

Teacher Assessment Literacy and Learner Outcomes in Bodega Elementary School

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Abstract

This study examined teacher assessment literacy and learner outcomes at Bodega Elementary School, with emphasis on teachers' assessment literacy and practices, learners' perceptions and attitudes toward assessment, and the influence of teaching and assessment practices on learner outcomes. The study was guided by Constructivist Learning Theory, Sociocultural Theory, Feedback Intervention Theory, Self-Regulated Learning Theory, and the researcher-developed Integrated Assessment Literacy Theory. A mixed-methods design was employed using questionnaires administered through census sampling to three teachers and 119 Grade 4 to Grade 6 learners. Data were analyzed using weighted mean and percentage. Findings revealed a high overall level of teacher assessment literacy at 77.78%, although differences were observed across grade levels. Learners generally reported positive assessment experiences, with an overall weighted mean of 3.41, and strongly positive attitudes toward assessment, with an overall mean of 3.62. Teachers frequently employed assessment practices, obtaining an overall mean of 4.43, while teaching practices received an overall mean of 3.72, indicating a positive perceived influence on learner outcomes. Despite these favorable results, areas for improvement remained in the transparency of marking criteria, consistency in the use and interpretation of assessment tools, alignment of assessment with classroom and real-world applications, and opportunities for greater learner participation. The study concluded that teachers generally demonstrated strong assessment literacy and regularly used assessment to support instruction and learner progress. It recommended strengthening professional development in assessment standards, interpretation of results, development of specifications and rubrics, clearer feedback and marking criteria, and greater use of collaborative, hands-on, and real-world assessment activities. The study supports Sustainable Development Goal 4: Quality Education by promoting improved assessment practices, evidence-informed instruction, and enhanced learning opportunities. Its sustainability impact lies in strengthening continuous instructional improvement, professional competence, and communication among teachers, learners, parents, school leaders, and other educational stakeholders.

Keywords: Assessment Literacy, Assessment Practices, Bodega Elementary School, Learner Outcomes, Mixed Methods, Professional Development, Quality Education, Teacher Assessment Literacy

1. Introduction

Teacher assessment literacy is increasingly recognized as a core professional competence because teachers must understand assessment principles, construct and use appropriate assessment methods, interpret evidence of learning, provide meaningful feedback, and use results to improve instruction. Contemporary scholarship conceptualizes assessment literacy as more than knowledge of testing; it includes practical, contextual, and socio-emotional competencies required to integrate assessment into teaching and learning (Pastore, 2023; Yan & Pastore, 2022; Lei & Lei, 2026). Recent evidence further emphasizes that teachers continue to require support in translating assessment knowledge into effective classroom practice. Within this context, the present study examines teacher assessment literacy and learner outcomes at Bodega Elementary School. It focuses on teachers'

assessment literacy and practices, learners' perceptions and attitudes toward assessment, and the influence of teaching and assessment practices on learner outcomes. By examining these dimensions in a specific public elementary school context, the study seeks to provide evidence that may support instructional improvement, professional development, and more effective assessment practices.

Teacher assessment literacy involves the knowledge, skills, dispositions, and practices required to design, implement, interpret, and use assessment appropriately. Recent frameworks identify conceptual, practical, and socio-emotional dimensions of formative assessment literacy, indicating that effective assessment requires not only technical competence but also appropriate beliefs, communication, and sensitivity to learners and classroom contexts (Yan & Pastore, 2022; Lei & Lei, 2026). Teachers' data literacy is also relevant because effective assessment requires the ability to collect, interpret, integrate, communicate, and use evidence to improve teaching and learning (Cui & Zhang, 2022; Lee et al., 2024). In this study, learner outcomes include academic performance, mastery of skills, engagement, and educational attainment, consistent with the outcomes identified in the original manuscript. Assessment literacy is therefore important because teachers use evidence of learning to identify difficulties, adjust instruction, provide feedback, and determine whether intended learning outcomes are being achieved. The OECD (2025) describes formative assessment as a continuous process involving learning goals, diagnosis of student learning, feedback, and instructional adaptation.

Recent research consistently emphasizes the relationship between assessment literacy and effective classroom assessment. Pastore (2023) found that contemporary conceptions of teacher assessment literacy extend beyond testing knowledge to include teachers' ability to enact assessment responsively within particular educational contexts. Similarly, Lei and Lei (2026) identified conceptual, practical, and socio-emotional competencies as recurring dimensions of formative assessment literacy and emphasized the value of sustained, context-sensitive professional development. Professional development plays an important role in strengthening these competencies. Giraldo (2021) found that assessment-literacy development programs can broaden teachers' understanding of assessment and improve their ability to design assessment instruments, while Latif (2021) emphasized continuing professional development in addressing gaps in teachers' assessment knowledge. More specifically, Li et al. (2023) found that a professional development program strengthened primary teachers' formative assessment literacy and their capacity to address implementation challenges. Assessment practices also have implications for learner outcomes. Xuan et al. (2022), in a meta-analysis involving K-12 classrooms, found positive effects of formative assessment on reading achievement, although effects differed according to educational and cultural contexts. A systematic review by Zhang et al. (2024) similarly found that formative assessment practices such as feedback, peer assessment, self-assessment, and technology-assisted assessment can support performance and engagement, while stressing the importance of teacher preparation and contextual adaptation. The OECD (2025) likewise emphasizes that formative assessment is most useful when teachers diagnose understanding, provide actionable feedback, and adapt instruction to learners' needs. Contemporary assessment literacy also includes the capacity to work with changing forms of assessment. Estaji et al. (2024) identified knowledge, cognition, technology-related competence, and contextual factors as important components of assessment literacy in digital environments. Kang and Lam (2024) similarly showed that teachers may possess basic formative assessment knowledge while still encountering difficulties in applying learner-centered assessment, interpreting evidence, and providing process-oriented feedback. These findings reinforce the distinction between knowing assessment principles and effectively applying them in practice.

Internationally, assessment and feedback remain important elements of high-quality teaching. Current evidence emphasizes that effective assessment should generate information that teachers can use to diagnose learning, provide feedback, and adapt instruction rather than merely measure achievement (OECD, 2025). At the same time, research continues to identify the need for professional learning that develops teachers' ability to translate assessment principles into classroom practice (Pastore, 2023; Lei & Lei, 2026). In the Philippines, assessment literacy remains relevant to educational improvement. Malabo (2024) found satisfactory overall assessment literacy among Filipino basic education teachers in a private institution but identified borderline proficiency in data literacy and emphasized continuing professional development. More recently, Tandas (2025) found that Filipino practice teachers demonstrated a foundation in classroom assessment competence but continued to require guidance in feedback, validity, inclusivity, and technology integration. These recent Philippine studies indicate that assessment competence remains an area for continuing teacher development. The policy context has also been updated. In 2026, the Department of Education issued DepEd Order No. 015, s. 2026, containing revised guidelines on classroom assessment, the grading system, and awards and recognition for the K to 12 Basic Education Program. This current policy context reinforces the continuing institutional importance of classroom assessment within Philippine basic education. Locally, the study was conducted at Bodega Elementary School in Barangay Pasig, Claveria, Masbate. During School Year 2023-2024, the school had 10 public school teachers, one school principal, and approximately 290 learners. The investigation was specifically delimited to Grade 4-6 teachers and learners and addressed formative and summative assessment, feedback, interpretation of assessment information, and alignment with learning objectives.

The theoretical framework retains the foundational theories identified in the original study because they directly explain the learning and assessment processes being investigated. Constructivist Learning Theory views learners as active participants who construct understanding through experience and interaction (Piaget, 1973). Sociocultural Theory emphasizes that learning occurs through interaction and within particular social and cultural contexts (Vygotsky, 1978). These perspectives support assessment practices that consider learners' experiences, interactions, and learning contexts. Feedback Intervention Theory explains that feedback can influence performance depending on how it directs learners' attention toward the task and learning process (Kluger & DeNisi, 1996). Self-Regulated Learning Theory further explains how learners use goal-setting, monitoring, and reflection to regulate their learning (Zimmerman, 2000). These foundational sources were retained because they are the original theoretical works and fall within the permitted exception to the five-year reference policy. The study also retains its researcher-developed Integrated Assessment Literacy Theory, which proposes that assessment literacy can improve learner outcomes when assessment practices are aligned with curricular goals, learner contexts, and individual learning pathways. Its conceptual framework follows an input-process-output structure in which teacher and learner characteristics and assessment information serve as inputs, data collection and analysis comprise the process, and findings concerning assessment literacy and learner outcomes constitute the output.

Although recent scholarship provides substantial evidence on teacher assessment literacy, formative assessment, professional development, and data use, assessment literacy remains highly dependent on educational context (Pastore, 2023; Lee et al., 2024; Lei & Lei, 2026). Recent Philippine evidence used in this review concerns basic education teachers in a private institution (Malabo, 2024) and mathematics practice teachers (Tandas, 2025), contexts that differ from the Grade 4-6 public elementary school setting examined in the present study. The study therefore addresses the need for localized evidence by examining teachers' assessment literacy, learners' perceptions and attitudes toward assessment, assessment practices, and learner outcomes at Bodega Elementary School. This localized approach can clarify assessment needs within the school and provide a basis for context-responsive professional development and instructional improvement. The rationale is consistent with the original manuscript, which identified the lack of localized evidence as the principal gap addressed by the research.

The study is primarily aligned with Sustainable Development Goal 4: Quality Education, which calls for inclusive and equitable quality education and improved learning opportunities. The Sustainable Development Goals Report 2024 continues to identify learning outcomes, teacher qualifications, and teacher training as important challenges to progress toward SDG 4 (United Nations, 2024). Strengthening teachers' assessment literacy supports this goal by improving their capacity to monitor learning, identify learner needs, provide feedback, and make evidence-informed instructional decisions.

The study contributes primarily to educational and institutional sustainability by examining a professional competency that can support continuous instructional improvement. Sustainable assessment practice depends not only on assessment tools but also on teachers' ability to interpret evidence, collaborate, communicate results, and continually develop their competencies (Lee et al., 2024; Li et al., 2023). It also contributes to community sustainability because clearer and more effective assessment practices can improve communication among teachers, learners, parents, school leaders, and other educational stakeholders.

2. Material and methods

2.1 Research Design

The study employed a mixed-methods design using questionnaires to obtain structured data from teachers and learners (Creswell & Plano Clark, 2025). The questionnaires measured teachers' assessment literacy and learners' perceptions and attitudes toward assessment practices. Survey questionnaires provide a structured approach for obtaining information from respondents and examining patterns within a defined population (Goodfellow, 2023). The collected data were used to examine assessment literacy, learner outcomes, and related demographic characteristics.

2.2 Locale of the Study

The study was conducted at Bodega Elementary School during School Year 2023-2024. The school served as the setting for examining teacher assessment literacy, assessment practices, and learner outcomes among the identified teachers and Grade 4 to Grade 6 learners.

2.3 Respondents of the Study

The respondents consisted of three teachers, 34 Grade 4 learners, 35 Grade 5 learners, and 50 Grade 6 learners of Bodega Elementary School during School Year 2023-2024.

2.4 Sample and Sampling Procedure

The study employed census sampling, in which all eligible respondents within the identified population were included. A census involves collecting information from every member of the defined population rather than selecting only a sample (Craig-Hare, 2022). This approach allowed the study to represent the entire target group of teachers and learners included in the research.

2.5 Research Instrument

The primary instrument was a questionnaire on teacher assessment literacy and learner outcomes in Bodega Elementary School. The original manuscript states that the questionnaire was adopted from previous research. Assessment practices and assessment literacy were interpreted using five-point scales ranging from 1.00 to 5.00. Teaching practices were likewise measured using a five-point scale based on frequency of use during lessons. Learners' assessment perceptions were interpreted using a four-point scale from "Almost never" to "Almost always," while attitudes toward assessment ranged from "Strongly Disagree" to "Strongly agree."

2.6 Data Gathering Procedure

The proposed research title was reviewed and revised with the research adviser. Permission to conduct the study was secured through a letter addressed to the School Division Superintendent of the Schools Division of Masbate Province. The questionnaires were subsequently administered and retrieved from the respondents. Completed responses were checked, classified, tabulated, and analyzed using Microsoft Excel before being prepared for presentation to the research adviser and statistician.

2.7 Data Analysis Techniques

The collected data were analyzed using weighted mean and percentage. The weighted mean was used to summarize responses according to their assigned values and frequencies, while percentage was used to describe the relative distribution of responses. These descriptive statistical techniques facilitated the organization and interpretation of the quantitative data (Illowsky & Dean, 2023). OpenStax defines the mean calculated from values and their corresponding frequencies and discusses proportions and percentages as descriptive and inferential statistical measures.

3. Results and Discussion

3.1 Teacher Assessment Literacy and Learner Outcomes

3.1.1 Current Level of Teacher Assessment Literacy

Grade 4 and Grade 5 teachers each obtained an assessment literacy score of 66.67%, classified as "High," while the Grade 6 teacher obtained 100.00%, classified as "Very High." The overall assessment literacy level was 77.78%, interpreted as "High." These results indicate generally strong assessment literacy, although differences were evident across grade levels. The high overall level is consistent with Malabo (2024), who reported satisfactory assessment literacy among Filipino basic education teachers, and Tandas (2025), who found a strong foundation in classroom assessment competence among Filipino practice teachers. However, contemporary research emphasizes that assessment literacy requires continuous development because teachers may still encounter difficulties in translating assessment knowledge into classroom practice (Pastore, 2023; Lei & Lei, 2026). Li et al. (2023) further demonstrated that sustained professional development can strengthen primary teachers' formative assessment literacy and help address implementation challenges.

3.1.2 Learners' Perceptions of Assessment Experiences

Learners obtained an overall weighted mean of 3.41, interpreted as "Often," indicating generally positive assessment experiences. Understanding what was required to complete tests successfully received a mean of 3.57, while being informed in advance about testing obtained 3.55, both interpreted as "Almost Always." Understanding teacher expectations for tests and assignments obtained 3.50. In contrast, awareness of how tests would be marked received the lowest mean of 3.22. The findings indicate that learners generally understood assessment expectations but had comparatively less clarity about marking criteria. Arnold (2022) emphasized that students' experiences of assessment for learning are strengthened through clear learning intentions, shared success criteria, feedback, and meaningful participation in the assessment process. Similarly, the OECD (2025) identifies clear learning goals, diagnosis of learning, feedback, and instructional adjustment as central components of effective formative assessment. Yan et al. (2023) further found that students' perceptions of assessment-related practices are influenced by feedback, assessment instruments, their purposes, and opportunities for meaningful participation.

3.1.3 Learners' Attitudes Toward Assessment

Learners demonstrated positive attitudes toward assessment, with an overall weighted mean of 3.62, interpreted as "Strongly Agree." They strongly agreed that assessment helped them succeed in education (3.61), contributed to good education (3.62), promoted academic achievement (3.61), and provided opportunities for success when they performed well in tests (3.65). These findings show that learners generally viewed assessment as valuable to their educational progress. Brown (2022) emphasized that assessment practices influence learners' attitudes,

beliefs, emotions, and responses to learning, with more positive responses associated with assessment that is formative, fair, and trustworthy. Arnold (2022) likewise found that students' perceptions of the value of assessment practices are important to productive assessment experiences and learner participation.

3.1.4 Assessment Practices Employed by Teachers

Teachers obtained an overall weighted mean of 4.43, interpreted as "Frequently." Practices performed "All the time" included using assessment to check lesson objectives, establish and increase student learning, provide clear directions, use answer keys, apply standard procedures in converting scores to grades, and explain how grades were derived. Developing higher-order thinking skills and explaining assessment results to students and parents both obtained 4.67. The use of tables of specification, rubrics, interpretation of assessment results, instructional planning, and feedback generally obtained 4.00, while explaining national or regional examination results received the lowest mean of 3.67. The results suggest that teachers regularly integrated assessment into instruction, particularly for monitoring learning objectives, grading, and communicating results. However, the comparatively lower ratings for some technical assessment practices indicate areas for further development. Pastore (2023) emphasizes that assessment literacy involves not only knowledge of assessment but also the capacity to apply assessment appropriately in classroom contexts. Lee et al. (2024) similarly identified analysis, interpretation, reporting, communication, reflection, and collaboration as important dimensions of teachers' effective use of educational data. Professional development may therefore help strengthen less consistently implemented assessment practices (Li et al., 2023; Tandas, 2025).

3.1.5 Impact of Teaching Practices on Learner Outcomes

Teaching practices obtained an overall weighted mean of 3.72, interpreted as "Agree," indicating that the practices employed were perceived to positively influence learner outcomes. Presenting summaries of previous lessons, checking exercise books, and checking understanding through questioning each obtained 4.33. Explicit learning goals, homework review, differentiated activities, individual support, ability-based group work, projects, and tests or quizzes obtained 4.00. Learner-centered practices received lower ratings. Asking learners to suggest classroom activities obtained 2.67, while producing a useful product received 2.33. Self-evaluation, explanatory writing, and individual work with learning materials obtained 3.33, while debate activities received 3.00. These results indicate that structured and teacher-directed practices were more evident than activities promoting learner autonomy and participation. The findings support the importance of maintaining effective teacher guidance while increasing opportunities for learner participation. The OECD (2025) emphasizes that high-quality teaching requires balancing teacher direction with student agency through questioning, collaboration, feedback, and opportunities for students to participate actively in learning. Arnold (2022) likewise identified students as important partners in assessment for learning and emphasized practices that position learners as active interpreters and users of assessment information. Yan et al. (2023) further noted that meaningful self-assessment depends on students' perceptions, feedback, appropriate assessment tools, training, and supportive learning environments.

4. Conclusion & Recommendations

The study concluded that teachers at Bodega Elementary School generally demonstrated high assessment literacy and regularly used assessment to support instruction and learner progress, although differences in proficiency remained across grade levels. Learners generally understood assessment expectations and held positive attitudes toward assessment as an important part of their academic success. However, improvements were still needed in the transparency of marking criteria, alignment of assessments with classroom and real-world applications, consistency in the use and interpretation of assessment tools, and opportunities for greater learner participation. Overall, structured teaching and assessment practices positively influenced learner outcomes, while more collaborative and experiential activities could further strengthen learning.

The study recommends strengthening professional development to improve teachers' assessment literacy, particularly in applying assessment standards, interpreting results, and developing specifications and rubrics. Greater use of collaborative, hands-on, and real-world assessment activities is also encouraged to increase learner engagement, while clearer marking criteria and feedback should be prioritized to strengthen perceptions of fairness. Further research should examine the effectiveness and long-term sustainability of targeted assessment literacy training and its influence on teachers' assessment practices and learner outcomes.

5. Compliance with ethical standards

The study observed the required institutional procedures for conducting research at Bodega Elementary School. Prior to data collection, formal permission to conduct the study was secured through a letter addressed to the School Division Superintendent of the Schools Division of Masbate Province. The questionnaires were subsequently administered to the identified teacher and learner respondents, and the collected data were checked, classified, tabulated, and analyzed in accordance with the study procedures.

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