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THE LITERACY ASSESSMENT PRACTICES OF TEACHERS IN TABACO CITY DIVISION

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ABSTRACT

This study investigated the literacy assessment practices of elementary teachers in Tabaco City Division during School Year 2024–2025. Using a quantitative descriptive-survey design, data were gathered from 262 teachers across four districts through a validated questionnaire checklist. The study examined assessment for learning (questioning techniques, observation and feedback), assessment as learning (self-monitoring, peer feedback), and assessment of learning (reading and writing assessments). Results revealed that teachers consistently employed questioning, observation, and feedback strategies, with high levels of usage across districts. Self-monitoring and peer feedback were also practiced, though with slightly lower frequencies. Reading and writing assessments were universally applied, with periodic writing tasks and oral reading tests serving as common tools. ANOVA results indicated no significant differences in usage levels among districts. Difficulties encountered included limited resources, time constraints, and challenges in providing individualized feedback. A training design was proposed to strengthen teachers' competence in literacy assessment. Findings highlight the importance of continuous professional development, data-driven instruction, and policy support to enhance literacy outcomes.

Keywords: Literacy Assessment, Teacher Practices, Tabaco City Division, Professional Development

1 INTRODUCTION

Literacy remains a cornerstone of lifelong learning and national development. In the Philippines, constitutional mandates and education laws such as RA 10533 (Enhanced Basic Education Act of 2013) and RA 9155 (Governance of Basic Education Act of 2001) emphasize literacy as a fundamental educational goal. Assessment practices serve as critical mechanisms for monitoring student progress, identifying learning gaps, and ensuring alignment with curriculum standards. Global frameworks, including the United Nations' Sustainable Development Goal 4, reinforce the need for equitable and quality literacy education.

In Tabaco City Division, literacy assessment practices are guided by DepEd policies such as Order No. 8, s. 2015, which outlines assessment for learning, assessment as learning, and assessment of learning. These orientations emphasize formative, reflective, and summative approaches to evaluating student literacy. Teachers, as frontline implementers, play a pivotal role in applying these practices effectively. However, challenges such as resource limitations, diverse learner needs, and varying levels of teacher preparedness often affect implementation.

This study was conducted to determine the literacy assessment practices of elementary teachers in Tabaco City Division, their level of usage, and the difficulties encountered. By analyzing these practices, the research aimed to provide evidence-based insights for improving teacher training, instructional strategies, and policy support. Ultimately, the study contributes to strengthening literacy education, ensuring that learners acquire foundational skills necessary for academic success and meaningful participation in society.

2 MATERIALS

The study utilized both primary and secondary sources of data. Primary data were obtained through a researcher-developed questionnaire checklist administered to 262 elementary teachers across Tabaco City Division. The instrument was structured into three parts: identification of literacy assessment practices, measurement of usage levels, and documentation of difficulties encountered. Items were categorized under assessment for learning, assessment as learning, and assessment of learning. Responses were recorded using a Likert scale to quantify frequency and consistency of practices.

Secondary data included books, journals, theses, dissertations, and public documents relevant to literacy assessment. Policies such as DepEd Orders, Republic Acts, and the Philippine Professional Standards for Teachers (PPST) provided the theoretical and legal framework for the study. These references ensured that the questionnaire indicators were aligned with national and international standards.

Validation of the instrument was conducted in two phases: face validation by the thesis panel and content validation by external experts, including district supervisors and master teachers. This process ensured clarity, relevance, and reliability of the items. Ethical considerations were observed, with confidentiality maintained throughout data collection.

3 METHODS

A quantitative descriptive-survey design was employed to systematically evaluate teachers' literacy assessment practices. This approach allowed the researcher to collect numerical data and apply statistical analyses to determine usage levels and differences across districts.

The respondents comprised 262 elementary teachers: 83 from Tabaco North, 58 from Tabaco South, 55 from Tabaco East, and 66 from Tabaco West District. These teachers were directly engaged in literacy instruction, ensuring accurate and relevant responses.

The primary instrument was a validated questionnaire checklist using a Likert scale. It measured frequency of practices under three orientations: assessment for learning (questioning, observation, feedback), assessment as learning (self-monitoring, peer feedback), and assessment of learning (reading and writing assessments). Difficulties encountered were also documented.

Data gathering involved formal approval from the Schools Division Superintendent and school heads. Questionnaires were distributed and retrieved with a 100% response rate, reflecting strong cooperation.

Statistical treatment included frequency counts, percentages, and weighted means to describe practices. ANOVA was applied to test the hypothesis regarding differences in usage levels among districts. Ranking was used to identify the most common difficulties. This structured methodology ensured validity, reliability, and comprehensive analysis of literacy assessment practices.

4 RESULTS

Findings revealed that teachers consistently employed literacy assessment practices across all districts. Under assessment for learning, questioning techniques and observation with feedback were universally applied, with weighted means adjectivally described as "always." Teachers asked literal and inferential questions, varied strategies, and provided immediate feedback to learners.

Assessment as learning practices, such as self-monitoring and peer feedback, were also implemented but with slightly lower frequencies compared to formative and summative assessments. Learners were guided to reflect on progress, set goals, and provide peer feedback, though challenges in consistency were noted.

Assessment of learning practices showed the highest usage. Teachers regularly conducted oral reading assessments, comprehension checks, and periodic writing tasks. Differentiated writing activities with rubrics and portfolio evaluations were widely practiced.

ANOVA results indicated no significant differences in the level of usage among the four districts, confirming uniformity in implementation. Difficulties encountered included time constraints, large class sizes, limited resources, and challenges in providing individualized feedback. These findings underscore the need for targeted training and support to enhance literacy assessment practices.

5 DISCUSSION

The study highlights the strong alignment of teachers' practices with DepEd policies and PPST standards. The consistent use of questioning, observation, and feedback reflects teachers' commitment to formative assessment, which supports immediate instructional adjustments. However, the slightly lower frequency of self-monitoring and peer feedback suggests that reflective practices require further reinforcement through training and scaffolding.

Summative assessments, particularly reading and writing evaluations, were the most consistently applied. This emphasis aligns with accountability requirements but may overshadow formative and reflective approaches if not balanced. The uniformity of practices across districts indicates effective dissemination of DepEd guidelines, yet challenges such as resource limitations and large class sizes hinder optimal implementation.

The difficulties identified—time constraints, individualized feedback, and resource shortages—mirror issues documented in national and international studies on literacy assessment. Addressing these requires systemic support, including professional development, provision of instructional materials, and manageable teacher workloads.

The findings emphasize the need for a comprehensive training design that integrates formative, reflective, and summative assessment strategies. Such training should equip teachers with practical tools for differentiated instruction, effective feedback, and learner-centered assessment. Strengthening these areas will enhance literacy outcomes and contribute to equitable, high-quality education.

6 CONCLUSIONS

This study concluded that elementary teachers in Tabaco City Division consistently implement literacy assessment practices across all three orientations: assessment for learning, assessment as learning, and assessment of learning. Questioning, observation, and feedback were universally applied, while self-monitoring and peer feedback were practiced but less consistently. Reading and writing assessments were the most frequently used, reflecting strong adherence to summative evaluation.

No significant differences were found among districts, indicating uniformity in practice. However, teachers encountered notable difficulties, including time constraints, large class sizes, limited resources, and challenges in providing individualized feedback. These issues highlight the need for systemic interventions to support effective literacy assessment.

The study recommends the development of a targeted training design to strengthen teachers' competence in formative and reflective assessment practices. Professional development should emphasize strategies for differentiated instruction, learner engagement, and effective feedback. Policy support and resource allocation are also essential to address structural challenges.

Ultimately, enhancing literacy assessment practices contributes to improved student outcomes, stronger teacher capacity, and alignment with national and global education goals. By addressing identified gaps, schools can foster a culture of data-driven instruction and continuous improvement, ensuring that learners acquire the foundational literacy skills necessary for lifelong learning and meaningful participation in society.

STATEMENTS ON COMPLIANCE WITH ETHICAL STANDARDS

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Disclosure of conflict of interest

No conflict of interest should be disclosed.

Statement of Ethical Approval

This study was conducted in compliance with institutional ethical standards and approved by the Schools Division Office of Albay.

Statement of Informed Consent

All participants were informed of the study's purpose, procedures, and confidentiality measures. Written consent was obtained from students and their parents prior to participation.

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