.49
MO	=	moderate level=	2.50 – 3.49	
HI	=	high level	=	3.50 – 4.49
VH	=	very high	=	4.50 – 5.00

When inquired as to the level of their assessment skills in administering unannounced quizzes, 48 of the science teachers ticked “moderate level”, 94 ticked “high level”, and 51 ticked “very high level”. In this item, the computed weighted mean is 4.02 which is indicative of “high level” in the scale.

When asked as to the level of their assessment skills in recording assessment result on the rating scale/checklist while observing a student’s performance, 51 of the science teachers said “moderate level”, 77 said “high level”, and 65 said “very high level”. The computed weighted mean in this item is 4.07 which is leading to “high level” in the scale.

And, when questioned as to the level of their assessment skills in following required procedures (time limit, no hints, no interpretation) when administering standardized tests, 51 of the science teachers claimed “moderate level”, 83 claimed “high level”, and 59 claimed “very high level”. The weighted mean computed here is 4.04 which is indicative of “high level” in the scale of interpretation.

Meanwhile, the computed area weighted mean is 4.05 which has a descriptive equivalent of “high level” in the scale of interpretation. This means that the science teachers perceived that they have high level of assessment skills in terms of performance assessment.

Assessment of the School Heads. The level of assessment skills in terms of performance assessment of the science teachers as perceived by the school heads is shown in Table 7.

As presented in Table 7, when questioned as to the level of the assessment skills in choosing appropriate assessment methods for instructional decisions of their science teachers, four of the school heads claimed “low level”, 12 replied “moderate level”, and three replied “high level”. The computed weighted mean here is 2.95 which has a descriptive equivalent of “moderate level” in the scale of interpretation.

TABLE 7
The Level of Assessment Skills in terms of Performance Assessment of the Science Teachers as Perceived by the School Heads

Assessment Items	Responses					WM	DE
Assessment Skills in terms of Performance Assessment	VL	LO	MO	HI	VH		
1. Choosing appropriate assessment methods for instructional decisions	0	4	12	3	0	2.95	MO
2. Administering announced quizzes	0	4	13	2	0	2.89	MO

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3. Administering unannounced quizzes	0	4	13	2	0	2.89	MO
4. Recording assessment result on the rating scale/checklist while observing a student's performance	0	3	13	3	0	3.00	MO
5. Following required procedures (time limit, no hints, no interpretation) when administering standardized tests	0	4	13	2	0	2.89	MO
AWM						2.93	MO

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

VL	=	very low level =	1.00 – 1.49	
LO	=	low level	=	1.50 – 2.49
MO	=	moderate level=	2.50 – 3.49	
HI	=	high level	=	3.50 – 4.49
VH	=	very high	=	4.50 – 5.00

When queried as to the level of the assessment skills in administering announced quizzes of their science teachers, four of the school heads responded "low level", 13 responded "moderate level", and two responded "high level". Here, the computed weighted mean is 2.89 which is pointing to "moderate level" in the scale.

When inquired as to the level of the assessment skills in administering unannounced quizzes of their science teachers, four of the school heads ticked "low level", 13 ticked "moderate level", and two ticked "high level". In this item, the computed weighted mean is 2.89 which is indicative of "moderate level" in the scale.

When asked as to the level of the assessment skills in recording assessment result on the rating scale/checklist while observing a student's performance of their science teachers, three of the school heads said "low level", 13 said "moderate level", and three said "high level". The computed weighted mean in this item is 3.00 which is leading to "moderate level" in the scale.

And, when questioned as to the level of the assessment skills in following required procedures (time limit, no hints, no interpretation) when administering standardized tests of their science teachers, four of the school heads claimed "low level", 13 claimed "moderate level", and two claimed "high level". The weighted mean computed here is 2.89 which is indicative of "moderate level" in the scale of interpretation.

Moreover, the computed area weighted mean is 2.93 which has a descriptive equivalent of "moderate level" in the scale of interpretation. This means that the school heads perceived that their science teachers have moderate level of assessment skills in terms of performance assessment.

On Assessment Skills in terms of

Task-based Assessment

The science teacher and the school heads assessed the level of assessment skills in terms of task-based assessment of the science teachers.

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Assessment of the Science Teachers. The assessment of the science teachers on the level of their assessment skills in terms of task-based assessment is presented in Table 8.

As disclosed in Table 8, when asked as to the level of their assessment skills in assessing individual class participation, 50 of the science teachers said “moderate level”, 90 said “high level”, and 53 said “very high level”. The weighted mean computed here is 4.02 which is leading to “high level” in the scale.

When questioned as to the level of their assessment skills in assessing individual hands-on activities, 50 of the science teachers said “moderate level”, 90 said “high level”, and 53 said “very high level”. The weighted mean computed in this item is 4.02 which is indicative of “high level” in the scale of interpretation.

When queried as to the level of their assessment skills in assessing group hands-on activities, 50 of the science teachers responded “moderate level”, 89 responded “high level”, and 54 responded “very high level”. Here, the computed weighted mean is 4.02 which is pointing to “high level” in the scale.

When inquired as to the level of their assessment skills in assessing group class participation, 58 of the science teachers ticked “moderate level”, 85 ticked “high level”, and 50 ticked “very high level”. In this item, the computed weighted mean is 3.96 which is indicative of “high level” in the scale.

TABLE 8
The Level of Assessment Skills in terms of Task-based Assessment of the Science Teachers as Perceived by Themselves

Assessment Items	Responses					WM	DE
Assessment Skills in terms of Task-based Assessment	VL	LO	MO	HI	VH		
1.Assessing individual class participation	0	0	50	90	53	4.02	HI
2.Assessing individual hands-on activities	0	0	50	90	53	4.02	HI
3.Assessing group hands-on activities	0	0	50	89	54	4.02	HI
4.Assessing group class participation	0	0	58	85	50	3.96	HI
5.Incorporating extra credit	0	0	55	82	56	4.01	HI

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activities in the calculation of grades							
6.Incorporating ability in the calculation of grades	0	0	47	78	68	4.11	HI
7.Incorporating classroom behavior in the calculation of grades.	0	0	49	75	69	4.10	HI
8.Incorporating effort in the calculation of grades.	0	0	51	73	69	4.09	HI
9.Incorporating attendance in the calculation of grades.	0	0	54	70	69	4.08	HI
AWM						4.04	HI

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

VL	=	very low level	=	1.00 – 1.49
LO	=	low level	=	1.50 – 2.49
MO	=	moderate level	=	2.50 – 3.49
HI	=	high level	=	3.50 – 4.49
VH	=	very high	=	4.50 – 5.00

When asked as to the level of their assessment skills in incorporating extra credit activities in the calculation of grades, 55 of the science teachers said “moderate level”, 82 said “high level”, and 56 said “very high level”. The computed weighted mean in this item is 4.01 which is leading to “high level” in the scale.

When asked as to the level of their assessment skills in incorporating ability in the calculation of grades, 47 of the science teachers said “moderate level”, 78 said “high level”, and 68 said “very high level”. The computed weighted mean in this item is 4.11 which is leading to “high level” in the scale.

When questioned as to the level of their assessment skills in incorporating classroom behavior in the calculation of grades, 49 of the science teachers claimed “moderate level”, 75 claimed “high level”, and 69 claimed “very high level”. The weighted mean computed here is 4.10 which is indicative of “high level” in the scale of interpretation.

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When questioned as to the level of their assessment skills in incorporating effort in the calculation of grades, 51 of the science teachers claimed “moderate level”, 73 claimed “high level”, and 69 claimed “very high level”. The weighted mean computed here is 4.09 which is indicative of “high level” in the scale of interpretation.
And, when queried as to the level of their assessment skills in Incorporating attendance in the calculation of grades, 54 of the science teachers answered “moderate level”, 70 said “high level”, and 69 said “very high level”. In this item, the weighted mean computed is 4.08 which has a descriptive equivalent of “high level” in the scale of interpretation.
Moreover, the area weighted mean computed is 4.04 which is pointing to “high level” in the scale of interpretation. This implies that the science teachers perceived that they have high level of assessment skills in terms of task-based assessment.

Assessment of the School Heads. The assessment of the school heads on the level of assessment skills in terms of task-based assessment of their science teachers is presented in Table 9.
As disclosed in Table 9, when asked as to the level of the assessment skills in assessing individual class participation of the science teachers, four of the school heads said “low level”, 13 said “moderate level”, and two said “high level”. The weighted mean computed here is 2.89 which is leading to “moderate level” in the scale.
When questioned as to the level of the assessment skills in assessing individual hands-on activities of their science teacher, four of the school heads said “low level”, 13 said “moderate level”, and two said “high level”. The weighted mean computed in this item is 2.89 which is indicative of “moderate level” in the scale of interpretation.
When queried as to the level of the assessment skills in assessing group hands-on activities of their science teachers, four of the school heads responded “low level”, 13 responded “moderate level”, and two responded “high level”. Here, the computed weighted mean is 2.89 which is pointing to “moderate level” in the scale.

TABLE 9
The Level of Assessment Skills in terms of Task-based Assessment of the Science Teachers as Perceived by the School Heads

Assessment Items	Responses					WM	DE
Assessment Skills in terms of Task-based Assessment	VL	LO	MO	HI	VH		
1. Assessing individual class participation	0	4	13	2	0	2.89	MO
2. Assessing individual hands-on activities	0	4	13	2	0	2.89	MO
3. Assessing group hands-on activities	0	4	13	2	0	2.89	MO
4. Assessing group class participation	0	3	14	2	0	2.95	MO
5. Incorporating extra credit activities in the calculation of grades	0	4	13	2	0	2.89	MO
6. Incorporating ability in the calculation of grades	0	3	14	2	0	2.95	MO
7. Incorporating classroom behavior in the calculation of grades.	0	4	13	2	0	2.89	MO

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8. Incorporating effort in the calculation of grades.	0	4	13	2	0	2.89	MO
9. Incorporating attendance in the calculation of grades.	0	4	13	2	0	2.89	MO
AWM						2.91	MO

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

VL = very low level = 1.00 – 1.49
LO = low level = 1.50 – 2.49
MO = moderate level= 2.50 – 3.49
HI = high level = 3.50 – 4.49
VH = very high = 4.50 – 5.00

When inquired as to the level of the assessment skills in assessing group class participation of their science teachers, three of the school heads ticked “low level”, 14 ticked “moderate level”, and two ticked “high level”. In this item, the computed weighted mean is 2.95 which is indicative of “moderate level” in the scale.

When asked as to the level of the assessment skills in incorporating extra credit activities in the calculation of grades of their science teachers, four of the school heads said “low level”, 13 said “moderate level”, and two said “high level”. The computed weighted mean in this item is 2.89 which is leading to “moderate level” in the scale.

When asked as to the level of the assessment skills in incorporating ability in the calculation of grades of their science teachers, three of the school heads said “low level”, 14 said “moderate level”, and two said “high level”. The computed weighted mean in this item is 2.95 which is leading to “moderate level” in the scale.

When questioned as to the level of the assessment skills in incorporating classroom behavior in the calculation of grades of their science teachers, four of the school heads claimed “low level”, 13 claimed “moderate level”, and two claimed “high level”. The weighted mean computed here is 2.89 which is indicative of “moderate level” in the scale of interpretation.

When questioned as to the level of the assessment skills in incorporating effort in the calculation of grades of their science teachers, four of the school heads claimed “low level”, 13 claimed “moderate level”, and two claimed “high level”. The weighted mean computed here is 2.89 which is indicative of “moderate level” in the scale of interpretation.

And, when queried as to the level of the assessment skills in incorporating attendance in the calculation of grades of their science teachers, four of the school heads answered “low level”, 13 said “moderate level”, and two said “high level”. In this item, the weighted mean computed is 2.89 which has a descriptive equivalent of “moderate level” in the scale of interpretation.

Moreover, the area weighted mean computed is 2.91 which is pointing to “moderate level” in the scale of interpretation. This implies that the school heads perceived that their science teachers only have moderate level of assessment skills in terms of task-based assessment.

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On Assessment Skills in terms of
Item Analysis

The science teachers and the school heads assessed the level of assessment skills in terms of item analysis of the science teachers.

Assessment of the Science Teachers. The assessment of the science teachers on the level of their assessment skills in terms of item analysis is presented in Table 10.

As presented in Table 10, when asked as to the level of their assessment skills in selecting textbook-provided test items for classroom assessment, 51 of the science teachers said "moderate level", 85 said "high level", and 57 said "very high level". The weighted mean computed here is 4.03 which is leading to "high level" in the scale.

TABLE 10
The Level of Assessment Skills in terms of Item Analysis of the Science Teachers as Perceived by Themselves

Assessment Items	Responses					WM	DE
Assessment Skills in terms of Item Analysis	VL	LO	MO	HI	VH		
1. Selecting textbook-provided test items for classroom assessment	0	0	51	85	57	4.03	HI
2. Revising previously produced teacher-made tests to match current instructional emphasis	0	0	54	84	55	4.01	HI
3. Establishing students' expectations for determining grades for special education students	0	0	49	77	67	4.09	HI
4. Weighing differently projects, exams, homework, etc. when assigning semester grades	0	0	48	78	67	4.10	HI
5. Determining if a standardized achievement test is valid for classroom assessment	0	0	47	89	57	4.05	HI
6. Using a table of specifications to plan assessment	0	0	46	86	61	4.08	HI
7. Developing assessments based on clearly defined course objectives	0	0	47	83	63	4.08	HI
8. Constructing a model answer for scoring essay questions	0	0	45	85	63	4.09	HI
9. Matching performance tasks to instruction and course objectives	0	0	53	86	54	4.01	HI
10. Defining a rating scale for performance criteria in advance	0	0	46	89	58	4.06	HI
11. Using concept mapping to assess student learning	0	0	46	95	52	4.03	HI
12. Using portfolios to assess student	0	0	58	77	58	4.00	

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progress							HI
13. Interpreting standardized test scores (Stanine, Percentile, Rank)	0	0	48	86	61	4.11	HI
14. Using norm-referenced grading model	0	0	44	81	68	4.12	HI
15. Using criteria-referenced grading model	0	0	40	85	68	4.15	HI
16. Using systematic procedures to determine borderline grades	0	0	48	73	72	4.12	HI
17. Avoiding teaching to the test when preparing students for tests	0	0	50	72	71	4.11	HI
AWM						4.07	HI

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

VL	=	very low level =	1.00 – 1.49	
LO	=	low level	=	1.50 – 2.49
MO	=	moderate level=	2.50 – 3.49	
HI	=	high level	=	3.50 – 4.49
VH	=	very high	=	4.50 – 5.00

When questioned as to the level of their assessment skills in revising previously produced teacher-made tests to match current instructional emphasis, 54 of the science teachers said “moderate level”, 84 said “high level”, and 55 said “very high level”. The weighted mean computed in this item is 4.01 which is indicative of “high level” in the scale of interpretation.
When queried as to the level of their assessment skills in establishing students’ expectations for determining grades for special education students, 49 of the science teachers responded “moderate level”, 77 responded “high level”, and 67 responded “very high level”. Here, the computed weighted mean is 4.09 which is pointing to “high level” in the scale.
When inquired as to the level of their assessment skills in weighing differently projects, exams, homework, and others when assigning semester grades, 48 of the teachers ticked “moderate level”, 78 ticked “high level”, and 67 ticked “very high level”. In this item, the computed weighted mean is 4.10 which is indicative of “high level” in the scale.
When asked as to the level of their assessment skills in determining if a standardized achievement test is valid for classroom assessment, 47 of the science teachers said “moderate level”, 89 said “high level”, and 57 said “very high level”. The computed weighted mean in this item is 4.05 which is leading to “high level” in the scale.
When asked as to the level of their assessment skills in using a table of specifications to plan assessment, 46 of the science teachers said “moderate level”, 86 said “high level”, and 61 said “very high level”. The computed weighted mean in this item is 4.08 which is leading to “high level” in the scale.
When questioned as to the level of their assessment skills in developing assessments based on clearly defined course objectives, 47 of the science teachers claimed “moderate level”, 83

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claimed “high level”, and 63 claimed “very high level”. The weighted mean computed here is 4.08 which is indicative of “high level” in the scale of interpretation.
When questioned as to the level of their assessment skills in constructing a model answer for scoring essay questions, 45 of the teachers claimed “moderate level”, 85 claimed “high level”, and 63 claimed “very high level”. The weighted mean computed here is 4.09 which is indicative of “high level” in the scale of interpretation.
When questioned as to the level of their assessment skills in matching performance tasks to instruction and course objectives, 53 of the science teachers said “moderate level”, 86 said “high level”, and 54 said “very high level”. The weighted mean computed in this item is 4.01 which is indicative of “high level” in the scale of interpretation.
When queried as to the level of their assessment skills in defining a rating scale for performance criteria in advance, 46 of the science teachers responded “moderate level”, 89 responded “high level”, and 58 responded “very high level”. Here, the computed weighted mean is 4.06 which is pointing to “high level” in the scale.
When inquired as to the level of their assessment skills in using concept mapping to assess student learning, 46 of the science teachers ticked “moderate level”, 95 ticked “high level”, and 52 ticked “very high level”. In this item, the computed weighted mean is 4.03 which is indicative of “high level” in the scale.
When asked as to the level of their assessment skills in using portfolios to assess student progress, 58 of the science teachers said “moderate level”, 77 said “high level”, and 58 said “very high level”. The computed weighted mean in this item is 4.00 which is leading to “high level” in the scale.
When asked as to the level of their assessment skills in interpreting standardized test scores (Stanine, Percentile, Rank), 48 of the science teachers said “moderate level”, 86 said “high level”, and 61 said “very high level”. The computed weighted mean in this item is 4.11 which is leading to “high level” in the scale.
When questioned as to the level of their assessment skills in using norm-referenced grading model, 44 of the science teachers claimed “moderate level”, 81 claimed “high level”, and 68 claimed “very high level”. The weighted mean computed here is 4.12 which is indicative of “high level” in the scale of interpretation.
When questioned as to the level of their assessment skills in using criteria-referenced grading model, 40 of the science teachers claimed “moderate level”, 85 claimed “high level”, and 68 claimed “very high level”. The weighted mean computed here is 4.15 which is indicative of “high level” in the scale of interpretation.
When questioned as to the level of their assessment skills in using systematic procedures to determine borderline grades, 48 of the science teachers claimed “moderate level”, 73 claimed “high level”, and 72 claimed “very high level”. The weighted mean computed here is 4.12 which is indicative of “high level” in the scale of interpretation.
And, when queried as to the level of their assessment skills in avoiding teaching to the test when preparing students for tests, 50 of the science teachers answered “moderate level”, 72 said “high level”, and 71 said “very high level”. In this item, the weighted mean computed is 4.11 which has a descriptive equivalent of “high level” in the scale of interpretation.
Moreover, the area weighted mean computed is 4.07 which is pointing to “high level” in the scale of interpretation. This implies that the science teachers perceived that they have high level of assessment skills in terms of item analysis

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Assessment of the School Heads. The assessment of the school heads on the level of the assessment skills in terms of item analysis of the science teachers is presented in Table 11.
As disclosed in Table 11, when asked as to the level of the assessment skills in selecting textbook-provided test items for classroom assessment of their science teachers, three of the school heads said "low level", 14 said "moderate level", and two said "high level". The weighted mean computed here is 2.95 which is leading to "moderate level" in the scale.
When questioned as to the level of the assessment skills in revising previously produced teacher-made tests to match current instructional emphasis of their science teachers, three of the school heads said "low level", 14 said "moderate level", and two said "high level". The weighted mean computed in this item is 2.95 which is indicative of "moderate level" in the scale of interpretation.
When queried as to the level of the assessment skills in establishing students' expectations for determining grades for special education students of their science teachers, four of the school heads responded "low level", 13 responded "moderate level", and two responded "high level". Here, the computed weighted mean is 2.89 which is pointing to "moderate level" in the scale**.**

TABLE 11
The Level of Assessment Skills in terms of Item Analysis of the Science Teachers as Perceived by the School Heads

Assessment Items	Responses					WM	DE
Assessment Skills in terms of Item Analysis	VL	LO	MO	HI	VH		
1. Selecting textbook-provided test items for classroom assessment	0	3	14	2	0	2.95	MO
2. Revising previously produced teacher-made tests to match current instructional emphasis	0	3	14	2	0	2.95	MO
3. Establishing students' expectations for determining grades for special education students	0	4	13	2	0	2.89	MO
4. Weighing differently projects, exams, homework, etc. when assigning semester grades	0	4	13	2	0	2.89	MO
5. Determining if a standardized achievement test is valid for classroom assessment	0	3	14	2	0	2.95	MO
6. Using a table of specifications to plan assessment	0	4	12	3	0	2.95	MO
7. Developing assessments based on clearly defined course objectives	0	3	13	3	0	3.00	MO
8. Constructing a model answer for scoring essay questions	0	4	13	2	0	2.89	MO
9. Matching performance tasks to instruction and course objectives	0	4	13	2	0	2.89	MO
10. Defining a rating scale for	0	4	13	2	0	2.89	

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performance criteria in advance							MO
11. Using concept mapping to assess student learning	0	3	14	2	0	2.95	MO
12. Using portfolios to assess student progress	0	3	14	2	0	2.95	MO
13. Interpreting standardized test scores (Stanine, Percentile, Rank)	0	4	13	2	0	2.89	MO
14. Using norm-referenced grading model	0	4	13	2	0	2.89	MO
15. Using criteria-referenced grading model	0	4	13	2	0	2.89	MO
16. Using systematic procedures to determine borderline grades	0	3	14	2	0	2.95	MO
17. Avoiding teaching to the test when preparing students for tests	0	4	13	2	0	2.89	MO
AWM						2.93	MO

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

VL = very low level = 1.00 – 1.49
LO = low level = 1.50 – 2.49
MO = moderate level= 2.50 – 3.49
HI = high level = 3.50 – 4.49
VH = very high = 4.50 – 5.00

When inquired as to the level of the assessment skills in weighing differently projects, exams, homework, and others when assigning semester grades of their science teachers, four of the school heads ticked “low level”, 13 ticked “moderate level”, and two ticked “high level”. In this item, the computed weighted mean is 2.89 which is indicative of “moderate level” in the scale.
When asked as to the level of the assessment skills in determining if a standardized achievement test is valid for classroom assessment of their science teachers, three of the school heads said “low level”, 14 said “moderate level”, and two said “high level”. The computed weighted mean in this item is 2.95 which is leading to “moderate level” in the scale.
When asked as to the level of the assessment skills in using a table of specifications to plan assessment of their science teachers, four of the school heads said “low level”, 12 said “moderate level”, and three said “high level”. The computed weighted mean in this item is 2.95 which is leading to “moderate level” in the scale.
When questioned as to the level of the assessment skills in developing assessments based on clearly defined course objectives of their science teachers, three of the school heads claimed “low level”, 13 claimed “moderate level”, and three claimed “high level”. The weighted mean computed here is 3.00 which is indicative of “moderate level” in the scale of interpretation.
When questioned as to the level of the assessment skills in constructing a model answer for scoring essay questions of their science teachers, four of the school heads claimed “low level”,

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13 claimed “moderate level”, and two claimed “high level”. The weighted mean computed here is 2.89 which is indicative of “moderate level” in the scale of interpretation.
When questioned as to the level of the assessment skills in matching performance tasks to instruction and course objectives of their science teachers, four of the school heads said “low level”, 13 said “moderate level”, and two said “high level”. The weighted mean computed in this item is 2.89 which is indicative of “moderate level” in the scale of interpretation.
When queried as to the level of the assessment skills in defining a rating scale for performance criteria in advance of their science teachers, four of the school heads responded “low level”, 13 responded “moderate level”, and two responded “high level”. Here, the computed weighted mean is 2.89 which is pointing to “moderate level” in the scale.
When inquired as to the level of the assessment skills in using concept mapping to assess student learning of their science teachers, three of the school heads ticked “low level”, 14 ticked “moderate level”, and two ticked “high level”. In this item, the computed weighted mean is 2.95 which is indicative of “moderate level” in the scale.
When asked as to the level of the assessment skills in using portfolios to assess student progress of their science teachers, three of the school heads said “low level”, 14 said “moderate level”, and two said “high level”. The computed weighted mean in this item is 2.95 which is leading to “moderate level” in the scale.
When asked as to the level of the assessment skills in interpreting standardized test scores (Stanine, Percentile, Rank) of their science teachers, four of the school heads said “low level”, 13 said “moderate level”, and two said “high level”. The computed weighted mean in this item is 2.89 which is leading to “moderate level” in the scale.
When questioned as to the level of the assessment skills in using norm-referenced grading model of their science teachers, four of the school heads claimed “low level”, 13 claimed “moderate level”, and two claimed “high level”. The weighted mean computed here is 2.89 which is indicative of “moderate level” in the scale of interpretation.
When questioned as to the level of the assessment skills in using criteria-referenced grading model of their science teachers, four of the school heads claimed “low level”, 13 claimed “moderate level”, and two claimed “high level”. The weighted mean computed here is 2.89 which is indicative of “moderate level” in the scale of interpretation.
When questioned as to the level of the assessment skills in using systematic procedures to determine borderline grades of their science teachers, three of the school heads claimed “low level”, 14 claimed “moderate level”, and two claimed “high level”. The weighted mean computed here is 2.95 which is indicative of “moderate level” in the scale of interpretation.
And, when queried as to the level of the assessment skills in avoiding teaching to the test when preparing students for tests of their science teachers, four of the school heads answered “low level”, 13 said “moderate level”, and two said “high level”. In this item, the weighted mean computed is 2.89 which has a descriptive equivalent of “moderate level” in the scale of interpretation.
Moreover, the area weighted mean computed is 2.93 which is pointing to “moderate level” in the scale of interpretation. This implies that the school heads perceived that their science teachers only have moderate level of assessment skills in terms of item analysis.

On Assessment Skills in terms of Communicating Assessment Results, Ethics, and Grading

The science teachers and the school heads assessed the level of assessment skills in terms of communicating assessment results, ethics, and grading of the science teachers.

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Assessment of the Science Teachers. The assessment of the science teachers on the level of their assessment skills in terms of communicating assessment results, ethics, and grading is presented in Table 12.

TABLE 12
The Level of Assessment Skills in terms of Communicating Assessment Results, Ethics, and Grading of the Science Teachers as Perceived by Themselves

Assessment Items	Responses					WM	DE
Assessment Skills in terms of Communicating Assessment Results, Ethics, and Grading	VL	LO	MO	HI	VH		
1. Communicating performance assessment criteria to student in advance	0	0	50	85	58	4.04	HI
2. Using assessment results when evaluating class improvement	0	0	45	82	66	4.11	HI
3. Using assessment results when evaluating school improvement	0	0	51	80	62	4.06	HI
4. Informing students in advance how grades are to be assigned	0	0	47	81	65	4.09	HI
5. Assigning grades	0	0	45	78	70	4.13	HI
6. Providing oral feedback to students	0	0	48	79	66	4.09	HI
7. Providing written feedback to students	0	0	53	74	66	4.07	HI
8. Communicating classroom assessment results to students.	0	0	53	83	57	4.02	HI
9. Communicating classroom assessment results to parents	0	0	51	94	48	3.98	HI
10. Communicating assessment results to educators	0	0	56	90	47	3.95	HI
11. Incorporating improvement in the calculation of grades	0	0	49	90	54	4.03	HI
12. Using systematic procedures to determine borderline grades	0	0	50	90	53	4.02	HI
13. Protecting student's confidentiality with regard to test scores	0	0	50	89	54	4.02	HI
14. Recognizing unethical, illegal or otherwise inappropriate assessment methods	0	0	50	89	54	4.02	HI
15. Recognizing unethical, illegal or otherwise inappropriate uses of assessment information.	0	0	46	89	58	4.06	HI
AWM						4.05	HI

Legend:
WM = weighted mean

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DE = descriptive equivalent
AWM = area weighted mean

Scale:

VL	=	very low level =	1.00 – 1.49	
LO	=	low level	=	1.50 – 2.49
MO	=	moderate level=	2.50 – 3.49	
HI	=	high level	=	3.50 – 4.49
VH	=	very high	=	4.50 – 5.00

As disclosed in Table 12, when asked as to the level of their assessment skills in communicating performance assessment criteria to student in advance, 50 of the science teachers said “moderate level”, 85 said “high level”, and 58 said “very high level”. The weighted mean computed here is 4.04 which is leading to “high level” in the scale.

When inquired as to the level of their assessment skills in using assessment results when evaluating class improvement, 45 of the science teachers ticked “moderate level”, 82 ticked “high level”, and 66 ticked “very high level”. In this item, the computed weighted mean is 4.11 which is indicative of “high level” in the scale.

When asked as to the level of their assessment skills in using assessment results when evaluating school improvement, 51 of the science teachers said “moderate level”, 80 said “high level”, and 62 said “very high level”. The computed weighted mean in this item is 4.06 which is leading to “high level” in the scale.

When asked as to the level of their assessment skills in informing students in advance how grades are to be assigned, 61 of the teachers said “moderate level”, 101 said “high level”, and 76 said “very high level”. The computed weighted mean in this item is 4.06 which is leading to “high level” in the scale.

When questioned as to the level of their assessment skills in assigning grades, 45 of the science teachers claimed “moderate level”, 78 claimed “high level”, and 70 claimed “very high level”. The weighted mean computed here is 4.13 which is indicative of “high level” in the scale of interpretation.

When questioned as to the level of their assessment skills in providing oral feedback to students, 48 of the science teachers claimed “moderate level”, 79 claimed “high level”, and 66 claimed “very high level”. The weighted mean computed here is 4.09 which is indicative of “high level” in the scale of interpretation.

When questioned as to the level of their assessment skills in providing written feedback to students, 53 of the science teachers said “moderate level”, 74 said “high level”, and 66 said “very high level”. The weighted mean computed in this item is 4.07 which is indicative of “high level” in the scale of interpretation.

When queried as to the level of their assessment skills in communicating classroom assessment results to students, 53 of the science teachers responded “moderate level”, 83 responded “high level”, and 57 responded “very high level”. Here, the computed weighted mean is 4.02 which is pointing to “high level” in the scale.

When inquired as to the level of their assessment skills in communicating classroom assessment results to parents, 51 of the science teachers ticked “moderate level”, 94 ticked “high level”, and 48 ticked “very high level”. In this item, the computed weighted mean is 3.98 which is indicative of “high level” in the scale.

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When asked as to the level of their assessment skills in communicating assessment results to educators, 56 of the teachers said “moderate level”, 90 said “high level”, and 47 said “very high level”. The computed weighted mean in this item is 3.95 which is leading to “high level” in the scale.
When asked as to the level of their assessment skills in 1ncorporating improvement in the calculation of grades, 49 of the teachers said “moderate level”, 90 said “high level”, and 54 said “very high level”. The computed weighted mean in this item is 4.03 which is leading to “high level” in the scale.
When questioned as to the level of their assessment skills in using systematic procedures to determine borderline grades, 50 of the science teachers claimed “moderate level”, 90 claimed “high level”, and 53 claimed “very high level”. The weighted mean computed here is 4.02 which is indicative of “high level” in the scale of interpretation.
When questioned as to the level of their assessment skills in protecting student’s confidentiality with regard to test scores, 50 of the science teachers claimed “moderate level”, 89 claimed “high level”, and 54 claimed “very high level”. The weighted mean computed here is 4.02 which is indicative of “high level” in the scale of interpretation.
When questioned as to the level of their assessment skills in recognizing unethical, illegal or otherwise inappropriate assessment methods, 50 of the science teachers claimed “moderate level”, 89 claimed “high level”, and 54 claimed “very high level”. The weighted mean computed here is 4.02 which is indicative of “high level” in the scale of interpretation.
And, when queried as to the level of their assessment skills in recognizing unethical, illegal or otherwise inappropriate uses of assessment information, 46 of the science teachers answered “moderate level”, 89 said “high level”, and 58 said “very high level”. In this item, the weighted mean computed is 4.06 which has a descriptive equivalent of “high level” in the scale of interpretation.
Moreover, the area weighted mean computed is 4.05 which is pointing to “high level” in the scale of interpretation. This implies that the science teachers perceived that they have high level of assessment skills in terms of communicating assessment results, ethics, and grading.

Assessment of the School Heads. The assessment of the school heads on the level of assessment skills in terms of communicating assessment results, ethics, and grading of their science teachers is presented in Table 13.
As disclosed in Table 13, when asked as to the level of the assessment skills in communicating performance assessment criteria to student in advance of their science teachers, three of the school heads said “low level”, 13 said “moderate level”, and three said “high level”. The weighted mean computed here is 3.00 which is leading to “moderate level” in the scale.

TABLE 13
The Level of Assessment Skills in terms of Communicating Assessment Results, Ethics, and Grading of the Science Teachers as Perceived by School Heads

Assessment Items	Responses					WM	DE
Assessment Skills in terms of Communicating Assessment Results, Ethics, and Grading	VL	LO	MO	HI	VH		

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1. Communicating performance assessment criteria to student in advance	0	3	13	3	0	3.00	MO
2. Using assessment results when evaluating class improvement	0	4	12	3	0	2.95	MO
3. Using assessment results when evaluating school improvement	0	4	11	4	0	3.00	MO
4. Informing students in advance how grades are to be assigned	0	4	12	3	0	2.95	MO
5. Assigning grades	0	4	12	3	0	2.95	MO
6. Providing oral feedback to students	0	4	12	3	0	2.95	MO
7. Providing written feedback to students	0	3	13	3	0	3.00	MO
8. Communicating classroom assessment results to students.	0	4	12	3	0	2.95	MO
9. Communicating classroom assessment results to parents	0	4	12	3	0	2.95	MO
10. Communicating assessment results to educators	0	4	12	3	0	2.95	MO
11. Incorporating improvement in the calculation of grades	0	3	13	3	0	3.00	MO
12. Using systematic procedures to determine borderline grades	0	3	13	3	0	3.00	MO
13. Protecting student's confidentiality with regard to test scores	0	3	13	3	0	3.00	MO
14. Recognizing unethical, illegal or otherwise inappropriate assessment methods	0	4	12	3	0	2.95	MO
15. Recognizing unethical, illegal or otherwise inappropriate uses of assessment information.	0	4	12	3	0	2.95	MO
AWM						2.97	MO

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

VL = very low level = 1.00 – 1.49
LO = low level = 1.50 – 2.49
MO = moderate level= 2.50 – 3.49
HI = high level = 3.50 – 4.49
VH = very high = 4.50 – 5.00

When inquired as to the level of the assessment skills in using assessment results when evaluating class improvement of their science teachers, four of the school heads ticked "low

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level", 12 ticked "moderate level", and three ticked "high level". In this item, the computed weighted mean is 2.95 which is indicative of "moderate level" in the scale.
When asked as to the level of the assessment skills in using assessment results when evaluating school improvement of their science teachers, four of the school heads said "low level", 11 said "moderate level", and four said "high level". The computed weighted mean in this item is 3.00 which is leading to "moderate level" in the scale.
When asked as to the level of the assessment skills in informing students in advance how grades are to be assigned of their science teachers, four of the school heads said "low level", 12 said "moderate level", and three said "high level". The computed weighted mean in this item is 2.95 which is leading to "moderate level" in the scale.
When questioned as to the level of the assessment skills in assigning grades of their science teachers, four of the school heads claimed "low level", 12 claimed "moderate level", and three claimed "high level". The weighted mean computed here is 2.95 which is indicative of "moderate level" in the scale of interpretation.
When questioned as to the level of the assessment skills in providing oral feedback to students of their teachers, four of the teachers claimed "low level", 12 claimed "moderate level", and three claimed "high level". The weighted mean computed here is 2.95 which is indicative of "moderate level" in the scale of interpretation.
When questioned as to the level of the assessment skills in providing written feedback to students of their science teachers, three of the school heads said "low level", 13 said "moderate level", and three said "high level". The weighted mean computed in this item is 3.00 which is indicative of "moderate level" in the scale of interpretation.
When queried as to the level of the assessment skills in communicating classroom assessment results to students of their science teachers, four of the school heads responded "low level", 12 responded "moderate level", and three responded "high level". Here, the computed weighted mean is 2.95 which is pointing to "moderate level" in the scale.
When inquired as to the level of the assessment skills in communicating classroom assessment results to parents of their science teachers, four of the school heads ticked "low level", 12 ticked "moderate level", and three ticked "high level". In this item, the computed weighted mean is 2.95 which is indicative of "moderate level" in the scale.
When asked as to the level of the assessment skills in communicating assessment results to educators of their science teachers, four of the school heads said "low level", 12 said "moderate level", and three said "high level". The computed weighted mean in this item is 2.95 which is leading to "moderate level" in the scale.
When asked as to the level of the assessment skills in incorporating improvement in the calculation of grades of their science teachers, three of the school heads said "low level", 13 said "moderate level", and three said "high level". The computed weighted mean in this item is 3.00 which is leading to "moderate level" in the scale.
When questioned as to the level of the assessment skills in using systematic procedures to determine borderline grades of their science teachers, three of the school heads claimed "low level", 13 claimed "moderate level", and three claimed "high level". The weighted mean computed here is 3.00 which is indicative of "moderate level" in the scale of interpretation.
When questioned as to the level of the assessment skills in protecting student's confidentiality with regard to test scores of their science teachers, three of the school heads claimed "low level", 13 claimed "moderate level", and three claimed "high level". The weighted mean computed here is 3.00 which is indicative of "moderate level" in the scale of interpretation.

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When questioned as to the level of the assessment skills in recognizing unethical, illegal or otherwise inappropriate assessment methods of their science teachers, four of the school heads claimed “low level”, 12 claimed “moderate level”, and three claimed “high level”. The weighted mean computed here is 2.95 which is indicative of “moderate level” in the scale of interpretation. And, when queried as to the level of the assessment skills in recognizing unethical, illegal or otherwise inappropriate uses of assessment information of their science teachers, four of the school heads answered “low level”, 12 said “moderate level”, and three said “high level”. In this item, the weighted mean computed is 2.95 which has a descriptive equivalent of “moderate level” in the scale of interpretation.
Moreover, the area weighted mean computed is 2.97 which is pointing to “moderate level” in the scale of interpretation. This implies that the school heads perceived that their science teachers have moderate level of assessment skills in terms of communicating assessment results, ethics, and grading.

The Level of Assessment Skills of the Science Teachers

The level of assessment skills of the science teachers of the selected public elementary schools in Quezon City is presented in Table 14.
As can be noted in Table 14, the science teachers perceived that they have high level of assessment skills as evidenced by the computed overall weighted mean of 4.05. On the other hand, the school heads perceived that the science teachers only have moderate level of assessment skills as evidenced by the computed overall weighted mean of 2.94.

TABLE 14
The Level of Assessment Skills of the Science Teachers of Selected Public Elementary Schools in Quezon City

Assessment Areas	Teachers		School Heads	
	AWM	DE	AWM	DE
Assessment Skills in terms of Paper and Pencil Test	4.02	HI	2.96	MO
Assessment Skills in terms of Performance Assessment	4.05	HI	2.93	MO
Assessment Skills in terms of Task-based Assessment	4.04	HI	2.91	MO
Assessment Skills in terms of Item Analysis	4.07	HI	2.93	MO
Assessment Skills in terms of Communicating Assessment Results, Ethics, and Grading	4.05	HI	2.97	MO
OWM	4.05	HI	2.94	MO

Legend:
OWM = overall weighted mean
DE = descriptive equivalent
AWM = area weighted mean
Scale:

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VL = very low level = 1.00 – 1.49
LO = low level = 1.50 – 2.49
MO = moderate level= 2.50 – 3.49
HI = high level = 3.50 – 4.49
VH = very high = 4.50 – 5.00

Difference between the Perceptions of the Science Teachers and the School Heads on the Level of Assessment Skills of the Science Teachers

This part of the chapter discusses answers to the third sub-problem of the study which is about the significant difference between the perceptions or assessments of the science teachers and the school heads on the level of assessment skills of the science teachers.

To provide answers to the sub-problem, the researcher worked on the null hypothesis that there is no significant difference between the perceptions or assessments of science the teachers and the school heads on the level of assessment skills of the science teachers. Thereafter, the researcher compared the perceptions or assessments of the science teachers and the school heads using the t-test. Here, the researcher computed the p value at .05 level of significance. Table 15 presents the results.

TABLE 15
Difference between the Perceptions of the Science Teachers and the School Heads

	Computed p Value	Level of Significance	RM
Level of Assessment Skills of the Science Teachers	0.00	.05	S

Legend:
RM = remarks
S = significant
NS = not significant

As shown in Table 15, when the perceptions of the science teachers and the school heads on the level of assessment skills of the teachers are compared, the p value computed is 0.00. This figure is lower than the .05 level of significance. As such, the null hypothesis is rejected. There is a significant difference between the perceptions of the sciences teachers and the school heads on the level of assessment skills of the science teachers.

Relationship between the Profile Variables of the Science Teachers and the Level of Their Assessment Skills

This part of the chapter provides answers to the fourth sub-problem of the study which is about the significant relationship between the profile variables of the science teachers and the level of their assessment skills.

To provide answers to the sub-problem, the researcher worked on the null hypothesis that there is no significant relationship between the profile variables of the science teachers and the level of their assessment skills. Thereafter, the researcher correlated the profile variables of the sciences

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teachers and the level of their assessment skills using the chi-square test of independence in the Microsoft Excel. Here, the researcher computed for the p value and the chi square value at .05 level of significance. Table 16 presents the results**.**

TABLE 16
Relationship between the Profile Variables of the Science Teachers and the Level of Their Assessment Skills

Profile Variables	P Value .05 LS	Chi Square Value	Chi Square Critical Value	RM
Highest Educational Attainment	0.00	8.46	3.84	S
Length of Teaching Experience	0.00	7.95	3.84	S
Number of Relevant Trainings	0.02	5.42	3.84	S

Legend:
RM = remarks
S = significant
NS = not significant

As shown in Table 16, when the highest educational attainment of the science teachers and the level of their assessment skills are correlated, the p value computed is 0.00. This figure is lower than the .05 level of significance. In the same way, the chi square value computed is 8.46. This figure is higher than the chi square critical value of 3.84. This means that there is a significant relationship between the two. As such, the null hypothesis is rejected. It can be said then that the level of assessment skills of the science teachers is influenced by their highest educational attainment.

Secondly, when the length of teaching experience of the science teachers and the level of their assessment skills are correlated, the p value computed is 0.00. This figure is lower than the .05 level of significance. In the same way, the chi square value computed is 7.95. This figure is higher than the chi square critical value of 3.84. This means that there is a significant relationship between the two. As such, the null hypothesis is rejected. It can be said then that the level of assessment skills of the science teachers is influenced by their length of teaching experience.

Lastly, when the number of relevant trainings of the science teachers and the level of their assessment skills are correlated, the p value computed is 0.02. This figure is lower than the .05 level of significance. Moreover, the computed chi square value is 5.42. This figure is higher than the chi square critical value of 3.84. This means that there is a significant relationship between the two. Being so, the null hypothesis is rejected. Conformably, it can be said that the level of assessment skills of the science teachers is influenced by their number of relevant trainings attended.

The Proposed In-Service Training Program to Enhance the Assessment Skills of the Science Teachers of the Selected Public Elementary Schools in Quezon City

This section presents answers to the last sub-problem of the study which is about the proposed in-service training program to enhance the assessment skills of the science teachers of the selected public elementary schools in Quezon City.

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To provide answers to the sub-problem, the researcher considered the findings that majority of the science teachers have attended not more than three trainings related with assessment for the past five years, that the school heads perceived that the science teachers only have moderate level of assessment skills, and that the number of trainings related with assessment attended by the science teachers influenced the level of their assessment skills.
What follows is the proposed in-service training program to enhance the level of assessment skills of the science teachers.

AN IN-SERVICE TRAINING PROGRAM TO ENHANCE THE ASSESSMENT SKILLS OF THE SCIENCE TEACHERS OF SELECTED PUBLIC ELEMENTARY SCHOOLS IN QUEZON CITY

Program Title: An In-Service Training Program to Enhance the Assessment Skills of the Science Teachers of Selected Public Elementary Schools in Quezon City

Prerequisite Program: None

Duration: This program shall run for five sessions with one day for each session

Management Level of the Program: This program is a division-based program for the selected schools in Quezon City

Delivery Mode: Depending on the nature of the activity, priority will be given to interactive and collaborative approaches - such as mentoring, coaching, professional learning sessions, peer discussions, workshops, and similar engagements - that aim to strengthen teachers' assessment skills.

Target Personnel: Science teachers of the selected public elementary schools in Quezon City

Budget Requirement: The cost of the program shall be shouldered by the Schools Division of Quezon City

Rationale:

In the past, teachers primarily relied on assessment results to determine students' grades. Today, however, assessment serves not only as a basis for grading but also as a tool for enhancing classroom instruction and improving student learning. In recent years, the importance of

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assessment and its critical role in shaping educational goals and objectives have become more widely recognized. It influences the "how, what, how much, and when" of teaching and learning processes. Moreover, assessment significantly impacts the design of the learning environment, the professional identity of teachers, and the overall development of students as learners.

What teachers choose to assess ultimately shapes what is emphasized in the classroom; therefore, focusing on what truly matters and assessing it effectively should be a central priority in education policy. To keep pace with modern demands, education must undergo reforms in assessment, moving toward next-generation approaches. In line with this, teachers need to be well-informed about the strengths and limitations of the assessment methods they use and must carefully select the most suitable formats for evaluating student performance.
Assessment tasks should demonstrate content validity and be designed to promote higher-order thinking skills. In performance-based assessments, reliability and validity can be strengthened by establishing clear, measurable, and observable standards, utilizing descriptive scoring rubrics, involving multiple evaluators to assess varied samples of student behavior, and systematically recording results throughout the process. Likewise, teacher-made tests should be continuously improved through item analysis.
Ultimately, assessment involves examining diverse sources of evidence - such as journal entries, written work, portfolios, skill demonstrations, participation, test results, and rubric-based evaluations - gathered over time to provide a comprehensive picture of students' progress in mastering competencies.
Furthermore, assessment plays a crucial role in informing and directing instruction. Through the use of varied assessment tools, teachers can identify which teaching approaches are most effective and appropriate for their learners. It also provides meaningful feedback that enables teachers to improve their instructional strategies and refine their classroom plans.
In addition, assessment serves as a valuable source of information for students, parents, and school administrators. While this information was once primarily conveyed through grades, it is now also utilized to help students reflect on, track, and take responsibility for their own learning, thereby promoting self-motivation and independence. Furthermore, assessment results can be used as a basis for improving curricula and strengthening educational programs.
Given the critical role of assessment, it is essential to strengthen teachers' assessment competencies.

Objectives: This in-service training program is designed to improve the assessment skills of the science teachers in selected public elementary schools in Quezon City.

Program Content Focus/Matrix

Program Title	Training Content	Duration
Training-Workshop on Assessment in terms of Paper and Pencil Test	This session will focus on: 1. Writing paper-pencil test, 2. Writing multiple-choice questions, 3. Writing matching questions, 4. Writing fill-in the blank or short answer questions, 5. Writing essay questions, and	1 day

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	6. Writing test items for higher cognitive levels.	
Training-Workshop on Assessment in terms of Performance Assessment	This session will focus on: 1. Choosing appropriate assessment methods for instructional decisions, 2. Administering announced quizzes, 3. Administering unannounced quizzes, 4. Recording assessment result on the rating scale/checklist while observing a student's performance, and 5. Following required procedures (time limit, no hints, no interpretation) when administering standardized tests.	1 day
Training-Workshop on Assessment in terms of Task-based Assessment	This session will focus on: 1. Assessing individual class participation, 2. Assessing individual hands-on activities, 3. Assessing group hands-on activities, 4. Assessing group class participation, 5. Incorporating extra credit activities in the calculation of grades, 6. Incorporating ability in the calculation of grades, 7. Incorporating classroom behavior in the calculation of grades, 8. Incorporating effort in the calculation of grades, and 9. Incorporating attendance in the calculation of grades.	1 day
Training-Workshop on Assessment in terms of Item Analysis	This session will focus on: 1. Selecting textbook-provided test items for classroom assessment, 2. Revising previously produced teacher-made tests to match current instructional emphasis, 3. Establishing students' expectations for determining grades for special education students, 4. Weighing differently projects, exams, homework, and others when assigning semester grades, 5. Determining if a standardized achievement test is valid for classroom assessment, 6. Using a table of specifications to plan assessment,	1 day

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	7. Developing assessments based on clearly defined course objectives, 8. Constructing a model answer for scoring essay questions, 9. Matching performance tasks to instruction and course objectives, 10. Defining a rating scale for performance criteria in advance, 11. Using concept mapping to assess student learning, 12. Using portfolios to assess student progress, 13. Interpreting standardized test scores (Stanine, Percentile, Rank), 14. Using norm-referenced grading model, 15. Using criteria-referenced grading model, 16. Using systematic procedures to determine borderline grades, and 17. Avoiding teaching to the test when preparing students for tests.	
Training-Workshop on Assessment in terms of Communicating Assessment Results, Ethics, and Grading	This session will focus on: 1. Communicating performance assessment criteria to student in advance, 2. Using assessment results when evaluating class improvement, 3. Using assessment results when evaluating school improvement, 4. Informing students in advance how grades are to be assigned, 5. Assigning grades, 6. Providing oral feedback to students, 7. Providing written feedback to students, 8. Communicating classroom assessment results to students, 9. Communicating classroom assessment results to parents, 10. Communicating assessment results to educators, 11. Incorporating improvement in the calculation of grades, 12. Using systematic procedures to determine borderline grades, 13. Protecting student's confidentiality with regard to test scores,	1 day

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	14. Recognizing unethical, illegal or otherwise inappropriate assessment methods, and 15. Recognizing unethical, illegal or otherwise inappropriate uses of assessment information.	

CONCLUSIONS

Based on the findings made, the following conclusions were drawn:

1. A typical science teacher of the selected public elementary schools in Quezon City has no post-graduate degree, has been teaching for more than 10 years already, and has attended not more than three trainings related with assessment for the past five years.

2. The science teachers of the selected public elementary schools in Quezon City perceived that they have high level of assessment skills while the school heads perceived that the science teachers only have moderate level of assessment skills.

3. The perceptions of the science teachers and the school heads on the level of assessment skills of the science teachers are significantly different from each other.

4. The level of assessment skills of the science teachers is influenced by their highest educational attainment, the length of teaching experience, and the number of trainings related with assessment attended for the past five years.

5. The proposed in-service training program will enhance the extent of assessment skills of the science teachers.

RECOMMENDATIONS

Based on the findings made and the conclusions drawn, the following recommendations are offered:

1. The proposed in-service training program be implemented in the selected public elementary schools in Quezon City to enhance the level of assessment skills of the science teachers.

2. The implementation of the in-service training program to enhance the level of assessment skills of the science teachers in the selected public elementary schools in Quezon City should be evaluated.

3. Similar study may be conducted by other researchers to validate the findings of the study.

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APPENDICES

THE SURVEY-QUESTIONNAIRE FOR THE SCIENCE TEACHERS

March 10, 2026

Dear Colleagues,

Greetings!

The undersigned is conducting a study entitled “Assessment Skills of the Science Teachers of Selected Public Elementary Schools in Quezon City” in partial fulfillment of the degree Master of Arts in Education.

In connection with this, and knowing that you are a science teacher in one of the selected public elementary school in Quezon City, may I respectfully ask you to answer the accompanying sheet honestly and objectively?

Rest assured that your responses will be treated with utmost confidentiality.

Thank you so much.

Respectfully,

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(Sgd.) John Mark Lery Montalban

Researcher

Name (Optional): _____

I. Please provide your profile in the following:

1. Highest Educational Attainment:

( ) Bachelor's Degree
( ) Finished academic requirements in the Master's Degree
( ) Master's Degree
( ) Finished academic requirements in the Doctorate Degree
( ) Doctorate Degree

2. Length of Teaching Experience:

( ) 1 – 5 years
( ) 6 – 10 years
( ) 11 – 15 years
( ) 16 – 20 years
( ) more than 20 years

3. Number of trainings related with assessment skills attended for the past five years:

( ) have not attended any trainings/seminars related with assessment skills for the past five years
( ) have attended not more than three trainings/seminars related with assessment skills for the past five years
( ) have attended not more than three trainings/seminars related with assessment skills for the past five years

II. Please rate the level of your assessment skills. Please be guided by the following:

1 = very low level

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2 = low level
3 = moderate level
4 = high level
5 = very high level

Assessment Items	1	2	3	4	5
A. Assessment Skill in terms of Paper and Pencil Test					
1. Writing paper-pencil test					
2. Writing multiple-choice questions					
3. Writing matching questions					
4. Writing fill-in the blank or short answer questions					
5. Writing essay questions					
6. Writing test items for higher cognitive levels					
B. Assessment Skill in terms of Performance Assessment					
1. Choosing appropriate assessment methods for instructional decisions					
2. Administering announced quizzes					
3. Administering unannounced quizzes					
4. Recording assessment result on the rating scale/checklist while observing a student's performance					
5. Following required procedures (time limit, no hints, no interpretation) when administering standardized tests					
C. Assessment Skill in terms of Task-based Assessment					
1. Assessing individual class participation					
2. Assessing individual hands-on activities					
3. Assessing group hands-on activities					
4. Assessing group class participation					
5. Incorporating extra credit activities in the calculation of grades					
6. Incorporating ability in the calculation of grades					
7. Incorporating classroom behavior in the calculation of grades.					
8. Incorporating effort in the calculation of grades.					
9. Incorporating attendance in the calculation of grades.					
D. Assessment Skill in terms of Item Analysis					
1. Selecting textbook-provided test items for classroom assessment					
2. Revising previously produced teacher-made tests to match current instructional emphasis					
3. Establishing students' expectations for determining grades for special education students					

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4. Weighing differently projects, exams, homework, etc. when assigning semester grades					
5. Determining if a standardized achievement test is valid for classroom assessment					
6. Using a table of specifications to plan assessment					
7. Developing assessments based on clearly defined course objectives					
8. Constructing a model answer for scoring essay questions					
9. Matching performance tasks to instruction and course objectives					
10. Defining a rating scale for performance criteria in advance					
11. Using concept mapping to assess student learning					
12. Using portfolios to assess student progress					
13. Interpreting standardized test scores (Stanine, Percentile, Rank)					
14. Using norm-referenced grading model					
15. Using criteria-referenced grading model					
16. Using systematic procedures to determine borderline grades					
17. Avoiding teaching to the test when preparing students for tests					
E. Assessment Skill in terms of Communicating Assessment Results, Ethics, and Grading					
1. Communicating performance assessment criteria to student in advance					
2. Using assessment results when evaluating class improvement					
3. Using assessment results when evaluating school improvement					
4. Informing students in advance how grades are to be assigned					
5. Assigning grades					
6. Providing oral feedback to students					
7. Providing written feedback to students					
8. Communicating classroom assessment results to students.					
9. Communicating classroom assessment results to parents					
10. Communicating assessment results to educators					
11. Incorporating improvement in the calculation of					

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grades					
12. Using systematic procedures to determine borderline grades					
13. Protecting student's confidentiality with regard to test scores					
14. Recognizing unethical, illegal or otherwise inappropriate assessment methods					
15. Recognizing unethical, illegal or otherwise inappropriate uses of assessment information.					

THE SURVEY-QUESTIONNAIRE FOR THE SCHOOL HEADS
March 10, 2026

Dear School Heads,

Greetings!

The undersigned is conducting a study entitled **"**Assessment Skills of the Science Teachers of Selected Public Elementary Schools in Quezon City" in partial fulfillment of the degree Master of Arts in Education.

In connection with this, may I respectfully ask you to answer the accompanying sheet honestly and objectively?

Rest assured that your responses will be treated with utmost confidentiality.

Thank you so much.

Respectfully,

(Sgd.) John Mark Lery Montalban
Researcher

NAME (Optional): _____

I. Please rate the level of assessment skills of your science teachers. Please be guided by the following:

1 = very low level
2 = low level

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3 = moderate level
4 = high level
5 = very high level

Assessment Items	1	2	3	4	5
A. Assessment Skill in terms of Paper and Pencil Test					
1. Writing paper-pencil test					
2. Writing multiple-choice questions					
3. Writing matching questions					
4. Writing fill-in the blank or short answer questions					
5. Writing essay questions					
6. Writing test items for higher cognitive levels					
B. Assessment Skill in terms of Performance Assessment					
1. Choosing appropriate assessment methods for instructional decisions					
2. Administering announced quizzes					
3. Administering unannounced quizzes					
4. Recording assessment result on the rating scale/checklist while observing a student's performance					
5. Following required procedures (time limit, no hints, no interpretation) when administering standardized tests					
C. Assessment Skill in terms of Task-based Assessment					
1. Assessing individual class participation					
2. Assessing individual hands-on activities					
3. Assessing group hands-on activities					
4. Assessing group class participation					
5. Incorporating extra credit activities in the calculation of grades					
6. Incorporating ability in the calculation of grades					
7. Incorporating classroom behavior in the calculation of grades.					
8. Incorporating effort in the calculation of grades.					
9. Incorporating attendance in the calculation of grades.					
D. Assessment Skill in terms of Item Analysis					
1. Selecting textbook-provided test items for classroom assessment					
2. Revising previously produced teacher-made tests to match current instructional emphasis					
3. Establishing students' expectations for determining grades for special education students					
4. Weighing differently projects, exams, homework, etc. when assigning semester grades					

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5. Determining if a standardized achievement test is valid for classroom assessment					
6. Using a table of specifications to plan assessment					
7. Developing assessments based on clearly defined course objectives					
8. Constructing a model answer for scoring essay questions					
9. Matching performance tasks to instruction and course objectives					
10. Defining a rating scale for performance criteria in advance					
11. Using concept mapping to assess student learning					
12. Using portfolios to assess student progress					
13. Interpreting standardized test scores (Stanine, Percentile, Rank)					
14. Using norm-referenced grading model					
15. Using criteria-referenced grading model					
16. Using systematic procedures to determine borderline grades					
17. Avoiding teaching to the test when preparing students for tests					
E. Assessment Skill in terms of Communicating Assessment Results, Ethics, and Grading					
1. Communicating performance assessment criteria to student in advance					
2. Using assessment results when evaluating class improvement					
3. Using assessment results when evaluating school improvement					
4. Informing students in advance how grades are to be assigned					
5. Assigning grades					
6. Providing oral feedback to students					
7. Providing written feedback to students					
8. Communicating classroom assessment results to students.					
9. Communicating classroom assessment results to parents					
10. Communicating assessment results to educators					
11. Incorporating improvement in the calculation of grades					
12. Using systematic procedures to determine borderline					

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grades					
13. Protecting student's confidentiality with regard to test scores					
14. Recognizing unethical, illegal or otherwise inappropriate assessment methods					
15. Recognizing unethical, illegal or otherwise inappropriate uses of assessment information.					

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