



# Investigating values education teachers' competencies in classroom assessment in Philippine secondary schools

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## Abstract

This research employed a descriptive design to assess the competence of 101 Values Education teachers in the northern Philippines across various assessment standards using a validated survey questionnaire. The findings indicate that the teachers have a low level of competence in classroom assessment with an overall mean of 1.38. The study also highlights the prevalent use of traditional assessment methods, with a notable reliance on multiple-choice tests (96.04%), while the least-used assessment method is the cloze test (14.85%). The identified challenges include time constraints in test preparation (85.14%), and student-related issues such as low performance (93.07%). Additionally, only a few teachers (10.30%) from the total population expressed a priority for training in areas like testing methods and computer applications. Improving these competencies could enhance student engagement, foster critical thinking, and lead to more accurate evaluations of students' learning progress. These findings underscore the necessity for targeted professional development programs that focus on enhancing assessment literacy, particularly in creating and utilizing alternative assessment methods like portfolios and performance assessments. The study concludes with recommendations for systematic professional development and curriculum enhancements to improve assessment practices in Values Education, ultimately contributing to the overall quality of education.

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## Introduction

Assessment is a foundational element of education, not only measuring student achievement but also enhancing instructional practices by aligning teaching with learning objectives (Brookhart, 2024). While traditionally centered on summative assessments that measure outcomes at the

end of a learning period, modern education emphasizes formative assessment, which offers ongoing feedback to guide student progress and enable instructional adjustments in real time (Brown, 2022). This approach fosters student engagement, encourages self-regulation, and helps learners take ownership of their educational journey (Nurhayati, 2020). Additionally, assessment literacy is

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crucial for educators, providing them with the knowledge and skills to effectively design, implement, and interpret assessments, particularly formative ones, to improve learning outcomes, and support data-driven instructional decisions (Worabu, 2024).

The National Framework for Values Education in Australian Schools recognizes the existing values education policies and the long history of teaching ethical, moral, and civic values across diverse educational contexts in Australia (Australian National Values Framework, 2005). Similarly, in the Philippines, values education promotes both personal growth and national identity. Integrated across subjects, it serves as a laboratory of life that fosters humanity and nationalism, aligning with UNESCO's framework to develop responsible, community-oriented individuals and promote national unity (Nagahama, 2014).

The effectiveness of Values Education largely depends on the competencies of teachers in conducting classroom assessments. Teachers' perceptions of their assessment competencies can significantly influence their instructional practices and the overall learning environment (Sandiyani, 2023). Despite the recognized importance of assessment in education, significant challenges persist in its implementation. Teachers often face difficulties in designing and utilizing assessment tools that accurately reflect student learning and contribute to educational quality. Nartgün (2009) suggested that many instructors fail to provide students with necessary information on learning objectives and assessments, and do not conduct diagnostic assessments of student readiness, which hampers effective instruction planning and limits accurate evaluation of student progress and teaching efficacy. Considerably, Lasaten (2016) posited that many educators, especially in public high schools, struggle with the technical aspects of assessment, such as selecting appropriate methods and interpreting assessment data effectively. These challenges are compounded by a lack of training and resources, which can result in assessments that do not fully capture students' abilities or learning needs.

Furthermore, Navarro and De Guzman (2016) asserted that assessment should be systematic and logical, providing clear insights into what students know and can do. However, they also noted that the current practices in many classrooms fall short of these ideals, often due to inadequate teacher preparation and support. This situation underscores the need for enhanced training and professional development opportunities for teachers, particularly in classroom assessment, to ensure that they are equipped with necessary skills to meet the demands of contemporary education.

With these ideas and observations, this study aimed to evaluate the competencies of Values Education teachers

in classroom assessment, focusing on their knowledge and skills in designing and implementing effective assessment tools. Given the challenges highlighted, such as reliance on traditional assessment methods and the gaps in assessment literacy, this research sought to directly address these issues by assessing teachers' competence along the standards of assessment, identifying the methods they commonly use, and exploring the problems they encounter in classroom assessment. Furthermore, the study determined the specific training needs to enhance their assessment practices. By addressing these key areas, the study aimed to provide practical insights for improving classroom assessment and ultimately contributing to the overall quality of education.

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## Literature Review

In the realm of education, the competency of teachers in classroom assessment plays a pivotal role in shaping the educational outcomes of students. Classroom assessment is not merely a tool for measuring academic progress; it is an essential component that informs instructional practices, ensures alignment with learning objectives, and fosters the holistic development of students. However, the effectiveness of these assessments is largely contingent upon the teachers' proficiency in designing and implementing them. This literature review explores the challenges faced by teachers in classroom assessment, the impact of these challenges on educational outcomes, and the necessity for targeted professional development to enhance teachers' competencies.

### *Teacher Competency in Classroom Assessment*

Teacher competency in classroom assessment is a critical factor influencing educational outcomes. Competency encompasses a range of skills, including assessment literacy, which refers to teachers' understanding and application of assessment principles and practices. Koloï-Keaikitse (2016) stated that teachers' assessment literacy has a significant impact on student learning outcomes. The consensus across these studies indicates that professional development interventions aimed at enhancing teachers' assessment skills can positively influence student performance.

Relational competence, as emphasized by Aspelin and Jönsson (2019), further enhances teachers' ability to assess students effectively by fostering meaningful engagement with students and parents. The importance of relational competence is echoed in several studies such as the research of Khan et al. (2019), which contended that

teachers' ability to connect with students can improve the quality of assessments and ultimately student outcomes. This connection between relational competence and assessment practices illustrates the multifaceted nature of teacher competency in classroom assessment, where interpersonal skills and assessment literacy are intertwined.

### *Challenges in Implementing Effective Classroom Assessments*

While the review initially focuses on teacher competencies, it is crucial to consider the broader contextual factors that influence these competencies. For instance, school culture and administrative support play significant roles in shaping the resources and environment available to teachers for conducting assessments. Kelting-Gibson et al. (2014) noted that a lack of administrative support and resources can significantly hinder teachers' ability to implement effective classroom assessments. Also, König et al. (2020) highlighted how the rapid shift to digital assessments during the COVID-19 pandemic required schools to provide not only technological resources but also ongoing professional development to support teachers in adapting to new forms of assessment.

The challenges teachers face in classroom assessment significantly affect both teaching practices and student learning. Ineffective strategies, often due to insufficient training, hinder accurate evaluation and reduce opportunities for meaningful feedback, which is essential for student development (Aspelin & Jönsson, 2019). Relational competence enables teachers to better understand and address diverse student needs, enhancing both assessment accuracy and instructional practices (Girardet, 2017). Tahir et al. (2019) found that involving students in the formulation of classroom rules increases engagement, supporting better assessment practices.

By addressing these contextual factors, it emphasizes the need for a holistic approach to enhancing teacher competencies in assessment. This approach requires not only individual professional development but also systemic support from the school administration and a conducive school culture.

### *Training and Professional Development for Teachers*

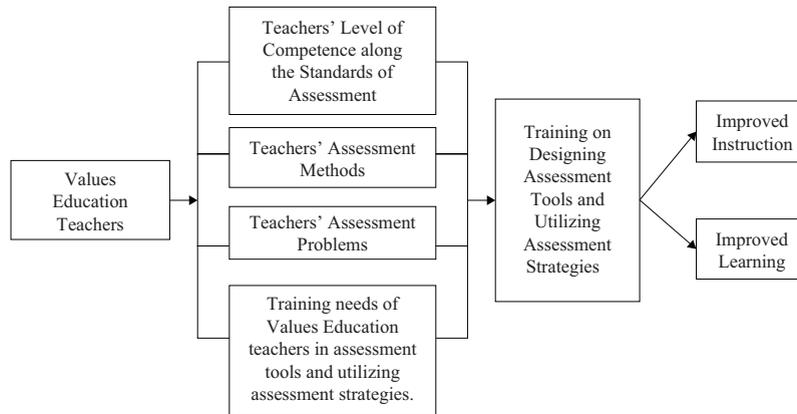
Training and professional development are essential components in enhancing teacher competencies, particularly in the realm of classroom assessment. Mogashoa (2018) critically reviewed the types of professional development offered to teachers, emphasizing the need for training that aligns with contemporary educational practices and

policies. This perspective supports the claim of Ntlhare and Mukuna (2022) who investigated the professional development needs of teachers in identifying learners with learning barriers, highlighting the necessity for targeted training programs that address specific competencies.

Interestingly, the literature demonstrates a clear relationship between teacher competency in classroom assessment, the challenges they face, and the need for comprehensive training and professional development. Addressing contextual factors such as school culture and administrative support, while updating assessment methods to reflect current educational practices, is crucial for fostering an environment that supports both teachers and students in achieving their full potential. Recent studies offer valuable insights into how teacher competencies can be enhanced through targeted interventions, ensuring that teachers are well-equipped to meet the demands of modern education.

### *Conceptual Framework*

Based on the significant information provided in the review of literature, the conceptual framework was conceptualized as illustrated in [Figure 1](#). The figure shows that the Values Education teachers' level of competence along the standards of assessment serves as the foundational aspect that influences the quality and alignment of their practices with established standards. This competence shapes their assessment methods, reflecting the techniques they use to evaluate learning. However, challenges in the assessment process, known as teachers' assessment problems, arise and point to areas that need targeted improvements. These gaps in competence, methods, and challenges highlight the training needs of values education teachers, guiding the focus of professional development efforts. Addressing these training needs, particularly through training on designing assessment tools and utilizing effective assessment strategies, equips teachers with the necessary tools and techniques for better assessments. As teachers apply the training they receive, improved instruction follows, ultimately leading to the desired outcome of improved learning, where effective teaching results in better learning outcomes for students. Descriptive research is effective in capturing a snapshot of current practices and perceptions, which is essential for identifying areas for improvement and professional development; thus, the importance of assessment literacy in enhancing teachers' capabilities, suggesting that a descriptive framework can illuminate the multifaceted nature of teachers' assessment competencies (Gotch & French, 2014).



**Figure 1** The research paradigm

## Methodology

This study employed descriptive design to comprehensively assess the competencies of teachers in designing assessment tools and utilizing assessment strategies within the context of Values Education. This design was particularly suitable as it allowed for the systematic collection and analysis of data regarding teachers' self-perceived competencies, the assessment methods they employ, the challenges they face, and their training needs. Descriptive research is effective in capturing a snapshot of current practices and perceptions, which is essential for identifying areas for improvement and professional development.

## Participants

A total of 101 Values Education teachers participated in the study. They are the in-service teachers who taught Values Education during the academic year 2021-2022. The study used total enumeration in identifying the respondents, thus all teachers who handled Values Education during the said academic year were considered as participants of the study. They were selected from all public secondary schools in the three schools' divisions of the province of Ilocos Norte in northern Philippines, namely: Laoag City, City of Batac, and Ilocos Norte divisions.

## Data Collection

The research study employed two primary instruments for data collection, both of which underwent internal validation by a panel of three education and research experts. The first instrument was a survey questionnaire, designed by the researchers and validated by experts in

the field. This questionnaire comprised five sections: I. Profile of the Respondents; II. Assessment Methods Used by Teachers; III. Competency of Teachers along the Seven Standards of Assessment; IV. Assessment Problems of Teachers; and V. Assessment Training Needs of Teachers. Sections II and IV were adapted from the questionnaire used by Lasaten (2016), while Section III utilized the Assessment Literacy Inventory (ALI), developed by Campbell and Mertler (2005). The ALI, which includes five scenarios with seven related questions each, assessed the teachers' competence based on the seven "Standards for Teacher Competence in the Educational Assessment of Students."

Second was the semi-structured interview guide used to supplement and validate the survey findings through in-depth interviews. It was pilot tested with a small group of Values Education teachers to ensure clarity and relevance, leading to minor revisions. The interviews provided qualitative insights, enriching the survey data and enabling a more comprehensive analysis of the teachers' assessment practices and professional development needs.

The researchers obtained ethical clearance from the University Research Ethics Review Board (URERB) prior to initiating the study. Following approval, permission was sought from the school division superintendents of the three DepEd divisions of Ilocos Norte and the school heads supervising the teachers. Additionally, consent was obtained from the teacher-respondents to participate in the study.

The questionnaires, designed in Google Forms, were distributed via email and messenger accounts to ensure accessibility. Both distribution and retrieval of the questionnaires were conducted online to accommodate physical limitations, time constraints, and pandemic-related restrictions imposed by the Inter-Agency Task Force (IATF) guidelines.

To enhance convenience and efficiency, the researchers enlisted the help of their network of colleagues and friends for the online distribution and retrieval of the questionnaires. Respondents were given ample time to complete the questionnaires at their convenience to avoid disrupting their teaching or other school-related activities. However, technological challenges like poor internet connections or limited digital skills could have affected participation or led to incomplete responses.

All responses were handled with the highest level of confidentiality. Identifying information was removed, and data were securely stored to protect participant privacy. The researchers emphasized that the data collected would only be used for research purposes, reinforcing the commitment to maintaining the integrity and confidentiality of each participant's responses throughout the study.

### Data Analysis

The data collected in this study were tabulated, analyzed, and interpreted using various statistical methods, including frequency counts, percentages, and weighted means. Excerpts from the interviews were incorporated to provide additional qualitative insights, enriching and triangulating the quantitative survey data. These techniques were employed to assess the prevalence of different assessment methods and evaluate teachers' overall competency across seven standards, offering a comprehensive view of their strengths and areas in need of improvement

## Results and Discussion

This section presents a comprehensive analysis and discussion of the data gathered in this study, focusing on

Values Education teachers' competencies in assessment, the assessment methods they employ, the challenges they encounter, and their training needs.

### Values Education Teachers' Level of Competence along the Standards of Assessment

Table 1 showed that Values Education teachers demonstrate a generally low level of competence in assessment standards. The mean scores in the four of the assessment standards such as developing appropriate assessment methods, using assessment results for instructional decisions, developing valid grading procedures, and communicating assessment results, fall within the "Very Low" performance level, with scores ranging from 0.74 to 1.27. The remaining three standards, which include choosing appropriate assessment methods, administering and interpreting assessments, and recognizing unethical practices, are rated as "Low Level," with mean scores between 1.59 and 1.79. This is evident in the results of the interview. Two of the respondents underscored reasons that triangulate the quantitative findings. One teacher said, "I often feel unsure about how to create assessments that truly reflect what my students have learned." Another teacher commented, "With so many things to do at hand, I cannot prepare very good tests and promptly return students' outputs. I also have limited time for consultation with them." These sentiments underscore the challenges faced by teachers in effectively designing and utilizing assessments that capture student learning.

These findings imply a critical need for a competence-based professional development for Values Education teachers, particularly in the areas of enhancing their competence (knowledge, skills, and abilities)

**Table 1** Values Education teachers' level of competence along the standards of assessment

Standard	Mean Score	SD	Descriptive Interpretation
Choosing assessment methods appropriate for instructional decisions	1.79	2.09	LL
Developing assessment methods appropriate for instructional decisions	0.74	0.72	VLL
Administering, scoring, and interpreting results of both externally-produced and teacher produced assessment methods	1.59	1.07	LL
Using assessment results when making decisions about individual students, planning teaching, developing curriculum and making recommendations for school improvement	1.23	0.88	VLL
Developing valid grading procedures which use pupils' assessment	1.24	0.97	VLL
Communicating assessment results to students, parents, other lay audiences and other educators	1.27	1.08	VLL
Recognizing unethical, illegal and otherwise inappropriate assessment methods and uses of assessment information	1.78	1.03	LL
Overall	1.38	0.95	Low

Note: 5.00 – 4.50 = Very High Level (VHL), 4.49 – 3.50 = High Level (HL), 3.49 – 2.50 = Average Level (AL), 2.49 – 1.50 = Low Level (LL), 1.49 – 0.00 = Very Low Level (VLL).

in developing and utilizing assessment tools. Research has shown that assessment literacy is directly linked to instructional effectiveness and student outcomes, highlighting the necessity of enhancing teacher competencies in assessment (Koloji-Keaikitse, 2016). The low level of competence in assessment methods may lead to suboptimal instructional decisions, thereby affecting the quality of education students receive (Firoozi et al., 2019).

### *Assessment methods commonly used by Values Education Teachers*

Table 2 indicated that the distribution of assessment methods used by Values Education teachers was categorized into traditional and authentic assessments. The most frequently employed traditional assessment method is multiple-choice tests, with a usage rate of 96.04 percent, followed by identification (89.11%) and matching type (83.16%). These findings suggest that despite the growing emphasis on higher-order thinking skills, teachers continue to rely heavily on traditional assessment formats that primarily test lower-order cognitive skills (Al-Akbari, 2023). Teachers view traditional assessment as an easy and widely used method for evaluating student performance, particularly benefiting elementary and middle school students due to its familiarity, time-saving efficiency, and equitable nature, as supported by clear assessment rubrics (Fadilah et al., 2023). As one of the teachers stated, “I use multiple-choice tests because they are easy to prepare and grade.” Another teacher stressed, “We did flexible learning, and traditional type of tests are more convenient to use. The multiple choice, identification, and true-false tests are easy to prepare and check or grade.” These comments

suggest a pressing need for professional development focused on authentic and innovative assessment strategies that encourage critical thinking and deeper learning.

Conversely, in the realm of authentic assessments, performance assessments are the most frequently used (80.20%), followed by essays (78.22%) and portfolio assessments (37.62%). The reliance on performance and essay assessments indicates an awareness among teachers of the need to assess students’ critical thinking and problem-solving abilities, which are crucial in Values Education. However, the limited use of portfolio assessments suggests a potential area for growth, as portfolios offer a more comprehensive picture of student learning over time (Shahzadi & Ducasse, 2022).

Finally, future research should explore effective strategies, such as mentorship programs and professional learning communities, to support teachers in transitioning from traditional to more authentic assessment methods, ensuring sustainable improvements in assessment practices.

### *Assessment problems encountered by the Values Education teachers*

Values Education teachers face significant challenges related to both test-related and student-related factors. As shown in Table 3, the most pressing issues include the time required for checking tests (86.14%), test preparation (85.14%), and the types of questions included in the assessments (63.37%). These challenges are exacerbated by large class sizes and the extensive number of subjects teachers must prepare. One of the teachers remarked: “As much as I try to prepare good tests, the time it takes to create and grade them is overwhelming, especially with large classes.”

**Table 2** Assessment methods used by Values Education teachers

Assessment Methods	Frequency ( $n=101$ )	Percentage (%)	Rank
<b>Traditional Assessment</b>			
Cloze Test	15	14.85	8
Concept Map	40	39.60	6
e-assessments ( <i>Kahoot!</i> , <i>Plickers</i> , etc)	24	23.76	7
Enumeration	70	69.31	5
True-False Test	82	81.19	4
Identification	90	89.11	2
Matching Type	84	83.16	3
Multiple Choice	97	96.04	1
<b>Authentic Assessment</b>			
Essay	79	78.22	2
Performance Assessment	81	80.20	1
Portfolio Assessment	38	37.62	3
Problem Solving	35	34.65	5
Product-based Assessment	36	35.64	4

**Table 3** Assessment problems encountered by Values Education teachers

Variable	Frequency (n=101)	Percentage (%)	Rank
<b>A. Testing and Test-Related Problems</b>			
Time for checking	87	86.14	1
Reproduction of test	50	49.50	4
Writing directions	23	22.77	8
Coverage of the test	41	40.59	6
Test preparation	86	85.14	2
Types of questions or test	64	63.37	3
Scheduling of test	27	26.73	7
Errors in test	48	47.52	5
<b>B. Student-Related Problems</b>			
Low/Poor performance	94	93.07	2
Poor preparation for the test	55	54.46	5
Attitude and behavior	80	79.21	3
Cheating	74	73.27	4
Guessing on the test	100	99.01	1
<b>C. Testing in General</b>			
Quality of tests: Reliability & Validity	55	54.46	1
Lack resources	6	5.94	4
Appropriateness of Items to Learners	21	20.79	2
Interpreting test results	19	18.81	3

Student-related problems are also prominent, with teachers reporting issues such as students guessing on tests (99.01%), poor test preparation (79.21%), and low performance (93.07%). These findings suggest that students may not be adequately engaged or prepared for assessments, which could be attributed to a lack of motivation or insufficient instructional support (Kalsoom, 2024). In terms of general testing issues, the quality of tests, including their reliability and validity, is the top concern (54.46%). This highlights a critical need for training in test construction and the importance of ensuring that assessments are both fair and appropriate for the student population (Jeong, 2013).

### *Training Needs of Teachers in Designing Assessment Tools and Utilizing Assessment Strategies*

Table 4 revealed that the top-ranked training need among Values Education teachers is in “Assessment,

Measurement, Testing, and Evaluation,” with 19.35 percent (77 out of 101) of the respondents identifying it as their top priority. This substantial percentage underscores the necessity for foundational training in assessment practices, which are vital for both effective teaching and accurate student evaluation. As one respondent shared, “I would like to learn more about using digital tools for assessments, especially for online and blended learning environments. We need skills in using apps and platforms that can help make assessments more interactive and efficient.” This reflects the growing need for teachers to adapt to digital transformations in education. The importance of such training is well-documented, as it directly correlates with teachers’ instructional effectiveness and positive student outcomes (Firoozi et al., 2019).

Following this, “Test Construction and Item Writing” is identified as the second most critical area, with 14.82 percent (59 out of 101) of the teachers highlighting this need.

**Table 4** Training needs of Values Education teachers in designing assessment tools and utilizing assessment strategies

Training	Frequency (n=101)	Percentage (%)	Rank
General: Assessment, measurement, testing, evaluation	77	19.35	1
Test construction and Item writing	59	14.82	2
Trends in assessment and testing	58	14.57	3
Alternative assessment: Portfolio and performance assessment	57	14.32	4.5
Test item review and item analysis	49	12.31	6
Test preparation and feedback	57	14.32	4.5
Others: Testing methods, use of computer applications, all trainings related to testing, etc.	41	10.30	7
Total	398	100%	

Similarly, 14.57 percent (58 out of 101) of teachers expressed the need for training in “Trends in Assessment and Testing,” which ranked third. These areas are crucial for ensuring that educators are equipped to create valid, reliable assessments that align with educational standards and reflect the latest developments in assessment methodologies (Prataksita et al., 2023). Additionally, 14.32 percent (57 out of 101) of respondents indicated a need for training in “Alternative Assessment: Portfolio and Performance Assessment,” while the category “Others: Testing methods, use of computer applications, all trainings related to testing, etc.” was chosen by 41 (10.30%) of the respondents.

These findings indicate that while Values Education teachers recognize the value of both traditional and innovative assessment methods, there is a clear and pressing need for comprehensive training to enhance their competence foundations of assessment, performance and technology-based assessments. Targeted professional development in assessment practices is essential for improving educational outcomes (Merchant et al., 2018).

However, the study has several limitations, including potential response bias due to the online data collection method, which may have resulted in an overrepresentation of participants who are more comfortable with technology, thereby affecting the generalizability of the findings to the broader population of Values Education teachers. Furthermore, the reliance on self-reported data may introduce biases, and the sample size may not adequately reflect the diverse experiences of all teachers, limiting the overall applicability of the results.

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## **Conclusion and Recommendation**

This research has brought to light the critical gaps related to the level of assessment competence of Values Education teachers in public secondary schools, revealing a generally low level of proficiency across the seven standards of classroom assessment. The reliance on traditional assessment methods such as multiple-choice and identification tests, as well as the identified challenges related to test preparation, student engagement, and the validity and reliability of tests, all point to a pressing need for targeted professional development. These findings are particularly eye-openers given the central role that effective assessment plays in both teaching and learning processes.

Reflecting on these findings, it becomes evident that the low competence levels among teachers in classroom assessment not only hinder their ability to

accurately measure student learning but also affect the overall quality of instruction in Values Education. This situation is evidenced by the lack of adequate training and institutional support, which leaves teachers not sufficiently equipped with knowledge and skills to address the demands of modern educational practices. The deficiencies in assessment literacy and the reliance on outdated methods suggest that students are not being adequately challenged or supported in developing the critical thinking and problem-solving skills that are essential in the 21st century.

Based on the salient findings, a competence-based program was proposed. The proposed program framework will incorporate clearly defined outcomes that participants are expected to achieve upon completion of the program. The training will utilize the Presentation-Application-Feedback (PAF) Model, integrating various teaching methods such as interactive and actual lectures, multimedia presentations, text readings, videos, handouts, and worksheets. Participants will engage in hands-on activities and tasks aligned with the concepts discussed, allowing them to apply their newly-acquired knowledge in practice. Incorporating the 4C's of 21st century skills, namely, critical thinking, creativity, communication and collaboration into the training program, will empower teachers to utilize and develop assessment tools that not only measure knowledge but also promote students' analytical and evaluative skills. Adequate resources and institutional commitment must be assured to ensure the program's successful implementation. However, potential barriers to implementing the recommended training program include limited institutional support, time constraints, lack of technological resources, resistance to change among teachers, and budgetary limitations.

Furthermore, there is a need to reevaluate and enhance the Values Education curriculum to better align it with contemporary assessment practices. By integrating the insights gained from this research, curriculum developers can ensure that teaching methods and assessment strategies are fully aligned with the holistic developmental goals of Values Education. Piloting the proposed training program will be done first to gather feedback for necessary adjustments before broader implementation.

Incorporating assessment-focused discussions into regular Learning Action Cell (LAC) sessions will also provide a platform for ongoing professional growth and collaboration among teachers. This continuous learning environment is crucial for fostering a culture of reflective practice and innovation in assessment strategies.

Likewise, further research is recommended to explore additional factors that may influence assessment competencies,

including a wider geographical scope and diverse educational settings. Such studies will deepen teachers' understanding of the challenges and opportunities in enhancing assessment literacy and help develop more effective interventions. By addressing the gaps identified in this research, it is anticipated that the assessment practices in Values Education will be significantly improved. This will not only enhance the quality of instruction but also better support students in developing the critical skills they need to thrive in an increasingly complex world.

Finally, national policies and educational reforms significantly influence teachers' assessment literacy by establishing the framework for curricular standards and assessment strategies that educators are required to follow. When these policies prioritize professional development and innovative assessment methods, they provide teachers with the necessary support and resources to enhance their assessment practices. Conversely, a lack of clarity or support in policies can hinder teachers' ability to effectively adopt new methodologies.

Ultimately, enhancing assessment practices in Values Education is crucial for advancing both educator effectiveness and student learning outcomes. By embracing innovative assessment methodologies, teachers are empowered with the necessary tools to accurately gauge student understanding and address diverse learning needs, thereby fostering critical thinking and promoting holistic development. This commitment to refining assessment practices is essential not only for cultivating a deeper comprehension among students but also for preparing them to engage thoughtfully and responsibly with the complexities of an ever-evolving global landscape.

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### Conflict of Interest

The authors declare that there is no conflict of interest.

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