EXTENT OF CLASSROOM ASSESSMENT PRACTICES AND INTEGRATION OF COLLEGE INSTRUCTORS: BASIS FOR ASSESSMENT STRATEGY TRAINING

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ABSTRACT

This study aimed to examine the extent of classroom assessment practices and integration of college instructors as basis for assessment strategy training. Moreover, it sought to investigate the best practices and challenges encountered by instructors in their classroom assessment. The study used mixed method utilizing both the quantitative and qualitative techniques of data collection.

Findings revealed that most of the college instructors used authentic assessment tools in their classroom. With regards to the level of integration, instructors integrated both authentic and traditional assessment. There was significant difference in terms authentic and traditional assessment. The best practices of college instructors are using oral recitation, essay test, diagnostic test, multiple choice, feedback, and portfolio. College instructors encountered various challenges such as the learners' ability to keep abreast with new ideas if lecture becomes the only methods, instructors' lack of time in preparing authentic assessment, students' lack of motivation when instructors used traditional assessment, students' lack of focus when traditional assessment use, maintaining students' interest, and limited resources like internet access.

The study concluded that the trend of the college instructors in their classroom assessment practices is the authentic assessment. Therefore, the study provides an opportunity for the college instructors to qualify their choices, and therefore reveal if a preference was learning more towards the mix of authentic and traditional assessment practices.

Key words: Classroom assessment tools, Practices, Integration, Instructors

1. INTRODUCTION

Teachers' ability to assess a students' growth and development is critical for a successful education. Behind the students' success in education are instructors. Instructors give authentic and traditional assessment tools to measure students' achievement (Paler-Calmorin, 2011.) The objective of classroom assessment whether traditional or authentic is to develop students who are functional as 21st century productive citizens. In traditional assessment, the focus is on acquisition of knowledge while authentic assessment focuses on the application of knowledge (Wawiye, 2016). Appropriate assessment can provide useful information on how the students are learning and how teachers are performing in meeting academic goals. In addition, classroom assessment has a strong impact on students' learning and can form an essential strategy among a variety of teaching and learning approaches (Raymond, 2013).

The emphasis for using classroom assessment is to evaluate the students' progress that may be attributed to current assessment attitudes and practices among existing college instructors. Navaro (2012) stated that the vast majority of instructors in higher education continue to assess student learning in the classroom with the traditional modes of testing than authentic assessment. The authors believed that the traditional classroom assessment support students to be concerned with the "grade" rather than to develop an appreciation for "deeper" learning. There are varieties of national initiatives addressing concerns about the need for effective classroom assessment, performance-based assessment and real-life assessments related to 21st century learning. Stakeholders in K-12, No Child Left behind (NCLB), post-secondary education,

and various private and governmental educational policy institutions continue to press for and enforce accountability and compliance measures (Boud&Falchikov, 2017).

In the present situation of the College, the result of the licensure examination of teachers (LET) for four years is below the national passing rate. Higher Education Institution, particularly state colleges are supervised by the Commission on Higher Education (CHED) wherein Higher Education Institution should adopt the Outcomes-Based Education as mandated by the Commission. The Outcomes-Based Education has been implemented for more than three years. With this, the Higher Education Institution management systems are set up to support its goals and strategies. There should be appropriate assessment tools used by the Higher Education Institution to measure the performance and to check if the mechanisms, procedures, and process actually deliver the desired quality. Lei (2018) stated that instructors must use different assessment strategies to help learners meet their educational potentials. Wawiye (2016) concluded that instructors must use appropriate assessment tools to achieve the desired quality of education.

Thus, it is the main objective of this study to examine the extent of classroom assessment practices by the college instructors. Moreover, the level of integration of authentic and traditional assessment is investigated. The study aims to provide school administrators in the higher education with new knowledge relative to the assessment practices and integration of state college instructors. The findings of this study served as a basis for an assessment strategy training to enhance instructors' ability to conduct classroom assessment.

Specifically, the study sought to answer the following problems: (1) To what extent do the College Instructors use classroom assessment practices in terms of authentic assessment, and traditional assessment? (2) What is the level of integration in the use of classroom assessment practices of the college instructors? (3) Is there significant difference between authentic and traditional classroom assessment practices of college instructors? (4) Is there a significant difference on the level of integration of authentic and traditional assessment in classroom instruction in terms of age, civil status, gender, number of years in teaching, educational attainment and department/institute of college instructors? (5) What are the best practices and challenges encountered by the College Instructors when using the traditional and authentic assessment in classroom instruction? (6) What assessment strategy training can be developed to improve classroom assessment practices?

2. METHODOLOGY

This study utilized mixed method to gather information about present existing conditions. The study was conducted in one of the big schools of Camiguin province. The respondents of this study were the ninety-six (96) college instructors currently teaching during the first semester of the school year 2018-2019. A survey questionnaire was used to investigate the extent of classroom assessment practices of college instructors. The qualitative data was gathered in the form of interview for the best practices and challenges encountered by the college instructors in classroom assessment. Frequency counts, percentages, mean, T-test, were utilized statistical tools of this study.

3. RESULTS AND DISCUSSION

3.1 Extent of Classroom Assessment Practices
Table 1 .Mean Distribution of the Extent of Classroom Practices in Terms of Authentic Assessment

Indicator	Mean	SD	Description	Interpretation
Authentic Assessment	3.28	0.352	At all times	High Extent
Traditional Assessment	3.13	0.351	Most of the time	Moderate Extent

Legend: 1.0 - 1.75, no extent; 1.76 - 2.50, low extent; 2.51 - 3.25, moderate   extent; 3.26 - 4.0   high extent

Table 1 reveals that college instructor used authentic assessment with a total mean of 3.28 and interpreted as "high extent". With regards to traditional assessment the total mean of 3.13 interpreted as "moderate extent." The data imply that instructors use d authentic assessment in the classroom.

3.2 Level of Integration in the Use of Classroom Assessment Practices
Table 2 . Mean Distribution of the Level of Integration in the Use of Classroom Practices by the College Instructors

Assessment	Mean	SD	Description	Interpretation
Authenthic Assessment	3.19	0.34	At all times	Highly Integrated
Traditional Assessment	3.18	0.35	Most of the time	Moderately Integrated

Legend: 1.0 - 1.75, not integrated; 1.76 - 2.50, less integrated; 2.51 - 3.25, moderately integrated; 3.26 - 4.0 highly integrated

The table shows that authentic assessment got the highest mean of 3.19 compared to traditional assessment with a mean of 3.18. Both authentic and traditional assessment got the same interpretation.

The finding implies that instructors in the college moderately integrated both authentic and traditional assessment into their classroom practices. The finding of the study is supported by BoarerPitchford, (2014) that instructors in the higher education primarily use authentic assessment in basing the course grade. Likewise, McConnell (2016) revealed that the use of traditional assessment tools continues to play an important role in the classroom assessment practices of instructors. Thus, authentic and traditional assessments tools go together in assessing student's performance. Both authentic and traditional tools play an important role in the classroom assessment.

3.3 Authentic and Traditional Classroom Assessment Practices

Table 3. Test of Differences between Authentic and Traditional Classroom Assessment Practices of College Instructors

Assessment	Mean	Sd	Correlation	T	P-value	Interpretation
Authentic						Significant
	3.28	0.352	0.545	4.870	0.000	
Traditional	3.13	0.351				

The data show sufficient evidence to reject the null hypothesis. As can be gleaned from the table, the significance of the result (P-value = 4.870) at .05 level of significant. Therefore, the null hypothesis is rejected. This means that there is a significant difference between authentic and traditional classroom assessment of college instructors. The result implies that instructors used authentic and traditional classroom assessment separately. Based on the interview, instructors claim that they used authentic assessment to measure direct performance of the students. The finding suggests that authentic assessment is considered as an alternative form of assessing the performance of the students that describe a set of strategies for the application of knowledge, skills, and work habits through the performance tasks that are meaningful to them. This further suggests that authentic assessment provides the instructors information on how the students understand and apply knowledge. According to Gabuyo (2013), in authentic assessment, students need to demonstrate skills by actual performance of a certain task rather than just marking on an answer sheet. It also means that instructors must use realistic situations in the testing materials.

With regards to traditional classroom assessment, the data imply that instructors used traditional assessment to measure learning indirectly. The finding further suggests that instructors used traditional assessment every end of the chapter and every end of the term.According to Gardner (2014), traditional assessments that reinforce surface learning provide little intellectual challenge. Moreover, Wilson (2014) claims that traditional assessment typically under-assesses intellectual performance and over assesses student knowledge.

The result reveals that authentic and traditional classroom assessment has differed in nature. Authentic Assessment measures the performance based on the reality and actual experience of the students, while traditional assessment measures the factual knowledge of the students. This finding implies that instructors used both authentic and traditional classroom assessment in a different way considering the students' needs and interest.

3.5 Best Practices and Challenges

During the interview, the college instructors mentioned the following best practices:oral recitation to develop communication skills of student,essay test to evaluate students' understanding, Diagnostic assessment to gain information about students understanding, Multiple Choice to stimulate students' active and self-managed learning, feedback to improve students' performance, and Portfolio to assess students' performance.

Furthermore, the data also reflect the challenges encountered by the college instructors in their classroom assessment.The challenges encountered are the following: the learners' ability to keep abreast with new

ideas if lecture becomes the only methods, instructors lack of time preparation in using authentic assessment, students easily bored when instructors used traditional assessment, students lack of focus when traditional assessment use, to maintain the interest of the students, and limited resources like internet access.

4. CONCLUSION

It can be concluded that the trend of the college instructors in their classroom assessment practices is the authentic assessment. Since they used authentic assessment, they were more concerned on assessing the performance tasks of the students that describe a set of strategies for the application of knowledge, skills and work habits through the performance of tasks that are meaningful to them. Using authentic assessment also provides the instructors the information on how students understand and apply knowledge. It also allows the instructors to integrate performance assessment in the instructional process to provide additional learning activities for the students in the classroom.

This study further concludes that college instructors have moderate perception on the integration of various assessments of student learning outcomes but more on authentic assessment compared to traditional assessment. Authentic assessment simulates real life situations where students demonstrate based on performance tasks rather than on selection of choices. Finally, the results of the study provide an opportunity for the college instructors to qualify their choices if their preferences are according to effective learning towards a mix of authentic and traditional assessment practices.

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