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Assessment of the Level of Internalization of Teacher Education Institutions in the Philippines: Basis for Development Programs

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This study assessed the level of internationalization of ten Teacher Education Institutions (TEIs) that constitute the National Network of Normal Schools (3NS) in the Philippines. These institutions were assessed in terms of their strengths and weaknesses in four domains in teacher education and nine dimensions of internationalization using the rubric in gauging the level of internationalization of TEIs in the Philippines developed by Atweh, Balagtas, Papango, Reyes, and Ubiña (2012) based on the framework for internationalization of Higher Education Institutions in the Philippines developed by Padama et al. (2010). These four domains are: (1) Knowledge Creation and Application; (2) Quality and Excellence; (3) Culture of Sharing and Service; and (4) Growth, Efficiency, and Accountability. The nine dimensions of internationalization in Higher Education Institutions are: (1) Curriculum and Instruction; (2) Facilities and Support System; (3) Cooperation and Development Assistance; (4) Diversity of Income Generation; (5) Research Collaboration; (6) International and Intercultural Understanding/Networking; (7) Academic Standards and Quality; (8) Mobility and Exchanges for Students and Teachers; and (9) International Students Recruitment. The results reveal that none from TEIs are internationalized to a great extent in all the four domains of teacher education. They are, however, internationalized to some extent in academic standards and quality (domain 2), knowledge creation and appreciation (domain 1), and growth, efficiency, and accountability (domain 4), but internationalized to a little extent in culture of sharing and service (Domain 3). In terms of the dimensions of internationalization, they are strong or internationalized to a great extent only in curriculum and instruction but considered weak in all other eight areas of internationalization of HEIs. The results of the study were used as the basis in proposing development programs for individual TEI and for a network of TEIs in the country.

Keywords: *Assessment, Internationalization, and Development Program*

With the onslaught of technology, the world has shrunk into a global village that people mobility and information generation have increased in unimaginable proportions. Nations needed to reach out to other countries not only for political and economic reasons, but also for educational purposes. Internationalization of higher education institutions has been among the challenges of the Commission on Higher Education (CHED) in the Philippines because collaboration and intercultural exchange have been imperatives of the global village. In an article titled *International Higher Education: Models, Conditions and Issues*, Bernardo (2002) listed some opportunities for internationalizing higher education which include (1) student and staff mobility; (2) internationalizing curricula through international studies; (3) research collaborations; (4) international networks; (5) transnational distance education; (6) twinning and articulation programs; and (7) international quality assurance. However, in the same article, Bernardo (2002) further analyzed the underlying issues on programs cost, research capability, lack of involvement in international networks, and inability to comply with quality assurance process as deterrents to internationalization of higher education institutions in the Philippines.

In cognizance of these challenges and issues in higher education, which also affect teacher education, the Philippine Normal University (PNU), being the National Center for Teacher Education (NCTE), whose mandate is “to provide technical support to the Commission on Higher Education (CHED) and to the Department of Education (DepEd) in their programs and projects that chart policies and recommendation on teacher education, teacher training, teacher education curricula, professional development for teachers and educational leaders in the country” (Republic Act No. 9647, Sec 3a, 2009) would want to give its share to respond to these challenges and issues. To realize its mandate as the NCTE, PNU led pioneering projects in the Philippines through the National Network of Normal Schools (3NS). PNU acts as the lead shepherd or the one that sets the “over-all directions of the 3NS” (Defensor, 2013). The 3NS, initiated by the CHED under the leadership of Dr. Nenalyn P. Defensor, was launched at PNU during its 110th Foundation anniversary, it being the first normal school established by the Americans in the Philippines. The network is an arm of CHED for its project dubbed as “Save Our Normal Schools” which was conceived to address serious challenges faced by Teacher Education Institutions (TEIs) in the country. As the lead shepherd, PNU is expected to lead or collaborate with the other nine (9) member institutions of 3NS in all efforts to improve the quality of programs, operations and services of TEIs in the country.

Moreover, PNU, being one of the recognized producers of quality teachers in the country, has embarked on a series of projects and programs that prepare teachers for the challenges of a globalized society. Given its commitment of producing excellent teachers for a better world, PNU acknowledges its role in leading TEIs in equipping Filipino teachers with ways of thinking, ways of working, tools for working and living in the world - the very 21st century skills. Dr. Ester B. Ogena, the present PNU President has actually set internationalization as one of PNU’s strategic directions from 2012 to 2022 to realize its vision of making PNU a nationally responsive Teacher Education University and an internationally recognized leader in Teacher Education.

More specifically, PNU has set five strategies for internationalization, and these are: (1) to develop an internationalization program that will increase the number and expand diversity of foreign students and faculty; (2) develop an international relations strategic plan to ensure a strategic position within the global teacher education network and academic community; (3) develop and produce scholarly work and products that attract international audience; (4) position PNU as a hub of academic activities and exchanges relevant to teacher education and basic education to ensure its international presence; and (5) participate in international network of TEIs to promote collaboration and partnership in the conduct of research, extension, and production (Philippine Normal University, 2012).

Cognizant of these strategies, the researchers felt the need to contribute to the realization of PNU's vision for internationalization by identifying its level of internationalization and so with the other member TEIs in the network so that it can provide a basis for spearheading development programs in teacher education in the country. Thus, the researchers conceived of analyzing the level of internationalization of member institutions of 3NS using a validated rubric earlier developed by the researchers themselves. Specifically, this research aims to gather information from teachers, students, administrators, and staff of 3NS and ask them to assess the level of internationalization of their very own institution. Information culled from the survey serves as the basis for proposing development projects that could help improve processes and practices of TEIs.

Framework of a Development Program for Internationalization of TEIs

Globalization and internationalization are buzzwords in conferences and other academic assemblies, which usually are considered compelling reasons for an academic institution to change or modernize its programs and practices in order to compete globally. With the advent of global rankings of countries and universities, everyone in the academe becomes conscious of how one's country or institution can be included in the ranking as such is an indicator of progress, quality, and capability. The question, however, is how stakeholders can contribute to the global competitiveness of their institutions. One possible step is for the stakeholders to assess their institutional strengths and weaknesses so that they can eventually work towards national and international recognition through specific development programs.

Assessment as defined by Balagtas and Dacanay (2013) is the process of gathering information and organizing them into an interpretable form for easy decision making. Assessment is imperative to have basis in determining the capacity of the institution to compete globally. The results of such assessment could show the strengths and weaknesses of the institutions assessed and define the specific actions they have to take in enhancing their programs and practices towards globalization and competitiveness. Internationalization of the institution is one possible concrete action towards global competitiveness.

According to Bernardo (2002), internationalization could be construed as related to educational and development goals. Educational goals are related to assumptions of universal knowledge and the need for collaborative international efforts and

perspectives. The development goals, on the other hand, are related to the mission of developed countries to provide assistance and support to less developed countries in their efforts at improving their capabilities in their higher education institutions.

In this study, internationalization refers to the process where two or more foreign institutions collaborate in the delivery of academic, research, social, and economic activities for their mutual benefits and understanding. According to Taylor, Rizvi, Lingard, and Henry (1997), any activity that involves a cross-country collaboration contributes to the internationalization of the activities of the partners. Examples of such internationalization activities include: international students in undergraduate or postgraduate courses; internationalization of the curriculum and comparative curricula studies; international research conferences; international publications; collaborative and/or comparative cross-country research projects; professional development programs; and international consultancies.

In internationalizing Higher Education Institutions (HEI) in the Philippines, Padama et al. (2010), as cited by Balagtas et.al (2012), proposed a framework for internationalization with nine (9) dimensions: (1) Curriculum and Instruction; (2) Facilities and Support System; (3) Cooperation and Development Assistance; (4) Diversity of Income Generation; (5) Research Collaboration; (6) International and Intercultural Understanding/Networking; (7) Academic Standards and Quality; (8) Mobility and Exchanges for Students and Teachers; and (9) International Students Recruitment. To translate these dimensions of internationalization in TEIs in the Philippines, Balagtas et al. (2012) developed an instrument that has the dimensions reflective of specific indicators on how TEIs could improve their programs and practices as institutions offering teacher education programs. This contextualization of internationalization reflects the areas of commitment of the PNU, being the premier teacher education institution in the Philippines and the NCTE, and whose vision is “to make PNU internationally recognized and nationally responsive Teacher Education University” (PNU, 2012). PNU Administrative Manual (2005) stipulated the four areas of commitment, which were incorporated in the framework for the internationalization of a TEI. The four areas of commitment which were considered domains of internationalization in this study include (1) Commitment to Knowledge Creation and Application; (2) Commitment to Quality and Excellence; (3) Commitment to Culture of Sharing and Service; and (4) Commitment to Growth, Efficiency, and Accountability.

Figure 1 shows the framework of internationalization in teacher education and how this could be used in making institutions more globally competitive. The development programs hope to further strengthen the institutions in the areas they are strong at and capacitate them in areas where they needed help.

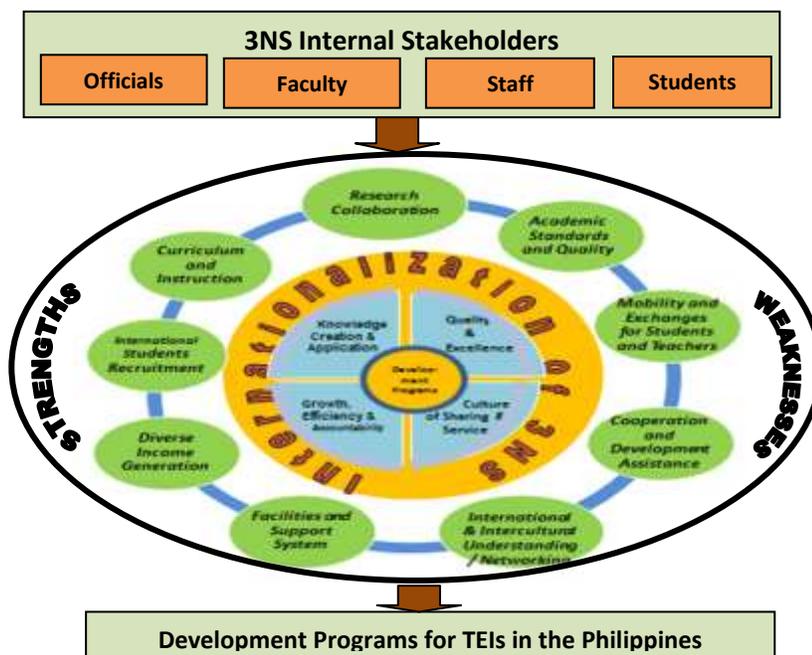


Figure 1: Framework of the Development Program

As shown in the figure, the internal stakeholders of the 3NS, which include the officials, faculty, staff, and students, assessed the strengths and weaknesses of their institution in terms of the nine dimensions of internationalization listed by Padama et al. (2010). These dimensions were classified into four domains by Balagtas, et.al (2012). Several indicators of an internationalized teacher education institution concretized the domains and dimensions of internationalization, which were all reflected in the instrument developed by Balagtas, et al. (2012) that has been adopted in this present study. Through the examination of the strengths and weaknesses of the 10 normal schools in each of the domains and dimensions of internationalization, the researchers believe that the member institutions of the 3NS will have basis in improving their own internationalization efforts. The analysis will also help them as they synergize with other member institutions in their network to sustain their identified strengths and to improve on the areas they are weak at. Knowing their respective institution's strengths in internationalization will also enable them to see what they could offer to other TEIs in the region so that they are also able to contribute as well to the global competitiveness of the country.

Method

This descriptive-survey-developmental research describes the level of internationalization of the 10 surveyed institutions belonging to the 3NS as assessed by their own internal stakeholders to have basis for a proposed development program. Each institution has 23 to 36 internal stakeholders for a total of 308 who served as assessors. About 27% of these are students, 52% are faculty, 7% are staff, and 12% are officials. About 2% of the respondents did not indicate their identity in the

instrument. To assess their level of internationalization, the 4-pt scale rubric in assessing the internationalization level of TEIs developed by Balagtas, Atweh, Papangao, Reyes, and Ubiña (2012) was used. This instrument has been content validated with Cronbach's Alpha ($r = .88$) indicative of high internal reliability coefficient, also high intra-rater reliability ($r = .88$) as well as high inter-rater reliability ($r = 0.76$). For data gathering, the consent of the institution's President was first sought, and those s/he identified as participants mostly from the college offering education programs attended a forum where they were introduced to the framework of internationalization. The forum participants also served as the assessors who gathered a set of documents (e.g. curricular programs with syllabi, technical reports, list of foreign students and faculty, President's reports, annual reports, memoranda of understanding/agreement, etc.) that could gauge the institution's level of internationalization. Descriptive statistical procedures were used to describe the strengths (areas with average rating from 2.5 to 4) and weaknesses (average rating is below 2.5) of the institutions, which serve as basis for the proposed developmental program. The average ratings also classify the institutions into five (5) levels, namely: not internationalized (0-0.49); internationalized to a little extent (0.5 to 1.49); internationalized to some extent (1.5 to 2.49); internationalized to a great extent (2.5 to 3.49); and internationalized to a very great extent (3.5 to 4).

Results and Discussion

Strengths and Weaknesses on Internationalization of the 10 Member Institutions in the 3NS

Institution 1: A Normal School in Manila. Among the nine (9) areas of internationalization, this institution is seen strong in the area of *academic standards and quality* having been rated as 3.14 out of 4, which means **internationalized to a great extent**. The assessment on the level of internationalization of this institution in this area seems to conform to the high performance of its graduates in the Licensure Examination for Teachers (LET), because it has been consistently at the top among those TEIs that have the most number of teacher applicants who passed the examination. Other areas that this institution is seen as strong include the dimension on *curriculum and instruction* (2.69) and *facilities and support system* (2.58). Such results can be attributed to the University leadership's vision of becoming internationalized; hence, its curriculum and instruction including its facilities and support system are being developed to be on a par with other top rank universities in Asia and in the world. This institution, being the NCTE is also expected to lead reforms in teacher education. One evidence of its leadership is the creation of curricular programs considered alternative to what the CHED provides, which is equally effective as that of the curriculum prescribed by the CHED as it produced graduates, whose performance in LET is high making their institution among the top performing TEIs in the country. The institution, however, is viewed weakest in *mobility and exchanges for students and teachers* (1.32) and on the dimension of *research collaboration* (1.42). This explains why this institution has been assisted in these areas in an applied research grant by the Australian Agency for International

Development (AusAID) through the efforts of the University of New England (UNE) SIMERR, National Research Centre, an institution in Armidale, Australia that has led the development of the Australian National Professional Standards for Teachers (NPST). This grant established a national research center called Research Center for Teacher Quality (RCTQ), which was envisioned to provide evidence-based inputs to policy formulation that could improve teacher quality in the Philippines. The other dimensions of internationalization that the institution is also weak include *international and intercultural understanding and networking* (2.36), *international students' recruitment* (2.23), *cooperation and development assistance* (1.92), and *diversity of income generation* (1.61). As a whole, the institution is considered **internationalized to some extent** (2.29). This means that this institution should continue developing itself “to level up teacher education for a quality nation...as it moves along with global demands” (Ogena, 2013).

Institution No. 2: A Normal School in Palawan. The member institution of 3NS in Palawan is seen strongest in the area of *curriculum and instruction* (2.59) and *facilities and support system* (2.54) both are interpreted as internationalized to a great extent. The institution is viewed as weak or rated as internationalized to a little extent in *Cooperation and Development Assistance* (0.98), *mobility and exchanges for students and teachers* (1.15), and *research and rollaboration* (1.17). Other dimensions such as *international and intercultural understanding and networking* (1.52), *international students' recruitment* (1.51), and *diversity of income generation* (1.71) are rated internationalized to some extent, which area dimensions still considered as also a weakness. As a whole, the institution is considered of **internationalized to some extent**. This means that the institution has to develop internationally benchmarked programs and practices to continue to be “leaders in Philippines education” (Sespeñe, 2013).

Institution No. 3: A Normal School in Bicol. The stakeholders of a normal school in Bicol assess their institution strong in the area of *curriculum and instruction* (3.21), *facilities and support system* (3.03), *international student recruitment* (3.88), and *academic standard and quality* (2.84) with all these dimensions interpreted as internationalized to a great extent. It can be noted that the institution is strong in four areas of internationalization compared to the first two normal schools in Luzon. This strength of the institution could be explained by the international accreditation it has gone through since it is the only ISO certified institution among the 10 member institutions under the 3NS. However, just like other normal schools, the institution is viewed weak in *diversity of income generation* (0.05), and *mobility and exchanges for students and teachers* (1.2). This can be explained by the fact that the budget of a state university is mostly dependent only on the appropriation in the national budget. The other dimensions that the institution is known weak or rated internationalized to some extent include *international and intercultural understanding and networking* (1.9), *cooperation and development assistance* (1.61) and *research collaboration* (1.69). As a whole, the institution is considered of **internationalized to some extent**. This means that the institution still needs some development programs to continue to help “steer the country towards progress and development” (Lauraya, 2013).

Institution No. 4: A Normal School in Leyte. Stakeholders from a normal school in Leyte rated their institution **internationalized to some extent** with a 1.92 overall rating. Such rating reflects the objective evaluation of the stakeholders of the institution as they see this assessment as input to its improvement. As cited by Cruzada (2013), “know thyself, the unexamined life is not worth living” , which she said is an inscription at the Temple of Delphi, a concept that holds true for a person, as it does for the society, and may also be true to an institution. Specifically, respondents evaluated their *facilities and support system* (3.28) and *curriculum and instruction* (2.8) internationalized to a high extent. These data reveal that this institution’s curricular offerings, its strategies in teaching and the facilities that support its delivery of the programs can well compete with standards overseas. Meanwhile, in regard to *academic standards*, they rated their institution internationalized to some extent (2.05). This means that at least 25% of its programs are level 3 accredited by nationally/internationally known accrediting bodies; at least 20% of the faculty and administrators are recognized for their expertise here and abroad; at least 25% of the administrators and staff have special trainings or exposures abroad; the institution is cited by only 2 recognized international societies/publications as a good institution for learning; and at least 25% of the faculty and administrators are recipients of scholarships, fellowships or grants abroad. However, the stakeholders viewed *research and collaboration* (1.22) and *international/intercultural understanding/networking* (1.22) internationalized to a little extent since the institution has had few researches and twinning programs of international level. Such perceptions support the stakeholders’ views on mobility of students/faculty and income generation. The institution’s faculty rated their institution poorly in terms of *mobility and exchanges of students and teachers* and in terms of *diversity of income generation* which both got 0.63. Such ratings prove that there have been very few student and faculty exchanges between this institution and foreign institutions. This also means that less than 3 % of the faculty members taught, received trainings or served as consultants abroad.

Institution No. 5: A Normal School in the Iloilo. Stakeholders’ ratings on the level of internationalization of a normal school in Iloilo reached an overall rating of 2.68 interpreted as **internationalized to a great extent**. The institution was evaluated highly for its *curriculum and instruction* (3.43); *academic standards and quality* (2.95); *international students’ recruitment* (2.95); and *facilities and support system* (2.9) - all internationalized to a great extent. Whereas, in terms of *cooperation and development assistance*; *diversity of income generation*; and *mobility and exchanges for faculty and students*, the stakeholders evaluated it internationalized to some extent. These evaluations can well be supported by the fact that the institution has had some of its programs accredited at level 4 by the Accrediting Association of Chartered Colleges and Universities of the Philippines (AACCU). Such evaluation also confirms what this institution has been consistently doing “to live by its core values” one of which is “excellence” (Subong, 2013).

Institution No. 6: A Normal School in the Zamboanga. The level of internationalization of a normal school in Western Mindanao in the dimensions of *curriculum and instruction* (2.48), *facilities and support system* (2.13), and *research collaboration* (2.07) garnered the highest means and interpreted as internationalized to some extent. The faculty, students and staff of this university perceived these dimensions as their strength since these are the very reasons why they were awarded as the Center of Development (COD) in Teacher Education. On the other hand, the dimensions on *mobility and exchanges for students and teachers* (0.47), *diversity of income generation* (1.11), and *international students' recruitment* (1.26) have the lowest means. The data imply that these dimensions are the normal school's weak areas, which are interpreted as internationalized to a little extent or not internationalized at all. This is easily explained by their geographic and socio-political conditions. The university is located in Mindanao, the southernmost island in the Philippines. Peace and order is problematic in the area; thus, most foreign embassies issue travel advisories to their citizens not to travel to Mindanao. Since many cases of kidnapping of foreigners and locals including conflict situations are often sensationalized abroad, very few foreign nationals go to Mindanao. Overall, this university however, has a mean score of 1.78, which means **internationalized to some extent**. This then confirms what the President of this institution expressed, which should be an endeavor of the 3NS, that is, "to improve and transform teacher education in the country to meet the challenges posed by globalization" (Ho, 2013).

Institution No. 7: A Normal School in the Bukidnon. The stakeholders from the normal school in Bukidnon reveal an overall rating of their institution as 1.58 with a corresponding description of **internationalized to some extent**. This means that the institution needs development programs in its "journey towards excellence driven by substance and not form" (Barroso, 2013). For a closer look at the areas for development, the respondents rated the institution's *curriculum and instruction* highest at 2.45, followed by *facilities and support system* at 2.07 and *academic standard and quality* at 1.87, which were both rated internationalized to some extent. Meanwhile, *international and intercultural understanding and networking* had 1.43 rating; *international students' recruitment* had 1.01; *cooperation and development assistance* had 0.95; and *mobility and exchanges for students and teachers* had 0.71 - all interpreted internationalized to a little extent. In contrast, the respondents rated *diversity of income generation* the least at 0.39 which reveals that in terms of creating projects and programs that will help the university gain revenues, this institution cannot yet compete with internationalized benchmarks.

Institution No. 8: A Normal School in the Cebu. The top two dimensions of internationalization of a Normal School in Cebu are the *academic standard and quality* (2.76) and *curriculum and instruction* (2.55) which are interpreted as internationalized to a great extent. This indicates that the Normal School is strong in these dimensions. They were able to strengthen these dimensions since these are the very same indicators which the CHED requires for the schools to be awarded as the Center of Excellence in Teacher Education, a title which this Normal School carries. This Normal School is also a Center of Excellence (COE) in Teacher Education. As

regards the three lowest means, this Normal School has these dimensions, namely *mobility and exchanges for students and teachers* (0.84), *cooperation and development assistance* (1.19) and *diversity of income generation* (1.19), which are all interpreted as internationalized to a little extent. These serve as their weaknesses as well. This condition happens because the Normal School was built primarily to educate teachers in the province. In 1902, this Normal School was established as a “tributary school of Philippine Normal School in Manila” (Lopez, 2013). From then on, it became a very strong provider of quality teachers in the province of Cebu. Recent efforts on internationalization, however, are on their way. Overall, this institution has a mean score of 2.03, which is interpreted as **internationalized to some extent**.

Institution No. 9: A Normal School in the Ilocos. The stakeholders of a normal school in Ilocos assessed their institution’s level of internationalization highest in the area of Facilities and Support System having been rated as 2.58 out of 4, which means internationalized to a great extent. The institution is viewed as weak in diversity of income generation (0.09), *cooperation and development assistance* (0.24), both interpreted as not internationalized at all. The other dimensions interpreted internationalized to a little extent are *mobility and exchanges for students and teachers* (0.54), and *research and collaboration* (0.75), *international students’ recruitment* (0.84), and international and intercultural understanding and networking (0.99). Meanwhile, the dimensions on *curriculum and instruction and academic standard and quality* were considered internationalized to some extent. As a whole, the institution is considered **internationalized to a little extent**. This level indicates that there is really a need for development programs for a higher level of internationalization of this TEI as it continues to be “a bastion of tradition and excellence” in the northern part of the Philippines (Pascua, 2013).

Institution No. 10: A Normal School in Pangasinan. The stakeholders of a normal school in Pangasinan assessed their institution’s level of internationalization as in need of improvement in almost all areas of internationalization although it is now working on its Level 4 accreditation status for its teacher education program. Nevertheless, the assessors see their institution as having potential in *facilities and support system*, *academic standards and quality*, and in *curriculum and instruction* since these dimensions were all rated equivalent to level 2 in internationalization, which is interpreted as internationalized to some extent. The institution is viewed as weak in *mobility and exchanges for students and teachers*, *cooperation and development assistance*, *diversity of income generation*, and *international students’ recruitment* as these dimensions were rated not at all internationalized. Moreover, assessors also see their institution internationalized to a little extent in the dimensions of *research collaboration and international and intercultural understanding and networking*. As a whole, this institution sees itself as **internationalized to a little extent**. This means that it needs development programs in all areas of internationalization to have a successful “journey towards global excellence” (Estira, 2013).

Across Institutions. Figure 2 shows the areas of strength and weakness of the 10 normal schools in the 3NS along the nine (9) areas of internationalization. As shown in the figure, the stakeholders of the 3NS see the network as strong or **internationalized to a great extent** in only two (2) areas - *curriculum and instruction* and *facilities and support system*. They have the potential to be strong in *academic standards and quality*, *international and intercultural understanding and networking*, and *international students' recruitment* as these dimensions are interpreted **internationalized to some extent**. On the contrary, the network needs to strengthen its *mobility and exchanges for students and teachers*, *cooperation and development assistance*, *diversity of income generation*, and *research collaboration*. As a whole, the institutions in the network are internationalized only to some extent; thus, explains the need for development programs for internationalization.



Figure 2: Over-all Level of Internationalization of Normal Schools in the Philippines

Development Program for the Normal Schools in the Philippines

Based on the data on the level of internationalization of each member institution of the 3NS, several schemes in the design of a development program for the areas each institution is weak at are hereby proposed. The first scheme could be done by the individual institution through the efforts of its own stakeholders without reliance on its network. The other three schemes would require the efforts of the members of the network. The development of these programs is based on the assumption that those institutions, whose internal assessors assessed their institution as internationalized to a great extent, will assist another member institution in the 3NS identified as weak in the same area. This development model is actually highlighted as strategy for oneness in ASEAN 2015. ASEAN 2015 promotes cooperation

among ASEAN University Network (AUN) members to increase mobility for both students and staff within the region (ASEAN Secretariat, 2009). However, if no institution is considered strong in a certain dimension of internationalization, then the whole network has to synergize to establish a network with other institutions in other countries that are considered strong in the specific area of internationalization. The following schemes are named to capture the proposed development programs for the internationalization of the programs and practices of the individual institutions or the whole network.

1. **Self-Development.** This scheme could be done by the institution itself in order to increase its level of internationalization along the nine areas identified in this study without the assistance of a member institution in the network. This model of development jibes with the philosophy of education of PNU, that is educating for **personal renewal and social transformation**, which captures what Warner (1992, cited in Qiang, 2003)) describes as one of the models for internationalization, that of the need for self-development and social transformation. The framework for development using this scheme will be based on the instrument used in gauging the level of their internationalization. The indicators of internationalization in the rubric used to gauge their level of internationalization could be transformed into strategies for development. The institution should then examine the areas one is weak at and extra efforts should be exerted on these weak areas in order to reach the desired level that will make the institution more recognized not only in the Philippines but at least in Asia. Below is a sample of development program proposed for individual institutions to implement without the necessary assistance of the 3NS.

Domains, Dimensions, and Strategies for Development	Levels of Development				Level of Internationalization Targeted/ Attained in school year —
	1	2	3	4	
	Internationalized to a <u>little</u> extent	Internationalized to <u>some</u> extent	Internationalized to a <u>great</u> extent	Internationalized to a <u>very great</u> extent	
Domain I: KNOWLEDGE CREATION AND APPRECIATION					
A. Curriculum and Instruction					
1. Design at least 85% of <u>courses</u> that allow different race/ethnicity, religion, culture, class and gender, social class and people with disability to learn together.	Below 3 of the given strategies have been put in place in the institution	At Least 3 of the given strategies have been put in place in the institution	At Least 5 of the given strategies have been put in place in the institution	At Least 8 of the given strategies have been put in place in the institution	
2. Offer at least 5 courses on foreign languages in the institution					
3. Offer at least 8 courses that may serve as a venue for understanding and appreciation of the culture of other countries e.g.: Multicultural Education, Global Education, International Education, World Geography, World Literature, Peace Education, Ecology, Environmental Education, Education for Indigenous People, Comparative Education					
4. Design at least 5 customized programs that are responsive to the demands of different sectors, agencies or organizations here and abroad.					
5. Design at least 5 programs delivered in different modalities that could allow students from other countries to take courses at their own time and place e.g.: Distance Education,					

Correspondence Education, Open University, University in the Air, Virtual Classrooms)					
6. Provide at least 7 of the following functional information and communication technologies that could facilitate efficient and effective learning e.g.: internet connection, e-library, teleconferencing technologies, e-journal, e-testing, webinar, video conferencing, social networking sites					
7. Establish at least 7 laboratories functional to test theories or theorize from experiences e.g.: laboratory school for pre-school, elementary, high school learners; a computer laboratory; multimedia room; speech laboratory; a science laboratory; and other laboratories for teaching and learning					
8. Provide at least 10 special learning experiences within one's country and/or across countries a year where students could appreciate the culture of other tribal groups/classes or races. e.g. : home stays, Cultural Field trips, Mission work e.g. spiritual, school-based, church-based), Literary immersion, Feeding program , Cultural shows, Film festivals, Photo exhibit/galleries, Cultural exchange programs, School visits, community works/immersion					
9. Create at least 2 joint full program/s or course/s curriculum with foreign institutions/universities					
10. Regularly updates at least 85% of the syllabus of course offerings to integrate the new trends and address pressing issues around the globe that have implications to education.					
Other emerging strategies for internationalization (Please specify)					

2. **Sisterhood/Brotherhood Thinking.** This principle describes a relationship where one strong member of the family of the network adopts one or more member institutions of the network considered weak in the area of internationalization. It is shown by the formula below:

Strong 3NS member institution/s + weak 3NS member institution/s = One or Similar Development Program/s on Internationalization

3. **Collective Thinking.** In the event that no institution is considered strong in a certain indicator of internationalization, then 3NS through its Steering Committee or Lead Shepherd should create an internationalization committee that could scout for possible foreign university as partner in a development program. One case that could be cited to illustrate this scheme is what the Philippine Normal University has done when it forged partnership with the University of New England (UNE) in Armidale, Australia. UNE established a Research Center for Teacher Quality (RCTQ) in partnership with PNU through the support of the Australian Agency for

International Development (AusAID) to conduct applied research to provide evidence-based policy advice directed at strengthening teacher quality in the Philippines. Since PNU is the lead shepherd of the network, this research center can then become the link not only of PNU to UNE but with it is its network with nine other member institutions. The formula is shown below.

3NS Internationalization Committee/Lead Shepherd + a foreign partner
Institution = Development Program on Internationalization

4. **Service-Oriented Thinking.** This principle describes a relationship where one strong member of the family of the network adopts for a development program one or more member institutions not belonging to the network but also offering teacher education programs in the region. The program could be organized to be conducted in partnership with any other member institutions in the network or another foreign institution.

Strong 3NS member institution/s + another strong member institution + weak
non-3NS member institution/s in the region = One or Similar Development
Program/s on Internationalization

Conclusions and Recommendations

The analysis made on the strengths and weaknesses of the 10 member institutions of the 3NS in the Philippines gives a picture of the development programs in teacher education in the Philippines as well as their capacity to be the country's resource that could be shared with other countries in terms of the preparation and development of teachers at least in Asia if not beyond it. Apparently, among the nine areas for internationalization, the country's *curriculum and instruction* could be a potential area for internationalization. As the country prepares for the ASEAN 2015, the government could then promote the country's TEIs particularly their curriculum and instruction in producing teachers for the ASEAN community. The present teacher education curriculum in the Philippines can be considered internationally benchmarked; hence, it can also develop teachers in the other countries in the ASEAN region. The *facilities and support system* of these TEIs particularly those belonging to the 3NS are also being improved to deliver effectively the curriculum for teachers. The *standards and quality of their programs and services* are also potential strength including initial efforts for *international and intercultural understanding and networking* as well as *international student recruitment*. However, to help strengthen TEIs as a country's resource, the government can also facilitate the *mobility and exchanges for students and teachers*; establish *cooperation and development assistance* at least with the ASEAN countries; *diversify the sources for income generation*; and establish *research collaboration*. Since the member institutions of the 3NS are all government institutions created basically to produce teachers for the Filipino people, government efforts and resources should be appropriated for them so that they will be able to produce teachers who are on a par with those teaching in top rank universities in Asia. Since ASEAN 2015 is two years

away, efforts should then be doubled to enable TEIs in the country be of help in making the Philippines a country to consider when it comes to the preparation or development of teachers at least in the ASEAN community.

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Analysis of the Policies, Trainings and Practices on Student Assessment in Higher Education Institutions in the Philippines

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This paper aims to analyze the trends in the assessment practices in higher education in the Philippines from 1999 to 2012 based on research studies and capacity building programs conducted in Higher Education Institutions (HEIs) across the country within this period. These practices ranging from traditional to authentic ways of assessing learning are assumed to have been influenced by two memoranda released by the Commission of Higher Education (CHED) in 1999 and in 2004. Such memoranda specify the policies and standards for teacher education, which include the required courses in assessment of students' learning that prospective teachers in basic education as well as those in higher education institutions are expected to learn and apply when they become teachers regardless of the level of students they handle. This paper highlights the direction of HEIs in the Philippines toward policies, trainings and practices that show value to balanced assessment of students' learning where teachers combine the use of the pen-and-paper tests and more authentic assessment through performance tasks and learning portfolios in assessing for, of, and as learning.

Keywords: Assessment, Traditional Assessment, Alternative Assessment, Balanced Assessment

Educational assessment is an integral part of the teaching and learning process. As defined by Chatterji (2003), it deals with the measurement of characteristics integral to the education process. Mc Millan (1997) defines it as a collection, interpretation, and use of information to help teachers make better decisions. It is a process of gathering quantitative and/or qualitative information that could be used in making decisions about students' learning or teachers' instruction. It provides information to students if they have learned in the process of teaching whether done through a teacher-centered or student-centered approach. It also provides information to teachers about their effectiveness in attaining the objectives they have set for students' learning. For its social

purposes, it is the basis for accountability check and policy formulation. As explained by Abulencia (2011), through assessment, the national government could monitor if the educational reforms are being carried out by schools. McDonnell as cited by Abulencia (2011) also explained that assessment has become a form of regulatory policy where rules are promulgated to govern the conditions under which rewards and sanctions will be imposed on individual students or schools.

Teachers including those in the tertiary level assess learning with different purposes. Earl (2005) and Manitoba Education, Citizenship and Youth (2006) as cited by Balagtas, Dacanay, Dizon, and Duque (2010) describe these purposes as *assessment for learning*, *assessment of learning*, and *assessment as learning*. *Assessment for learning* sees assessment as formative or diagnostic. Formative assessment aims to gather information that could give immediate information about the progress of learning or the effectiveness of teaching so that adjustments could easily be made if teaching is not working or needs improvement. Assessment is diagnostic if it aims to examine possible difficulties, errors or misconceptions of students that need corrective feedback or intervention. *Assessment of learning*, on the other hand, is summative, seeing its results as basis for students' grades, for certification and policy making. *Assessment as learning* looks at assessment as the area of learning of the students so that they become knowledgeable as to technical knowhow of assessment and they would know how to assess themselves and others as well. Gonzales (2012) added another purpose of assessment and that is *assessment to inform* all the stakeholders of education.

Whatever is the purpose of classroom assessment, teachers in all levels of education need to be equipped with the competencies that will enable them to perform their role as the key assessor of students' learning. Plake and Impara (1997), call these competencies on assessment as assessment literacy. One of the competencies teachers should be good at is choosing assessment methods appropriate for instructional decisions. They should also be good in developing valid grading procedures. These methods and procedures are referred to as assessment practices in this paper.

Generally, assessment procedures are classified into three: traditional; alternative or non-traditional; and balanced (See Figure 1). Chatterji (2003) describes traditional assessment as the multiple-choice or the structured-response type of written test while its alternative refers to the free-response type of tests. In this paper, *traditional assessment* is operationally defined as the pen-and-paper objective test which makes use of selected-response and supply short-answer tests. This kind of assessment usually covers cognitive traits mostly are of low-level thinking. *Alternative assessment* or non-traditional assessment refers to all other ways of assessing learning that measure complex skills or multiple foci like performances, portfolios, exhibitions, demonstrations, and constructed-type of response. A combination of the traditional and alternative is called *balanced assessment* (Burke, 1999).

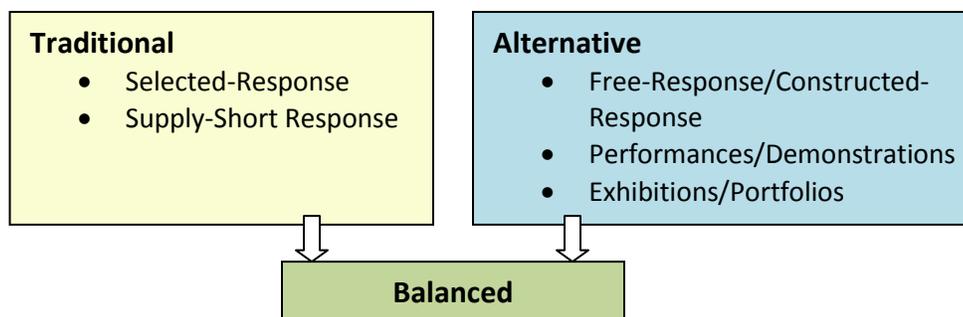


Figure 1: Assessment Procedures

Another way of classifying assessment practices is by looking at the main beneficiary of the process. Assessment practice could be *student-centered* if it is done to enable the students to know how they could actually meet the standards that have been set and see the relevance and application of what they do in real-life situations. In this process, students are also involved in setting the targets and in defining the qualities that could meet them. Most especially, the students are the users of assessment. Stiggins (2001) termed this kind of assessment as student-involved classroom assessment while Goodwin (1997) calls this as “democratic-child centered” practice of assessment. Assessment is *teacher-centered* if it is done most to the advantage of the teacher like responses could be easily scored and the process requires less time in reporting and ranking the students. In this kind of assessment, students perform a task without knowing the standards that are used for grading or they just simply speculate the standard that could enable them to meet the requirements of the highest grade possible.

In trying to make assessment practice useful to improve students’ learning, would-be teachers are trained formally on how to assess learning. Competence in student assessment is emphasized in the national document that defines the professional standards for teachers, that is, the National Competency-based Teacher Standards (NCBTS). Domain 5 of NCBTS focuses on planning, assessing, and reporting, which requires teachers to ensure that the teaching and learning activities are maximally appropriate to the students’ current knowledge and learning levels (TEC, DepED & CHED, 2009). The teacher education curriculum prescribed by the Commission on Higher Education (CHED) also provides the development of such competence on student assessment. In-service teachers usually keep themselves informed or updated as well on the trends and demands of being an assessor of students’ learning by attending training programs as a form of their professional development. Training programs are provided to enable teachers to meet the demands of the profession as explained in Article II, Section 2 of the Code of Ethics for Professional Teachers, which states that “every teacher shall participate in the continuing professional education program...to improve his efficiency, enhance the prestige of the profession, and strengthen his competence...”. Apparently, student assessment is a competence a teacher should be equipped with through formal trainings or professional development programs, which national policies dictate. However, in spite of the trainings given to teachers as required by the law and

policies, the reality in most classrooms is that some students would fail because of teachers' poor understanding of the role of assessment in improving student learning and practice. It is then worth looking into the alignment of the kind of assessment being practiced in the classroom and the emphasis of trainings on student assessment as defined by policies to find out where the gaps are.

In this paper, analysis was made on the assessment practices of teachers in the tertiary level particularly those who handle teacher education programs as they are the ones who prepare the professional teachers in all levels of education and areas of discipline. The analysis is centered on 1) CHED policies on student assessment for teacher education programs; 2) research studies conducted in higher education that deal on student assessment; and 3) capacity buildings conducted in HEIs that deal on student assessment.

Method

In this paper, three main sources of information were carefully examined in describing the policies, trainings, and practices in student assessment in HEIs, namely: CHED policies involving student assessment that can be accessed in their website and publications on teacher education; research studies conducted in relation to student assessment which could explain what teachers in Higher Education Institutions (HEIs) explore as a new or improved way of assessing learning; and topics of training or faculty development programs supported by CHED or initiated by HEIs or State Universities and Colleges (SUCs), which could also explain the need of teachers to become better assessors of learning where one of the researchers was a Resource Person or trainer. In identifying the policies on student assessment, the primary source was the ones issued by CHED on the standards, policies and guidelines in the preparation of teachers in performing their function as assessors of learning, which served as a legal document that could also inform training and practice of teachers across levels of education particularly those in Teacher Education Institutions (TEIs). These are known policies that have guided the crafting of the curriculum for the development of teachers being implemented by the TEIs, which can be accessed from the internet. Studies and capacity building programs that have been examined and cited as sources of data in this paper were only those available within the reach of the writers but limited to those conducted from 1999 to 2012. Such criterion has been set for practicality in obtaining information but guided by the assumption that practices of both traditional and non-traditional methods of assessment are stressed in the policies issued by CHED for the preparation of teachers and the initial implementation of these practices are expected to have been reflected in studies conducted on student assessment in higher education within this period covered.

Results and Discussion

CHED Policies on Student Assessment

Policies on student assessment issued by CHED particularly those that concern the teacher education programs, which are believed to have influenced the

assessment practices in higher education, have been explored. There were no policies set by CHED that explicitly focus on student assessment the way the Department of Education issues policies on student assessment for the guidance of teachers (e. g. DepEd no.70, s. 2003 on the Revised Grading System for Elementary and Secondary Schools; DepEd No. 4 s. 2004 on the Additional Guidelines on the New Performance-based Grading System; DepEd No. 33, s. 2004 on the Implementing Guidelines on the Performance-based Grading System for SY 2004-2005; DepEd No. 5 , s. 2005 on Student Assessments at the National and Division Levels of Basic Education; DepEd Order No. 71 s. 2010, which sets the National Assessment and Grading System Frameworks effective May 26, 2010; and DepEd Order No. 74, s. 2012, which sets the guidelines on the selection of honor pupils and students of grades 1 to 10 of the K to 12 Basic Education Curriculum).

However, the policies set by CHED that could serve as the legal foundation of assessment practices in HEIs in the Philippines are more on curricular programs which embed policies on student assessment. These policies approved and released for implementation of HEIs from 1999 to 2012 describe how student assessment in HEIs is practiced in the Philippines.

CHED Memo No. 11 series of 1999. This memo that provides the **revised policies and standards for teacher education**, indicates how assessment of students learning should be done. In Article V, Section 1, the memo explains that the teacher education curriculum for elementary and secondary education programs should “include a body of knowledge, skills, attitudes, and values and experiences that will provide prospective teachers with necessary competencies essential for effective teaching in either two levels”. Although this policy describes the curriculum for would-be teachers in the basic education level, it was the same policy which teacher educators refer to in offering courses for non-education degree holders earning units in education to gain the professional skills (including student assessment) in teaching their discipline in the tertiary level.

It can be implied in this CHED’s policy that assessment should reflect proficiency in the subject in all domains; therefore, its methodologies should combine the traditional and non-traditional ways of assessing students’ learning. Furthermore, Article VI, Section 4, describes some guiding principles in assessing students in teacher education programs, to quote:

The institution shall provide for a systematic and continuing plan of evaluation of student progress through a marking system that is consistent and consonant to the objectives set by the institution. Institutional policies shall be made known to the teacher education students to serve as their guide in preparing for their courses. The grade and rating for each course shall be fair and just and shall reflect proficiency in the subject based on reasonable rules and standards of the school.

Assessment *for* learning, which is a systematic and continuous assessment, is emphasized by CHED. Fair and just assessment is likewise practiced. Such practice is supported by Cohen & Swerdlik (2007) who said that assessment should be conducted in a fair and unbiased manner. Apparently, there is no mention on how the assessment should be done because such process is left to the discretion of the

institution. It is then expected for Teacher Education Institutions (TEIs) to have varied ways of assessing learning as long as they are consistent to the objectives of the course which translate the objectives of the institution. Moreover, the memo identified one professional education course required of teacher education programs, where would-be teachers are expected to learn the art in assessing learning. This 3-unit course with the nomenclature of “Measurement and Evaluation” emphasizes assessment procedures where data are quantified for easy evaluation of students’ learning. This course has been part of the teacher education curriculum for several decades already and it has not improved its focus for a long time. Such course which is also offered to non-education degree holders who intend to teach in college courses under their degree program explains the necessary rigor in testing, which measures mostly what the students know and understand. Such emphasis led then to teachers across levels using mostly tests in assessing learning. Some would also require projects and other performances that could gauge students’ learned skills, attitudes and values but rated using instruments like rating scales, checklists, score cards, and the like. The criteria for evaluation in these instruments are usually just known by the teachers or vaguely described or revealed to the students only after they have been graded. Such practice of teachers concealing information like how teachers have actually assigned grades or points to students’ outputs negates the principle of “just and fair assessment”. This course on “Measurement and Evaluation” usually does not expose would-be teachers to non-traditional and more student-centered ways of assessing learning. Teachers usually see testing as the best way to assess learning. As described by Ferido and Balagtas (2007), many teacher educators have not been exposed to current trends in student assessment, such as performance, portfolio, and other types of alternative assessment. Students have not been given the opportunity to improve their learning through assessment. To sum it up, assessment of students’ learning before the turn of the 21st century has not been truly fair and just to students because they are teacher-centered. Assessment practices are mostly summative in nature or are viewed as “assessment of learning”.

CHED Memo No. 30 Series of 2004. This memo which provides the revised policies and standards for undergraduate teacher education programs for implementation in school year 2005-2006, explains that assessment of students learning in all courses in the teacher education program should make use of various approaches. As cited in Article 5, Section 10, to quote:

All the courses should be taught using a wide range of learning-teaching approaches and student assessment procedures, including whenever possible the use of some educational technology. Finally, all courses should have a research requirement, which may take the form of term paper, case study, action research, or other forms of research/scholarships as may be appropriate.

Obviously, the policy is more defined in setting what is truly important for students to learn and how they should be assessed. Apparently, the use of technology is given emphasis. Evidence-based or outcomes-based learning like the outputs in the conduct

of research is encouraged. An exploration of this policy shows two professional education courses, which have corresponding field study components that require field observation and then gradually intensifying until students undertake practice teaching. The two assessment courses emphasize balanced assessment. One course has contents that focus on traditional or pen-paper assessment while the other focuses more on its alternative to include affective, performance, and portfolio assessment as a content of the teacher education course. Through these courses, basic education teachers were expected to learn the art of assessing all domains of learning through the combination of traditional and alternative assessments. The corresponding field study of the assessment courses aims to *“provide students with practical learning experiences in which they can observe, verify, reflect on, and actually experience different components of the teaching-learning processes in actual school setting”*. These courses indicate that assessment should not just be through the use of pen-and-paper but with the inclusion of more authentic ways of assessing learning like the use of reflective journals, term paper, case studies, action research, and many more.

CHED Memo No.8 series of 2009. This memo explains the **Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP)** program, which CHED sees as an integral part of the educational system. The ETEEAP is a comprehensive educational assessment program at the tertiary level that recognizes, accredits, and gives equivalencies to knowledge, skills, attitudes, and values gained by individuals from relevant work. It is implemented through deputized HEIs that shall award the appropriate college degree. Beneficiaries must be Filipinos who are at least high school graduates. They must have worked for at least five years in the field or industry related to the academic program they are obtaining an equivalency. They must also be able to show proof of proficiency, capability and thorough knowledge in the field applied for equivalency. In article 5, Section 4 of the memo, the procedure in the assessment of students includes both the use of their portfolios and examinations. To quote:

The deputized HEI requires the applicant (candidate) to prepare and submit his/her portfolio with the assistance of the institution’s career counsellor/adviser within an agreed period of time. This portfolio should include descriptions of prior experiences in the context of learning outcomes. The employer concerned should certify all experiences cited by the candidate as having been completed while in employment. Upon receipt of the portfolio, the HEI convenes a panel of assessors to conduct the evaluation. Tests or other forms and instruments of assessment, e.g. interviews, actual demonstrations of claimed knowledge and skills, written examination, and others that are appropriate to the candidate’s needs maybe used as needed.

Apparently, the assessment of students is balanced as it makes use of both the traditional and alternative modes of assessment. Portfolio assessment is given emphasis due to its ability to capture accomplishments of students across time and

space that could attest claims that one has gained through work or experience the equivalent competency expected of him/her in a formal school.

CMO No. 23, series of 2009. This policy, which sets the **guidelines for student internship program in the Philippines for all programs in higher education with practicum subject**, indicates the importance of practicum in acquiring practical knowledge and skills and desirable values and attitudes through actual exposure to professionals and other people in the workplace. The said policy underscores practical knowledge, which when assessed could not be captured traditionally. Hence, this demands for a more authentic way of assessment through actual performance in one's work. To have basis in assessing students' learning, Article IV, section 6, indicates that practicum students need to submit a monthly journal of practicum experiences describing his/her training activities, problems/encountered, and reflections on the training experiences to their training coordinator, who is expected to contribute to the computation of one's practicum grade. Section 7 of this article describes grading that is done through the partnership of the faculty of HEI and the trainer of the Host Training Establishment (HTE). The highlight of this policy is the recognition given on the use of students' reflections like journals to capture insights gained from or feelings towards their learning experiences. This kind of assessment reflects the direction of the system towards assessment *as learning* where students are recognized as assessors themselves.

CMO No. 17 s. 2012. This memo which sets the **policies and guidelines of educational tours and field trips of college and graduate students** gives values on the need to provide the students an opportunity to learn from exposure to various situations outside the classroom to improve the quality of their learning. As explained by CHED in Article III, Section 5, to quote:

The set of policies and guidelines aims to rationalize the conduct of Educational Tours/Field Trips among Higher Education Institutions in order to: 1) provide access to efficient and interactive training of students through meaningful educational tours and/or field trips as required in their program requirement embodied in the approved curriculum; and 2) ensure that all Higher Education Institutions provide quality educational tours and/or field trips relevant to the acquisition of the necessary knowledge, skills, and values for student welfare and development.

This memo further explains the need to tie up academe and industry to ensure link between what is learned in the classroom with what the industry actually requires. As cited in Article IV, Section 5, to quote:

Educational tours and field trips in general are part of the curriculum enhancement; hence, they broaden the students' learning opportunities and feel of the real world, and therefore serve as a powerful motivator to strengthen the academe-industry linkage. HEIs should come up with their

creative academe-industry linkage plans appropriate to degree program requirement.

In assessing students' learning from these activities, CHED emphasized that students should be assessed appropriately and not to see these activities as a replacement to written examinations as cited in Article V, Section 9, to quote:

For students undergoing internship, practicum or on-the-job training program, the same shall be governed by CHED Memorandum Order No. 23 s. 2009 "Guidelines for Student Internship Program in the Philippines (SIPP) for all Programs with Practicum Subject". Educational tours and field trips shall not be made as substitute of a major examination for the purpose of compelling students to participate in educational activities not otherwise compulsory.

This only shows that assessment in HEIs includes both the traditional assessment through written examinations and alternative assessment using performance tasks similar to the requirements of the intended workplace. Furthermore, the memo also anticipates difficulties of students in meeting the requirements of assessment including those with special needs and disabilities; thus, the HEIs are required to offer them parallel school activity that could enable them to attain the same learning activity, as cited in Article V, section 8, to quote:

For students who cannot join the educational tours and/or field trips, they shall be given parallel school activity which provides similar acquisition of knowledge of the required practical competencies and achieves other learning objectives. Learners with special needs such as Persons with Disabilities shall be given due consideration.

CHED further emphasizes the importance of formative and affective assessment of students learning through reflective journals, which should be done by the students after their educational tours and field trips. As cited in Article VII , Section 14, to quote "Debriefing program should include among others, reflection of the learning experiences documented in their learning journals". Again, this CHED Memo reiterates the value of students' reflection as a form of assessment *for* and *as* learning.

While CHED sets how assessment of learning should be done in relation to tours and trips, it also acknowledges that there are institutional policies on grading students that should be observed, to quote " An assessment of learning must be accomplished following institutional policy on grading system". (Article VII, Section 15). This only shows that CHED is consistent in all policies it has created that institutions of higher learning are given autonomy to assess students' learning but would expect that their assessments are sound, fair, and just.

CMO.46 s. 2012. This memo explains the policy-standard to enhance quality assurance (QA) in Philippine HEI through an outcomes-based and typology-based QA. The said memo emphasizes the need for competency-based learning standards to define quality. Article II, Section 6 of this memo defines quality as the alignment and

consistency of the learning environment with the institution's vision, mission, and goals demonstrated by exceptional learning and service outcomes and the development of a culture of quality. If translated into student assessment, outcomes-based requires teachers to recognize students' goals for themselves and help them identify the possible learning outcomes as a manifestation or concretization of the attainment of these goals. For assessment to facilitate the success of the attainment of these goals, the desired learning outcomes should be designed clearly at the beginning of instruction. Then appropriate assessment approaches should be used to validly capture the requirements of the defined learning outcomes.

Research Studies on Student Assessment in Higher Education Institutions

Several studies on student assessment in HEIs conducted in the Philippines have been explored to have basis in describing the assessment practices of teachers in HEIs.

In the study of Ricalde (2010), a significant number of faculty in a private computer college makes use of assessment not just to measure student progress but also to scaffold learning through constant feedback to students' works. Formative assessment is done more frequently by more faculty than summative assessment. Although teachers use various ways of assessing learning from pen-and-paper to portfolio assessment, most of them still prefer assessing learning using the traditional pen-and-paper tests particularly the monthly tests and quarterly examinations using the objective test formats. Among the top five (5) frequently practiced assessment procedures, majority of the college faculty do the following: 1) setting clear learning targets for the students; 2) having a comprehensive plan for assessing the targets; 3) providing the students opportunity to be actively involved in decision making when it comes to assessment; 4) returning evaluation and graded assessments in a timely manner; and 5) providing meaningful/and/or specific feedback and/or recommendations for improvement.

Ricalde further explained that among those that faculty are getting used to when assessing learning are as follows: 1) using performance-based assessment to evaluate students' learning; 2) requiring students to work as a group to complete formal and informal assessments; 3) using authentic assessment to make students more involved in the learning process; 4) making sure that criteria and performance standards are clear to the students by providing rubrics and checklists.

On the contrary, the assessment procedures that are least practiced by less than 50% of the faculty are as follows; 1) use of portfolio to show the student's progress; 2) constructing a table of specifications for tests to cover all lessons taught; 3) writing assessment questions for all types; 4) practicing peer assessment where students are given opportunities to assess their classmates' works; and 5) using strategies to involve students for self-assessment. As a result of this study, the researcher recommended the need for faculty development programs where the teachers are trained on assessment practices they least practiced.

Another study comes from Gonzales (2012), a faculty from a private higher education institution who developed an instrument to measure the assessment practices of Filipino teachers across levels and as a result of a survey conducted to 364 Filipino teachers including those teaching in college. Gonzales arrived at four

assessment purposes, namely: 1) assessment as learning; 2) assessment for learning; 3) assessment to inform; 4) assessment of learning. He concluded that professional development enhances teachers' classroom assessment practices and that teaching level and class size moderate the impact of professional development on classroom assessment practices.

Other studies explored how teachers could best assess their students' learning both in traditional and non-traditional modes. Suatengco (2012), for example, investigated the assessment practices of emergent literacy mentors to determine how judicious and fair the mentors are in their judgement based on the evidences that were drawn from their assessment practices. The results show that the mentors use more the objective type of assessment formats with limited understanding on other assessment formats.

Furthermore, Gabinete (2012) conducted a study contrasting the practice of language and non-language teachers when assessing college students using essay. She concluded that language teachers focus on local issues when giving corrective feedback to essay responses while non-language teachers do not make clear feedback at all. Non-language teachers find it time consuming to correct errors in grammar as they are more concerned with the subject matter at hand, leaving the task of correcting the writing skills of their students to language teachers.

Likewise, Crisostomo (2012) encourages use of good assessment practice as discussed in the two assessment courses covered by the pre-service teachers' curriculum, that is use of traditional and non-traditional methods, in order to give the future teachers being trained an experience of the kind of assessment that promotes learning.

More research studies underscore the shift from the traditional teacher-reliant assessment into a more student-centered like the use of journals, rubrics, and portfolio assessment. Balagtas (1999), for example, investigated the pre-service teachers' knowledge and attitude toward portfolio assessment after assessing her students gained knowledge, skills, and disposition in their pedagogy course. The study recommended the use of portfolio assessment in all other strategy courses in teacher education. Likewise, Belecina (2008) discovered the positive effects of portfolio assessment on the problem solving skills, critical thinking, and attitude in mathematics of second year college students. He recommended the use of portfolios in assessing learning in content and methods courses in mathematics. Use of rubrics was also investigated in HEIs. Lim (2012) explored HEIs' students perceived uses of rubrics in their oral production assessment. Results revealed that students recognized the ability of rubrics to make them understand teachers' expectations, reflect on their oral production performances, and justify the grades being given to them by their teacher. Magno (2012) also developed a valid and reliable rubric to assess HEI teachers through peer assistance and review. Galangco (2012) investigated on the affective assessment in molding pre-service teachers in a private HEI. It was concluded that the use of journal writing, reflection papers, and position papers were found out highly instrumental in changing the perspective of students about life, while intercultural activities broadened their understanding of individual difference. Proper and skilful processing of the activities and requirements led to visible refinement in the students' character.

The studies reviewed confirm that teachers in HEIs are exploring the advantages of both the traditional and non-traditional assessment in their respective classroom. This could explain that teachers in the tertiary level are also exploring on better ways to assess learning other than the use of traditional assessment.

Capacity Building Programs on Student Assessment in Higher Education

Training programs or faculty development programs come in different levels and forms. There are those that were endorsed by CHED especially those that are in national level. Others are faculty training programs held in the respective institutions of the faculty.

National Capacity Building Program for the Implementation of the New Teacher Education Curriculum. This program was organized by CHED in partnership with Queensland University of Technology under a grant from the Australian Agency for International Development (AusAID). Atweh, Balagtas, Bernardo, Ferido, and Macpherson (2007), explained that this program originally dubbed as Training of Trainers for the Implementation of the New Pre-service Teacher Education Curriculum of the Philippines, was later on changed to IMPACT 21C. Such program was conducted from September 2005 to March 2006 to enable the 46 teacher educators from 15 regions of the country to build their capacity in implementing the new courses in the revised curriculum for teacher education programs as stipulated in CMO 30 s. 2004, which includes the two professional education courses called Assessment of Learning 1 (focused on traditional assessment) and 2 (focused on non-traditional assessment). A product of this training is the book titled *Ripples of Change: a Journey of Teacher Education Reform in the Philippines*, with the national facilitators as the editors. Such book compiled the action research done by the participants of the training. This includes the paper of Parcon and Avanzanso (2007) on performance-based assessment.

Capacity Building Program on Performance-based Assessment for Teacher Educators in NCR. This program held in the National Capital Region in 2006 organized and facilitated by two officials in teacher education programs of two private HEIs as an offshoot of the national capacity building program for the implementation of NTEC. It emphasized the need for performance-based assessment to measure complex tasks in the teacher education programs. Parcon and Aranzanso (2007), reported that they organized this capacity building program on performance-based assessment to 24 teacher educators from nine (9) teacher education institutions after finding out the participants' clamor that they do not have yet the adequate capacity to develop such assessment. This is understandable since the teacher educators were products of old teacher education curriculum, which emphasizes traditional assessments using multiple choice, alternative response, matching type, simple recall, and essay tests. The capacity building program enabled the participants to apply the steps in preparing performance-based assessments after they have gone through inputs from the facilitators and resource persons on assessment.

Other Institutional Faculty Development Programs Involving Student Assessment. The following faculty development programs have been conducted in HEIs in the past 12 years where one of the writers has been invited as a resource person. There were 61 HEIs identified from more than 200 invitations the writer had been invited as a resource person on student assessment. Those institutions from public and private basic education schools were excluded in the analysis. The capacity building programs describes in this paper are classified according to their focus as traditional, non-traditional, and balanced assessment and the sector the institution represents, whether government or private HEI.

Traditional Assessment. This cluster of capacity building programs focus on the traditional or pen-and-paper objective tests like the use of multiple choice, binary test, matching type, and supply tests. Figure 2 reveals that the thirteen (13) sampled institutions that have conducted capacity building program on traditional assessment particularly test construction and interpretation, which are mostly private HEIs. This only shows that more private HEIs need to get oriented on traditional assessment than government or state colleges or institutions. This result may be due to the fact that most of those with requests for such training are not “normal schools” or recognized Centers of Excellence (COE) in Teacher Education where teachers are assumed to be more exposed to the trends in education. These institutions are either comprehensive universities where teacher education program is just one of their offerings or small colleges that are just starting in their offering of teacher education programs. Figure 2 further shows that among the foci for training, it is the traditional assessment that is least needed. This concurs with the trend in the research studies reviewed where a limited study was found exploring the use of test in assessing learning. As reported by Suatengco (2012), mentors use more the objective type of assessment formats with limited understanding on other assessment formats. It can, therefore, be inferred that testing is still a predominant way of assessing learning as this seemed to be not much highlighted in training programs or explored in research studies.

Non-Traditional Assessment. This cluster focuses on the use of any assessment method other than the traditional assessment. Non-traditional or alternative assessment includes performance-based assessment and portfolio assessment, which according to Kubiszyn and Borich (2000), gained popularity in the 1990s. Such assessment offers general and special education teachers alternative means by which to annually evaluate the progress of learners and on day-to-day basis in the classroom. This assessment requires rubrics, which serve as scoring guides for students’ demonstrations or creations. As shown in Figure 2, this cluster has the most number of capacity building programs on student assessment conducted by at least 25 institutions. This trend on the need for more non-traditional assessment could be due to the newness of such mode of assessment. It should be recalled that in 2004, CHED has issued a revised policy in teacher education, which offered a new course on assessment (Assessment of Learning 2) that highlights the importance and use of non-traditional assessment. A closer look at the data behind this figure reveals that ten of these sessions included in the sample were led by the Philippine Normal University

(PNU), which is expected as it is the National Center for Teacher Education where innovations in education are expected to emanate. The rest were conducted in both government and private HEIs. It can also be gleaned in the figure that more private HEIs needed such training on non-traditional assessment than those from the government or State Colleges and Universities (SUCs). It becomes more evident that the demand for training programs particularly on the non-traditional assessment is greater in the private sector.

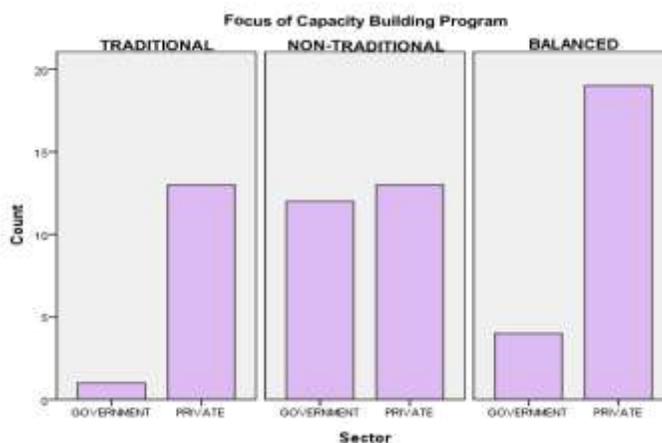


Figure 2: Focus of Capacity Building Program on Student Assessment

Balanced Assessment. This cluster refers to the faculty development programs that emphasize the use of both traditional and alternative assessment. As shown in Figure 2, the training on balanced assessment is next most in demand topic for capacity building on student assessment with 23 institutions in the sample. Most of them are dominated by private HEIs. PNU being the National Center for Teacher Education has also initiated training programs in this area. Topics requested for training classified to focus on balanced assessment include “Development of Tests and Rubrics”, “Assessment *for, of, and as* Learning”, “Assessment Approaches in Today’s Classroom”, “Test Development and Performance-based Assessment”, “Test Development and Portfolio Assessment,” and similar topics.

Conclusions and Recommendations

The review of the policies set by CHED, research studies conducted, and capacity building programs held on student assessment in HEIs led to several insights. One is that CHED allows exercise of academic freedom and autonomy of HEIs in assessing particularly in grading the students as long as the institution’s policy for assessment is known to the students and the practice is appropriate to the objectives of the course. Another is that traditional assessment is commonly used, which could be traced back to the influence of the old teacher education curriculum that emphasizes pen-and-paper test and that has been there in the system for a long time. However, teachers in HEIs are also towards the direction of exploring the use and merits of non-traditional or more authentic ways of assessing learning to balance their practice by using both the traditional and non-traditional assessments in evaluating

the achievements of the students, and this could be attributed to the influence of the more recent teacher education program. Efforts are also directed on making assessment more useful not only in capturing students' achievement, which is viewed as summative or assessment *of* learning but also using it in helping the students see its merits *for* learning or called as formative assessment. Assessment *as* learning is getting its way to popularity, too, now that rubrics are being used in the classroom. It is believed that the change in the 1999 curriculum to 2004 curriculum is not constant; therefore, it is expected that more reforms will come in the advent of a K to 12 curriculum. Since the K to 12 aims to produce holistically developed and functionally literate citizens with the 21st century skills, teachers in HEIs should be more mindful of authentic ways of assessing learning or outcomes-based assessment, which is the direction of CHED in the years ahead, to be more responsive to the demands of the society.

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Evaluation of a Kindergarten Reading Program

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A Reading Program was implemented with the desire to inculcate the value of reading to pupils. This Program is basically a supplemental reading program designed to assist struggling readers as well as to provide challenges to achievers. This study evaluated the reading program for kindergarten using Tyler's Model. This was guided by four questions in order to check whether the objectives of this reading program evaluation were achieved: (1) Did the program help the beginning and struggling readers improve their performance in reading? (2) Did the pupils acquire the skills in oral language and exhibit phonological awareness? (3) Did the pupils learn and use the reading strategies in developing comprehension? (4) Did the pupils demonstrate the habit of reading and the good attitude toward it? Diagnostic and consequent assessment results coupled with spot-checking provide the basis for the evaluation. Ralph Tyler's model of curriculum evaluation was utilized in the study as well as the Standards and Competencies for Five-Year Old Filipino Children published by the Department of Education in 2013. Results of the study revealed that the pupils' performances in reading throughout the year improved as well as their abilities and good attitude toward reading. The study contributed to further decision making by the school administration in identifying areas where change is needed for more effective program implementation such as planning, faculty training and better parent involvement.

Keywords: Reading Program, Kindergarten, Program Evaluation

Reading instruction has two aims. The first is to develop students who can read - children who have learned to construct and create meaning from the printed word. The second is to develop students who will read - children who think reading is fun and who actively engage in the act of reading" (Hermosa, 2002; Ocampo 1997)

The Republic Act 10157 otherwise known as "The Kindergarten Education Law" made

kindergarten the compulsory and mandatory entry stage to basic education in the Philippines. Various researches support that this is the period when foundations are established specifically that of becoming literate readers. Aquinas School having been offering preschool education even before the proclamation of this mandate started implementing the Reading Program with the desire to inculcate the value of reading to its pupils.

This study sought to evaluate the Reading Program for Kindergarten. This Reading Program is basically a supplemental reading program to assist struggling readers as well as to provide challenges to achievers. This sought specifically to explore whether the program help the beginning and struggling readers improve their performance in reading, acquire the skills in oral language and exhibit phonological awareness, learn and use the reading strategies in developing comprehension, and demonstrate the habit of reading and the good attitude toward it.

The research covered the Reading Program activities of the Kindergarten pupils for the academic year 2013-2014 that includes diagnostic test, three (3) trimestral assessments, and one final spot-check assessment. Participants in this research comprised of sixteen (16) kindergarten pupils for the diagnostic and trimestral assessments and ten (10) kindergarten pupils for the final spot-check assessment in March.

The use of Ralph Tyler's model of curriculum evaluation and the Department of Education's Standards and Competencies for Five-Year Old Filipino Children is the first attempt of the educational institution to evaluate its reading program for Kindergarten.

Nature of the Reading Program

Aquinas School Reading Program for Kindergarten Rationale

Reading is meaning getting. A student with the skills in reading can easily perform a transaction between his own knowledge and the text or the material he is reading. One who is lacking so, will find it hard to conceive the information, to process it, and to develop his own understanding. In addition, reading is one of the portals of learning. The more children experience the world, the more they will have to talk about. The more language models children interact with, the more opportunities they will have to develop language skills. The better their language ability and the more experiences children have, the more prior knowledge or schema they will be able to bring to text when they read (Ocampo, 2008).

This is the fundamental reason that students find it hard to pass the other content areas such as Mathematics and Science. These two fields require the students' knowledge of the word and the world itself before arriving at the understanding of it. If a student is poor in reading, he is undoubtedly to perform scantily in these areas as well. In simple words, how could a child solve a problem, if he does not understand the problem?

Objectives of the Reading Program. The school's Reading Program has been prepared, offered and implemented after gearing up the teachers as reading teachers able to employ all the effective strategies in improving the students' reading skills, especially the comprehension skills.

This Reading Program is basically a supplemental reading program to:

- a. assist struggling readers as well as to provide challenges to achievers.
- b. have the reluctant or struggling readers become confident and independent readers.
- c. give reading achievers more opportunities that will develop more their skills in reading.
- d. develop the reading skills and in turn manifest the reading habits and their love for reading.

Specifically, it aims:

- a. To help the beginning and struggling readers improve their performance in reading.
- b. To acquire the skills in oral language and exhibit phonological awareness.
- c. To learn and use the reading strategies in developing comprehension.
- d. To demonstrate the habit of reading and the good attitude toward it.

Program of Activities. Since the love for reading is determined by the early literacy development, the Reading Program caters primarily to the pupils from Kindergarten. Below shows the main activities and time frame of the program:

1 st Trimester	(1 st - 2 nd week) Pre-assessment (3 rd -10 th week) Reading Sessions (11 th week) 1 st assessment (12 th week) Dissemination of results
2 nd Trimester	(1 st - 10 th week) Reading Sessions (11 th week) 2 nd assessment (12 th week) Dissemination of results
3 rd Trimester	(1 st - 10 th week) Reading Sessions (11 th week) 3 rd assessment (12 th week) Dissemination of results

Assessment. The pupils to undergo the Reading Program are given the pre-assessment of their reading skills during the first beginning weeks of the first trimester. Reading classes comprise 20-minute drills in reading everyday for the Kindergarten pupils. At the end of every trimester, a post-assessment is conducted and results of which are compared with those of the pre-assessment which are then relayed to the parents through phone calls and/or conferences. Consequent assessments are done on the second and third trimester to monitor the progress of the pupils. Reading teachers make it a point that the pupils are able to acquire the reading competencies expected of them. Below are the levels of reading competency utilized by the school in the assessment.

Table 1
Reading Competency Levels

Reading Competency Levels*	Letter Recognition Accuracy	Word Recognition Accuracy	Fluency	Comprehension Skills
Independent	VS	VS	VS	S - VS
Potential/Instructional	VS	VS	S -VS	S
Frustration	VS	S - VS	NI - S	NI

Table 2
Rating Scale

Levels	Letter Recognition Accuracy	Word Recognition Accuracy	Fluency	Comprehension Skills
Very Satisfactory	89 - 95	89 - 95	89 - 95	89 - 95
Satisfactory	80 - 88	80 - 88	80 - 88	80 - 88
Fair	73 - 79	73 - 79	73 - 79	73 - 79

Note: The reading competency levels description was taken from the Philippine Informal Reading Inventory test, an oral test given to a pupil to measure reading ability. However the rating scales were teacher made and assigned to corresponding competency levels as stated above adapted from the Phil-IRI.

Independent reading level - Pupil can read with ease and without the help or guidance of a teacher; can read with rhythm, with a conversational tone, and can interpret punctuation correctly.

Instructional reading level - Pupil can profit from instruction.

(AS Reading Program made use of the term *Potential* for this level)

Frustrated reading level -Pupil show symptoms or behavior of withdrawing from reading situations and commit multiple types of errors in oral reading.

Reading Domains and Definitions. These proposed draft standards and benchmarks of Tatlonghari and Ocampo (2008) of the Reading Association of the Philippines, organized into different domains, are utilized as the basis for the Reading Program for Kindergarten level. These have been found by the program staff as most relevant to the promotion of early literacy ability and a genuine love for reading.

1. *Phonological Awareness* - is the ability to hear and manipulate the sound structure of language. There are 4 levels of phonological awareness namely, word, syllable, onset and rime (also called beginning and word family) and the phoneme. It is an auditory skill and consists of multiple components. It is a strong predictor of reading success.

2. *Phonics and Word Recognition* - is being able to identify a written word by sight or by deciphering the relationship between the sounds of spoken language and the letters in written language. For kindergarten pupils, critical skills include learning to associate sounds with letters, using those associations

to decode and read simple words, and learning to recognize important non-decodable words.

3. *Fluency* - Is the ability to read orally with speed, accuracy and proper expression.

4. *Vocabulary* - Is the knowledge of words and their meanings in both oral and print representations

5. *Reading Comprehension* - Is a complex and active process in which vocabulary knowledge is a crucial component and which requires an intentional and thoughtful interaction between the reader and the text. The ability to listen to stories, answer questions, sequence events, learn new vocabulary, and retell information heard is the foundation of reading comprehension.

Support Programs to the Kindergarten Reading Program

As also noticed, teachers and parents play important roles in the success of the learners. These roles are demonstrated through the following support programs to the Kindergarten Reading Program.

Parent-Pupil Partnership in Reading. To create a concrete and strong tie-up between the school and the home in the development of the reading habits and the reading success of the students, the Parent-Pupil Partnership in Reading was established. Every fourth Friday of the month, the reading teacher of the Kindergarten pupils puts the reading stamp mark on the diary of the pupils. In here the teacher advises the parents of the pupils to spend at least thirty minutes or an hour with their child and read with them a story of the child's interest. This is monitored by the teacher through the parents writing the title and author of the book they read with the child, the date the book was read and the signature of the parent-reader, and most important their own evaluation of their son's reading performance. To check whether the reading sessions with the parents are really being done, the teacher encourages pupils in some of their classes to share with the class what they read at home.

Learning Resource Center's D.E.A.R. Program. Drop Everything And Read (DEAR), a reading program of the Learning Resource Center, helps to develop the reading habit of the Aquinian pupils in support to the Reading Program of the School. Done once a week, the students are required to drop off their things and stop from what they are doing, and spend it instead reading their favorite book or reading materials. This is done every Wednesday from 7:00 to 7:20am. They are required by their reading teachers to bring their own books if they want, but apart from what they bring, the Learning Resource Center also provides them with reading materials. After a month, these pupils are asked to submit to the teachers their I-Read, I-Lead, I-Share Reading Journals which serve as the evaluation tool.

Read-Aloud Sessions. Each reading teacher spends a few minutes with the class for the Read-Aloud Session. Read Aloud Session is an activity in the

reading class where the teachers or any of the pupils do an interactive storytelling activity. Here, the storyteller reads a chosen piece to the pupils and asks them after reading, questions that trigger their imagination and likewise challenge their comprehension. This is another distinct characteristic of the reading class apart from the Words on the Wall or Word of the Day that they have every beginning of the class.

Enrichment Activities for the advanced learners. To give pupils more opportunities to improve their skills in reading, Enrichment Reading was created. This activity caters to pupils assessed and determined to be independent or advanced in terms of skills required at their level. Through the same pre-assessment given, students are diagnosed and skills are identified. Afterwards, they are recommended and set to undergo the enrichment program. They attend enrichment classes in Reading to improve on the skills they rated low. These students however, are given sessions that focus more on the lessons and skill beyond the curricular offerings in their level. They are also chosen to participate in school activities such as read-aloud sessions, symposia, and reading contests and activities within the school and outside.

Remedial Reading for slow learners. Sometime during the writing class, the teacher asks the pupils who are slow in reading to read the set of words instead of writing, as part of the remedial classes. In that case there is more time devoted for them to practice reading. To give more focus to the pupil's improvement of reading skills, the teacher asks the parent of the pupil to extend his stay in the school for about one and a half (1 ½) hours after the class to have some more reading practice that usually lasts for 2 weeks. During this time the teacher have a one-on-one session with her pupil to focus more in familiarizing letters and its sounds and on how to read and understand a particular set of words. A reading of short and simple stories follows in order to develop the pupil's reading comprehension skills.

Reading Exposures. Every reading class and during class discussions the teacher lets the student read to the class and invites his classmates to listen to him, after which the whole class reads again the story by themselves. After reading a specific selection the teacher provides follow-up questions based from the selection that they have just read. After the lesson or if they are already done with their seatwork or activity, the teacher gives them time to read more storybooks.

Every morning during homeroom period when they are already done with the activity given to them, the teacher reminds the pupils and challenge them if they can read plenty of words for one day. The teacher prepares a set of words on the wall every week and she encourages the pupils to read those words posted on the wall. On occasions when one of the pupils doesn't know how to read properly a specific word, the teacher asks one of his classmates who is good in reading to help him read (way of helping/supporting one another). This practice of reading takes place daily while pupils are waiting for

the fetcher during dismissal time and between periods when they are already done with their tasks in other subjects or whenever they have extra time so as not to remain idle. For purposes of integration, most of the words posted on the wall that are read by pupils become part of the spelling class' paper-pencil test.

Words On the Wall Activity (W.O.W.). are words shared by the pupils in the Reading and Language classes. One word is shared with the class and placed on the wall in the classroom by a pupil every day. The word to be shared must a sentence showing its use. There must be an accumulated number of words on the wall in the classroom as the day progresses. Moreover, the teacher encourages her pupils to place a shared word on the big bulletin board for the Communication Arts Department situated in the campus gallery. Every week a contribution of one word must come from the Kindergarten level while the other contributions come from students in the elementary and high school level. The teacher posts the set of words on the wall weekly. Then during their homeroom period or free time the teacher invites the students to read those words. From that practice the pupils learn how to share and are encouraged to socialize with others.

Context of the Program

The school's Reading Program is spearheaded by the Communication Arts Department of the institution to address the need to develop fluent readers among Aquinians. This is supported by the Administration in terms of planning, provision of facilities and materials, implementation, and evaluation. This is done on-site, in classrooms, libraries, audio-visual rooms and other pertinent laboratories of the school's campus.

The teachers, in collaboration with the Academic Head for Communication Arts, work from the preparation to implementation to evaluation phase of the program. They prepare for the suggested activities together to smoothly develop confidence and independence among the readers, with the goal to manifest the effectiveness and success of the program.

The D.E.A.R. Program of the Learning Resource Center complements the Reading Program of the school. Through the sessions spent every week where students are required to read and asked to fill out the forms provided after these reading sessions. This and other supplementary activities gradually develop pupils' habit and love for reading.

Beneficiaries of the Program

The primary beneficiaries of this Reading Program are the Kindergarten pupils of Aquinas School. For the school year 2013-2014 there are sixteen (16) kindergarten pupils. At the onset of the program as the school year commences, everyone is included in the pre-assessment without exemption.

They are given the reading assessment during the first beginning weeks of the first quarter.

The pupils to undergo the Remedial Reading are determined after the pre-assessment of their reading skills. Reading teachers name the prospect enrollees for free remedial reading sessions. These pupils are those who fall under the lower levels of reading competencies. They are given recommendation forms for parents to sign and approve.

Results by the end of every trimester through the Assessment Form are relayed to parents for necessary help. From the records and observations relayed to them, they are encouraged to play a role in their children's remedial or supplemental reading program like reading to their children or listening to them reading their favorite story realized in the Parent-Pupil Partnership in Reading. All these give parents concrete examples of how they can follow up at home the development of the reading skills of their children, hence an assurance that they are going to be good and interested readers.

Staff/Human Resources

The school personnel involved in the Reading Program comprised of the reading teachers, the learning resource center staff, the academic coordinator and the principal. They meet periodically to check on the progress of the program participants and to discuss possible revisions on the prepared plan of activities. Throughout the year each carries out the appointed task.

Review of Related Literature

Learning to read is a fundamental right of children in a changing world. Children's ability to read well can be indicators of success in the world at large. Plenty of evidence shows the significant implications of literacy achievement not only for individuals over their lifetimes but also for societies. We, as professional teachers, bear a huge responsibility to assist all children to become literate critical readers. With zeal and the motivation to serve, we need to reach out and help children realize their potential for literacy in order to support institutional and national development.

Snow et al. (1998) consider reading as a complex act as it involves multiple cognitive, emotional, and social abilities, each of which influences the beginning reader's success. These authors say that learning to read takes effort. Children ought to develop word knowledge at deep levels, as well as decoding skills. They must develop text knowledge to interpret the structures and conventions of literary language. This can be accomplished through deliberate practice with hundreds of words, thousands of concepts, and tens of thousands of language and literacy experiences. Spoken language is the foundation of learning to read and write (Snow, 1983). All languages start with a set of sounds that must be learned and used by young children in families where the language is spoken. All languages include words that are

combinations of those sounds.

Authors of the Early Grade Reading Assessment (EGRA 2009) toolkit claimed that letter identification and word reading has been shown to be predictive of later skills in fluency, the ability to read orally with speed, accuracy, and proper expression. Consequently oral reading fluency has been shown to be predictive of later skills in reading and comprehension (Fuchs et.al. 2001). The importance of fluency as a predictive measure does, however, decline over time. As students become more proficient and reading comes automatically to them, vocabulary becomes a much more important predictor of later academic success (Yovanoff et al., 2005).

In the same way, Espin and Tindal (1998) suggest that once the lessons of phonemic awareness and phonics are fully incorporated into the child's reading process, it is no longer appropriate to focus on these skills. Rather language comprehension and vocabulary instruction should be taught as these are lifelong practices that can arm children to face the world on their own. As Torgesen (1998) states: Adequate reading comprehension is the most important ultimate outcome of effective instruction in reading.

As children move from "learning to read" to "reading to learn," the balance of instruction changes as well (International Reading Association, 2007). This is where evaluation comes into the picture. There has to be a "stop, look and listen" moment when school administrators have to take stock of what has taken place in a given period in order to move forward.

The primary goal of evaluation is to diagnose difficulties and improve learning outcomes. Linan-Thompson and Vaughn (2007) posit that the assessment should be related to existing performance expectations and benchmarks, that it should correlate with later desired skills, and that it must be possible to modify or improve upon the skills. Assessing early reading acquisition can be quite complicated, but school administrators ought to look into existing national performance standards for understanding how pupils are performing compared to others. School administrators have to begin with collected and appropriately measured student data in order to draw conclusions about how the program is performing. For the kindergarten pupils in Aquinas School for example, using data on pupil performance can help administrators assess where pupils are typically having difficulties and can use this information to develop appropriate instructional approaches. Evaluating these data using appropriate tool may show significant implications of literacy achievement. Grant Wiggins and Jay McTighe (2007), proponents of Understanding by Design, caution us though that there is no perfect program for literacy, no silver bullet solution to challenges we face, programs must be open to adaptation and modification to local contexts. Programs must plan for ongoing data collection that informs program revisions based on what is working and what is not.

This study is anchored on these precepts as Aquinas School strives to equip its Kindergarten pupils the necessary weapons they need as they face and mingle with the world of literate critical readers.

Evaluation Framework

The purpose of this research study was to explore teacher's evaluation of the Reading Program for Kindergarten. Pupils' current standing in the program was identified through scores which in turn identified who were struggling and what specific skill needs was not met. As pupils' outcomes are tracked and monitored closely, the teacher was informed about the general effectiveness of the program and is able to determine what works with skill-related instruction (Levesque et.al. 2005). This aided the teacher to decide who needs remediation and who needs further enrichment in reading.

Primarily, this study made use of the evaluation framework proposed by Ralph Tyler (1949) as a major tool for evaluating the school's Reading Program. Additionally, this study utilized the competencies for kindergarten prescribed by the Department of Education as a basis for evaluation by way of checklist. In particular, this study seeks to evaluate the teacher's use of student assessment that could contribute to further decision making by the school administration by identifying areas where change is needed for more effective program implementation.

To achieve the objectives of this evaluation, the following questions were posed:

- a. Did the program help the beginning and struggling readers improve their performance in reading?
- b. Did the pupils acquire the skills in oral language and exhibit phonological awareness?
- c. Did the pupils learn and use the reading strategies in developing comprehension?
- d. Did the pupils demonstrate the habit of reading and the good attitude toward it?

Study Design

This research adopted the most frequent quoted theoretical model in the field of curriculum published by Ralph Tyler in 1949. Tyler stated his curriculum rationale in terms of four questions that, he argued, must be answered in developing any curriculum and plan of instruction:

- What educational goals should the school seek to attain?
- How can learning experiences be selected which are likely to be useful in attaining these objectives?
- How can learning experiences be organized for effective instruction?
- How can the effectiveness of learning experiences be evaluated?

This rationale is stated in terms of a four-step process:

- stating objectives
- selecting learning experiences
- organizing learning experiences

- evaluating the curriculum

The Tyler rationale is essentially an explication of these steps. He proposes that educational objectives originate from three sources: studies of society, studies of learning, and subject-matter specialists. These data systematically collected and analyzed form the basis of initial objectives to be tested for their attainability and their efforts in real curriculum situations. The tentative objectives from the three sources are filtered through two screens: the school's philosophy and knowledge of the psychology of learning, which results in a final set of educational objectives. Below is the operationalization of the research process utilized in this study based on Tyler's model.

Once the first step of stating and refining objectives is accomplished, the rationale proceeds through the steps of selection and organization of learning experiences as the means for achieving outcomes, and, finally, evaluating in terms of those learning outcomes. Tyler recognizes a problem in connection with the selection of learning experiences by a teacher or curriculum designer: The problem is that by definition a learning experience is the interaction between a student and his environment; that is, a learning experience is to some degree a function of the perceptions, interests, and previous experiences of the student. Thus, a learning experience is not totally within the power of the teacher to select. Nevertheless, Tyler maintains that the teacher can control the learning experience through the manipulation of the environment, which results in stimulating situations sufficient to evoke the kind of learning outcomes desired.

The final step in Tyler's rationale, evaluation, is the process of determining to what extent the educational objectives are being realized by the curriculum. Stated another way, the statement of objectives not only serves as the basis for selecting and organizing the learning experiences, but also serves as a standard against which the program of curriculum and instruction is appraised. Thus, according to Tyler, curriculum evaluation is the process of matching initial expectations in the form of behavioral objectives with outcomes achieved by the learner.

Method

Participants

Participants in this research comprised of sixteen (16) kindergarten pupils for the diagnostic and trimestral assessments and ten (10) kindergarten pupils for the final spot-check assessment in March. These are all boys whose ages range between four to five years old. Some have pre-kindergarten education while others have none.

Instruments

The instruments used in this study include results of diagnostic test, trimestral assessment tests, and final spot-check test results. The DepEd prescribed competencies for Kindergarten is likewise utilized in the evaluation.

Procedure

Pertinent data were gathered from various sources by the researcher. The diagnostic test results and trimestral assessment results were culled from the files of the reading teacher. The results of the spot-check assessment were gathered by the researcher assisted by the guidance counselor. The competencies for Kindergarten pupils in the Philippines (Department of Education) were obtained through web search.

Data Analysis

The treatment of data collected was done with care in order to avoid biasing the results. This study utilized the theoretical model proposed by Ralph Tyler (1949) which seeks to define objectives to analyze and how. A conceptual framework based on the four stages by Ralph Tyler served as a springboard to focus attention on certain data. Additionally, this strategy helped organize the entire case study and to define alternative explanations.

Documents provided by the reading teacher as well as by other implementers during the evaluation were compiled, compared and analyzed as these are valuable sources of research data. Direct observation of the researcher complemented evidence from primary sources. Observations that emerged and provided support for the evaluation were carefully noted. Other documents retrieved from websites were saved and examined for possible significant link to the whole research data.

Results

The pertinent data gathered from various sources by the researcher comprised of:

1. results of the diagnostic test for kindergarten pupils conducted at the beginning of the academic year 2013-2014 by the teacher
2. results of the trimestral assessments tests conducted by the reading teacher in August, November and February of academic year 2013-2014
3. results of the spot-check assessment conducted in March 2014 by the researcher

The reading teacher utilized the earlier stated Reading Competency levels from Philippine-IRI and the teacher made rating scale in the assessment

of diagnostic and trimestral tests. The researcher made use of percentages of correct answers and narrative comments in the spot-check assessment.

The following table shows the results of the diagnostic test for kindergarten pupils conducted at the beginning of the academic year 2013-2014 by the teacher.

Table 3

Diagnostic Assessment of Reading Abilities of Kinder Pupils (Start of Trimester)

Pupil	Letters	CVC words	Two-Syllable Words	Sight words	English Sentences	Comprehension	Reading Level
1	VS	VS	VS	S	NI	NI	Potential
2	VS	VS	S	NI	NI	NI	Potential
3	VS	VS	VS	S	S	NI	Potential
4	S	NI	NI	NI	NI	NI	Frustration
5	VS	NI	NI	NI	NI	NI	Frustration
6	VS	VS	VS	S	S	S	Potential
7	VS	VS	VS	VS	S	S	Independent
8	VS	S	S	NI	NI	NI	Frustration
9	VS	VS	NI	NI	NI	NI	Frustration
10	VS	S	NI	NI	NI	NI	Frustration
11	VS	NI	NI	NI	NI	NI	Frustration
12	VS	VS	NI	NI	NI	NI	Frustration
13	VS	VS	VS	S	S	S	Potential
14	VS	NI	NI	NI	NI	NI	Frustration
15	VS	VS	S	NI	NI	NI	Frustration
16	VS	VS	S	S	S	S	Potential

As shown on the table, there were six (6) pupils in the Potential reading levels, nine (9) pupils in the Frustration level and there was only one pupil who belongs to the Independent reading level. This is a diverse group of pupils coming from pre-schools with different backgrounds or with no background at all.

For purposes of evaluation later in the study, these results are further categorized into phonological awareness (letters, CVC words, two-syllable word and sight words) and comprehension (sentences and comprehension). The number of pupils belonging to different rating scales is presented and expressed in percentage to the total in the table below.

Table 4
Levels of Satisfaction on Phonological awareness

Rating	Letters	CVC words	Two-Syllable Words	Sight words	Percentage
Very Satisfactory	15	10	5	1	48.44%
Satisfactory	1	2	4	5	18.75%
Needs Improvement		4	7	10	32.81%

Table 5
Levels of Satisfaction on Reading Comprehension

Rating	English Sentences	Comprehension	Percentage
Very Satisfactory	0	0	0%
Satisfactory	5	4	28.125%
Needs Improvement	11	12	71.875%

The following table shows the results of the assessment test for kindergarten pupils conducted by the reading teacher after one trimester.

Table 6
Assessment of Reading Abilities of Kinder Pupils (1st Trimester)

Pupil	Letters	CVC words	Two-Syllable Words	Sight words	English Sentences	Comprehension	Reading Level
1	VS	VS	VS	S	S	S	Potential
2	VS	VS	S	S	S	S	Potential
3	VS	VS	VS	S	S	S	Potential
4	S	S	NI	NI	NI	NI	Frustration
5	VS	VS	VS	S	S	S	Potential
6	VS	VS	S	S	S	NI	Frustration
7	VS	VS	VS	VS	S	S	Independent
8	VS	VS	S	S	S	S	Potential
9	VS	VS	S	S	S	S	Potential
10	VS	VS	S	S	NI	NI	Frustration
11	VS	S	S	NI	NI	NI	Frustration
12	VS	VS	S	S	S	NI	Potential
13	VS	VS	VS	VS	S	S	Independent
14	VS	S	S	NI	NI	NI	Frustration
15	VS	VS	VS	S	S	S	Potential
16	VS	VS	S	S	S	S	Potential

As shown on the table, two (2) pupils belong to Independent reading competency level, nine (9) pupils belong to potential level and five (5) pupils belong to frustration level.

For purposes of evaluation later in the study, these results are further categorized into phonological awareness (letters, CVC words, two-syllable word and sight words) and comprehension (sentences and comprehension). The number of pupils belonging to different rating scales is presented and expressed in percentage to the total in the table below.

Table 7
Levels of Satisfaction on Phonological awareness

Rating	Letters	CVC words	Two-Syllable Words	Sight words	Percentage
Very Satisfactory	15	13	6	2	56.26%
Satisfactory	1	3	10	11	39.06%
Needs Improvement				3	4.68%

Table 8
Levels of Satisfaction on Reading Comprehension

Rating	English Sentences	Comprehension	Percentage
Very Satisfactory	0	0	0%
Satisfactory	12	10	68.75%
Needs Improvement	4	6	31.25%

After two trimesters, the following table shows the results of the assessment test for kindergarten pupils conducted in November of academic year 2013-2014.

As shown on tables 9 and 10, two (2) pupils belong to Independent reading competency level, twelve (12) pupils belong to potential level and two (2) pupils belong to frustration level.

For purposes of evaluation later in the study, these results are further categorized into phonological awareness (letters, CVC words, two-syllable word and sight words) and comprehension (sentences and comprehension). The number of pupils belonging to different rating scales is presented and expressed in percentage to the total in the table below.

Table 9
Assessment of Reading Abilities of Kinder Pupils (2nd Trimester)

Pupil	Letters	CVC words	Two-Syllable Words	Sight words	English Sentences	Comprehension	Reading Level
1	VS	VS	VS	VS	S	S	Potential
2	VS	VS	VS	S	S	S	Potential
3	VS	VS	VS	VS	S	S	Potential
4	VS	S	S	S	NI	NI	Frustration
5	VS	VS	VS	VS	S	S	Potential
6	VS	VS	VS	VS	S	S	Potential
7	VS	VS	VS	VS	VS	VS	Independent
8	VS	VS	VS	S	S	S	Potential
9	VS	VS	S	S	S	S	Potential
10	VS	VS	VS	S	S	S	Potential
11	VS	VS	S	S	NI	NI	Frustration
12	VS	VS	VS	S	S	S	Potential
13	VS	VS	VS	VS	S	S	Independent
14	VS	VS	S	S	S	S	Potential
15	VS	VS	VS	S	S	S	Potential
16	VS	VS	VS	VS	S	S	Potential

Table 10
Levels of Satisfaction on Phonological Awareness

Rating	Letters	CVC words	Two-Syllable Words	Sight words	Percentage
Very Satisfactory	16	15	12	7	78.125%
Satisfactory Needs Improvement		1	4	9	21.875%

Table 11
Levels of Satisfaction on Reading Comprehension

Rating	English Sentences	Comprehension	Percentage
Very Satisfactory	1	1	6.25%
Satisfactory	13	13	81.25%
Needs Improvement	2	2	12.5%

The following table shows the results of the assessment test for kindergarten pupils conducted at the end of the third trimester.

Table 12
Assessment of Reading Abilities of Kinder Pupils (3rd Trimester)

Pupil	Letters	CVC words	Two-Syllable Words	Sight words	English Sentences	Comprehension	Reading Level
1	VS	VS	VS	VS	VS	S	Potential
2	VS	VS	VS	VS	S	S	Potential
3	VS	VS	VS	VS	VS	S	Independent
4	VS	VS	S	S	S	S	Potential
5	VS	VS	VS	VS	S	S	Potential
6	VS	VS	VS	VS	S	S	Potential
7	VS	VS	VS	VS	VS	VS	Independent
8	VS	VS	VS	S	S	S	Potential
9	VS	VS	S	S	S	S	Potential
10	VS	VS	VS	S	S	S	Potential
11	VS	VS	S	S	NI	NI	Frustration
12	VS	VS	VS	S	S	S	Potential
13	VS	VS	VS	VS	S	S	Independent
14	VS	VS	S	S	S	S	Potential
15	VS	VS	VS	S	S	S	Potential
16	VS	VS	VS	VS	S	S	Independent

As shown on the table, four (4) pupils belong to Independent reading competency level, eleven (11) pupils belong to potential level, and one (1) pupil belong to frustration level.

For purposes of evaluation later in the study, these results are further categorized into phonological awareness (letters, CVC words, two-syllable word and sight words) and comprehension (sentences and comprehension). The number of pupils belonging to different rating scales is presented and expressed in percentage to the total in the table below.

Table 13
Levels of Satisfaction on Phonological Awareness

Rating	Letters	CVC words	Two-Syllable Words	Sight words	Percentage
Very Satisfactory	16	16	12	8	81.25%
Satisfactory Needs Improvement			4	8	18.75%

Table 14
Levels of Satisfaction on Reading Comprehension

Rating	English Sentences	Comprehension	Percentage
Very Satisfactory	3	1	12.5%
Satisfactory	12	14	81.25%
Needs Improvement	1	1	6.25%

At the end of the school year a spot-check assessment was done by the researcher to verify that the data collected were accurate and are genuinely manifested by the participants of the reading program. This was done on the last day of the kinder pupils in school (actually, the Culminating Day), just minutes before their final activity. Nobody has any idea what would be going on, it was a real surprise on the part of the pupils and the parents. Out of the sixteen kindergarten pupils, only ten were randomly chosen to participate in this assessment because of lack of time. Each pupil was called to a room unaccompanied, then asked to read aloud letters, words, sentences and paragraphs, after which questions were asked to test for comprehension. The questionnaire was derived from the materials provided by the reading teacher. This assessment was conducted by the researcher herself assisted by the guidance counselor and the results are as follows:

Table 15
Spot Check Assessment of Reading Abilities of Kinder Pupils (End of Year Assessment)

Pupil	Letters	CVC words	Two-Syllable Words	Sight words	English Sentences	Comprehension	Remarks/ Comments
A	100%	100%	90%	100%	90%	85%	Recognizes letters and words well; can read simple sentences but needs guide in reading and comprehending sentences
B	100%	100%	85%	90%	85%	80%	Recognizes letters well; needs guide in reading and comprehending words and sentences.
C	100%	100%	100%	100%	95%	90%	Recognizes letters and words well; can read simple

Pupil	Letters	CVC words	Two-Syllable Words	Sight words	English Sentences	Comprehension	Remarks/ Comments
D	100%	100%	95%	100%	95%	95%	sentences but needs guide in comprehending sentences. Recognize letters/words well; can read simple sentences and fairly understands short stories especially in English
E	100%	100%	100%	100%	100%	100%	Reads very well; can illustrate well what the story is all about, just needs focus for better comprehension; ready for texts with difficulty
F	100%	100%	80%	85%	Distracted to read	Refused to read	Recognizes letters well; can read slowly and needs guide to better read words and sentences in English
G	100%	100%	100%	100%	95%	90%	Recognizes letters and words well; can read correctly, needs guide to better comprehend paragraph and to read properly in English.
H	100%	100%	100%	100%	100%	100%	Reads very well, just needs focus for better comprehension, ready for texts with difficulty.
J	100%	100%	100%	100%	90%	90%	Recognize letters well; can read words well but slow in reading short

Pupil	Letters	CVC words	Two-Syllable Words	Sight words	English Sentences	Comprehension	Remarks/ Comments
K	100%	100%	100%	100%	100%	95%	sentences; needs guide to better comprehend paragraph and to read properly in English Reads well but needs guide to reread and understand longer sentences and paragraph; ready for more complex reading words.

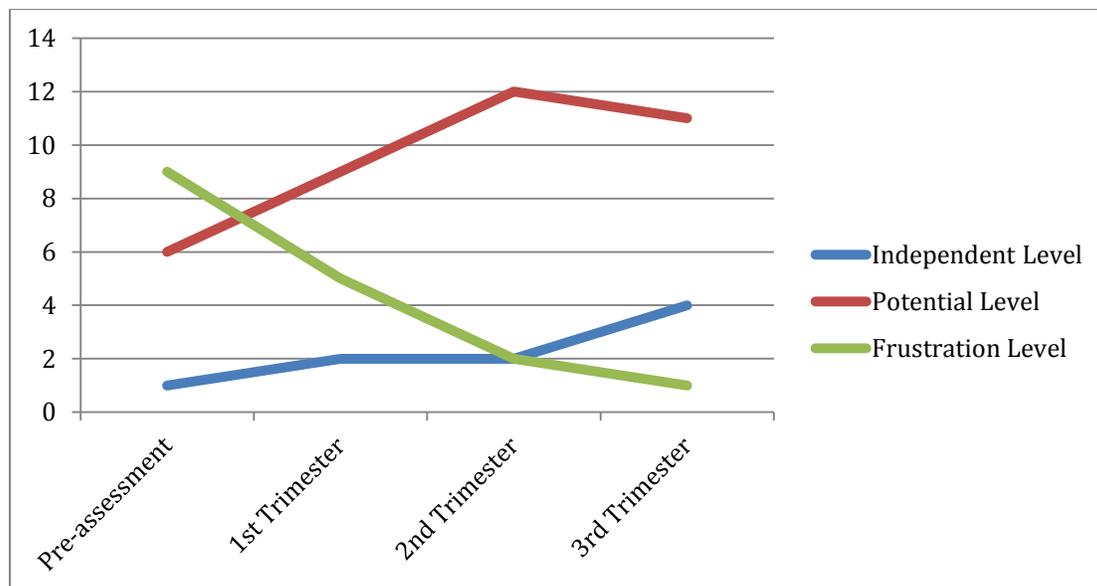
Discussion

Based on the foregoing results as shown on the Tables 3 to 16, indications can be gleaned that improvement has taken place in the reading competencies of the kindergarten pupils. This is summarized in the table and graph below.

Table 17
Summary of Test Results and Competency Levels in Percentage

Competency Level	Diagnostic Test	1 st Trimester Test	2nd Trimester Test	3rd Trimester Test
Independent	6.25%	12.5%	12.5%	25%
Potential	37.5%	56.25%	75%	68.75%
Frustration	56.25%	31.25%	12.5%	6.25%
Total	100%	100%	100%	100%

Pupils belonging to the Frustration reading level are represented by a green line in the graph. The line started from a high point during the pre-assessment period and consistently went down the graph until the 3rd trimester assessment period. This indicates an increase in the number of pupils recovering from being a slow reader or a non-reader, into being an able reader. As mentioned earlier, this is due to the fact that pupils came from diverse backgrounds or with no background in reading at all.



Pupils belonging to the Potential reading level are represented by a red line. The line spiked from the pre-assessment to the 2nd trimester and leveled down in the third trimester. This is due to the promotion of Frustration level pupils into the next level. On the other hand, an increase in the number of pupils reaching the Independent reading level can be noted.

Pupils belonging to the Independent reading level are represented by a blue line in the graph. The line started from a comparatively low point during the pre-assessment period indicating a scarcity of able readers among the kindergarten pupils at the start of the academic year. This can be understood as the natural condition for reading beginners. The line moved upward a little during the 1st trimester and remained at that point until the 2nd trimester indicating no promotion toward a higher level of reading competency. However, for the 3rd trimester, the line spiked indicating an increase in the number of pupils acquiring a higher level of reading competency. The consistency in the upward movement of the blue line representing Independent readers is an indication that pupils are improving from being slow readers into being proficient readers at their age.

The Reading Program for Kindergarten was evaluated using the tool popularized by Ralph Tyler. This was done at the end of the academic year as the specific activities of the program were executed periodically throughout the year.

As stated earlier in the operationalization schema, the final stage of the curriculum evaluation involves:

1. comparing actual program implementation against program objectives/ standards
2. comparing actual performance of learners against DepEd prescribed competencies for Kindergarten
3. collecting feedbacks and comments

Table 18
Comparison of Performance against Objectives (1)

Objectives	Intervention	Evaluation
Instructional Objectives	Performance Data	Compare Performance against Objectives
1. Help the beginning and struggling readers improve their performance in reading.	1. diagnostic test results 2. trimestral assessment results	Using the diagnostic test results in June 2013-14 as baseline for comparison and the 3 rd trimestral results as endpoint: ✓Percentage of readers in Frustration level decrease from 56.25% to 6.25% ✓Percentage of readers in Potential level increase from 37.5% to 68.5% ✓Percentage of readers in Independent level increase from 6.25% to 25%
2. Acquire the skills in oral language and exhibit phonological awareness.	1. diagnostic test results 2. trimestral assessment results	Using the diagnostic test results in phonological awareness in June 2013-14 as baseline for comparison and the 3 rd trimestral results as endpoint: ✓Percentage of readers with Needs Improvement rating decrease from 32.81% to 0% ✓Percentage of readers with Satisfactory rating remained at 18.75% ✓Percentage of readers with Very Satisfactory rating increase from 48.44% to 81.25%
3. Learn and use the reading strategies in developing comprehension.	1. diagnostic test results 2. trimestral assessment results	Using the diagnostic test results in comprehension in June 2013-14 as baseline for comparison and the 3 rd trimestral results as endpoint: ✓Percentage of readers with Needs Improvement rating decrease from 71.875% to 6.25% ✓Percentage of readers with Satisfactory rating increase from 28.125% to 81.25% ✓Percentage of readers with

Objectives	Intervention	Evaluation
4. Demonstrate the habit of reading and the good attitude toward it.	<ol style="list-style-type: none"> 1. spot-check assessment results 2. observations during D.E.A.R. period 	Very Satisfactory rating increase from 0% to 12.5% Feedbacks and comments: Most pupils demonstrated good attitude and habit toward reading as evidenced by their ability to read letters/ words/sentences well and to comprehend moderately well (please see remarks/ comments on Table 15) and by the behavior shown during DEAR time as observed by the researcher

The competencies for Kindergarten pupils prescribed by the Department of Education in the Philippines were also utilized in the study. Excerpts from the Language, Literacy and Communication section under sub-domains Oral Language, Phonological Awareness, Alphabet Knowledge, Vocabulary Development and Listening Comprehension were used as a checklist for the accomplishments of Aquinas School Reading Program for Kindergarten. A checkmark (✓) indicates concordance with the corresponding learning competencies exhibited by majority of the pupils as attested by the reading teacher by way of written tests/recitation/informal conversations and partly observed by the researcher and the guidance counselor throughout the academic year 2013-2014. These are presented in the following table.

Table 19
Comparison of Performance against Objectives (2)

Objectives	Intervention	Evaluation
Instructional Objectives	Performance Data	Compare Performance against Standards
<ul style="list-style-type: none"> • Help the beginning and struggling readers improve their performance in reading. • Acquire the skills in oral language and exhibit phonological awareness. 	<ol style="list-style-type: none"> 1. diagnostic test results 2. trimestral assessment results 3. spot-check assessment results 	Sub-Domain: Alphabet Knowledge Learning Competencies <ol style="list-style-type: none"> 1. Name the letter of their own names ✓ 2. Notice and be able to name the beginning letters of their friends' names, family members and common things they use ✓ 3. Name the letters of the alphabet ✓ 4. Match an upper to its lower case letter ✓ 5. Match a letter sound to its letter form ✓ Sub-Domain: Oral Language Learning Competencies <ol style="list-style-type: none"> 1. use polite greetings and courteous expressions in appropriate situations ✓

Objectives	Intervention	Evaluation
<ul style="list-style-type: none"> • Learn and use the reading strategies in developing comprehension . • Demonstrate the habit of reading and the good attitude toward it 		<ol style="list-style-type: none"> 2. recite rhymes, poems and sing simple jingles/songs in the mother tongue, Filipino and/or English ✓ 3. talk about one’s personal experiences/ narrates events of the day ✓ 4. talk about the details of a picture ✓ 5. talk about things using various appropriate descriptive words ✓ 6. relate one’s own stories about the pictures presented ✓ 7. ask and answer questions (who, what, where, when, why as maybe appropriate) about stories listened to ✓ 8. give simple directions ✓ 9. make comments related to a topic of discussion ✓ 10. participate actively in a dialogue or conversation of familiar topics ✓ 11. express easily thoughts, feelings, fears, ideas, wishes and dreams ✓ 12. retell a story listened to ✓
		<p>Sub-Domain: Phonological Awareness</p> <p>Learning Competencies</p> <ol style="list-style-type: none"> 1. Identify whether or not two words begin with the same sound ✓ 2. Identify the sound of letters orally given ✓ 3. Select from three words those that begin with the same sound ✓ 4. Identify rhyming words in rhymes, poems, jingles, songs ✓ 5. Tell whether a pair or set of words rhyme ✓ 6. Give a rhyming word to a given word ✓ 7. Identify several words that begin with the same sound as a given word or name ✓ 8. Tell the number of syllables in given words ✓
		<p>Sub-Domain: Vocabulary Development</p> <p>Learning Competencies</p> <ol style="list-style-type: none"> 1. name common objects/things in the environment (in school, home, community) ✓ 2. describe common objects/things in the environment based on: color, shape, size, function ✓ 3. recall and enumerate words from story listened to ✓ 4. give the meaning of words in stories listened to ✓ 5. give the name of objects whose names begin with a particular letter of the alphabet ✓ 6. give the names of family members, school personnel, and community helpers, including the role they play/ jobs they do/ things they

Objectives	Intervention	Evaluation
		use ✓ 7. give the synonyms and antonyms of given words ✓
		Sub-Domain: Listening Comprehension Learning Competencies <ol style="list-style-type: none"> 1. Listen attentively to stories ✓ 2. Recall details of the story: the characters, when and where the story happened, the events in the story ✓ 3. Talk about the characters and events in books ✓ 4. Relate events in stories to personal experiences ✓ 5. Retell a story listened to, with the help of pictures stating the setting, characters and important events ✓ 6. Tell the events that happened 1st, next, last ✓ 7. Give the correct sequence of three events in a story orally and/or through drawing ✓ 8. Infer character feelings and traits in a story read ✓ 9. Identify cause and/or effect of events in a story read ✓ 10. Predict what might happen next in the story heard ✓

The Communication Arts department together with all the reading teachers periodically conducts meetings throughout the school year to keep track of the reading courses offered. Feedbacks and comments were solicited from all parties involved in the implementation of the program. Here, the concerns on reading materials, reading program participants and the implementers are also tackled and are given immediate response as soon as possible. To add to this is the holding of conferences with the parents and the pupils to encourage feedback and suggestions from them to better the Reading Program each year.

The purpose of this research study was to explore teacher's evaluation of the Reading Program for Kindergarten. This was guided by the four questions posed in order to check whether the objectives of this Reading Program evaluation were achieved. (1) Did the program help the beginning and struggling readers improve their performance in reading? (2) Did the pupils acquire the skills in oral language and exhibit phonological awareness? (3) Did the pupils learn and use the reading strategies in developing comprehension? (4) Did the pupils demonstrate the habit of reading and the good attitude toward it? The findings for this evaluation study were gathered, tabulated and analyzed as they relate to the research evaluation questions and the theoretical framework.

Based on the results of the study found in Chapter VI, the program did help the beginning and struggling readers improve their performance in reading. The findings indicated as well that the pupils acquire the necessary skills in oral language and exhibit phonological awareness. Additionally, the results demonstrated that pupils learn and use sufficiently well the reading strategies in developing comprehension. The follow-up spot-check assessment confirmed not just the ability of most pupils to read but their good attitude toward reading which are indicative of possessing the habit of reading at an early age. Though there was one pupil who needs improvement in sentence reading and comprehension at the 3rd trimester assessment and one pupil also who was distracted and refused to read during the spot-check assessment by the researcher, it is fair enough to conclude that learners improved in view of the reading program. The creation of the research on evaluation of the Reading Program for Kindergarten in Aquinas School provided administrators and teachers alike with a tool for analyzing the effectiveness of the program. In particular, this study gained support for the teacher's use of differentiated learning experiences and assessment that could contribute to further decision making by the school administration in identifying areas where change is needed for more effective program implementation. It is recommended therefore that evaluation be done on a yearly basis as part of the school improvement plan on curriculum and instruction.

The outcomes from this research suggest that there are other areas for future evaluations. The same evaluation study on the Kindergarten Reading Program may be replicated in other levels such as Grades 1-3 and later on to Grades 4-6 in order to track the progress of the pupils in developmental reading. This could enable the researcher to look more closely into other aspects of the reading program such as planning, faculty training and better parent involvement.

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Assessing Achievement Emotions and Connectedness

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Previous researches on achievement emotions of students have focused on different areas of the personality of the students, such as personal traits or values; however, learning and emotions are not only an individual phenomenon but shared with others. The present study tested whether connectedness is a predictor of positive or negative achievement emotions. Connectedness was measured as self-construal-independent and interdependent, school belongingness, loneliness of a person. There were 146 students ages 14 to 18 in the National Capital Region and Region IV in the Philippines who were requested to answer the Achievement Emotions Questionnaire (AEQ), Singelis Self Construal Scale, UCLA Loneliness Scale, and Psychological Sense of School Membership Scale. The results showed that school belongingness predicts positive emotions (enjoyment, hope, and pride). On the other hand, the study found loneliness as a predictor for negative emotions (anxiety, hopelessness, and boredom). Most of the factor correlations with positive emotions had a positive direction while negative direction for negative emotions.

Keywords: connectedness, independent construal, interdependent construal, school belongingness, loneliness, achievement emotions.

Emotions play an important role for human learning, development, achievement and health. Consequently, achievement-related emotions have a huge impact on learning and performance. Several researches in achievement emotions have considered achievement and the emotions related to it from an individual perspective (Howell & Buro, 2011; Huang, 2011; Soric, Penezic & Buric, 2013). However, learning usually occurs in a group and the emotions are not only a personal phenomenon but shared with others.

First, most of the learning experiences of a person are taking place in educational settings. Thus, individuals have acknowledged that many hours are spent in the classroom. Social relationships are created there and the attainment of important life goals depends on individual and collective agency in educational institutions. Because of their subjective

importance, educational settings are infused with intense with intense experiences that direct interactions, affect learning and performance and influence personal growth in both students and teachers (Pekrun, Frenzel, Goetz, & Perry, 2007).

A sense of connectedness to a group influences learning, thus has an impact on the learning-related emotions experienced by an individual. Pekrun, Frenzel, Goetz, and Perry (2007) stated that the impact of environments on individual achievement emotions is also largely mediated by control-value appraisals. By implication, environmental factors affecting students' appraisals should be important for their emotions.

Furthermore, Lutz (1988) argued that emotions can be viewed as cultural and interpersonal products of naming, justifying and persuading by people in relationship to each other. Emotional meaning is then a social rather than an individual achievement-an emergent product of social life.

Connectedness of a person may be defined as the feeling of belongingness or having a strong relationship with others. The individual's self-construal, the sense of school belongingness and the state of loneliness all measure the level of connectedness. These specific factors, we believe, are directly related to achievement emotions of a person.

Self-construal's-independent and interdependent should have a set of specific consequences for cognition, emotion and motivation. The experience of an emotion depends on the construal of the self. Emotional experiences should vary systematically with the construal of the self. With an interdependent construal, acts of fitting in and accommodating are often intrinsically rewarding, because they give rise to pleasant, other-focused emotions (e.g., feeling of connection) while diminishing unpleasant ones (e.g., shame) (Markus & Kitayama, 1991).

The sense of belongingness (connectedness) to a social relation may become burly that it makes better sense to think of the relationship as to functional unit of conscious reflection (Markus & Kitayama, 1997). A student might feel proud belonging to a certain school or might feel proud if the teachers in the school where he belong to are respecting him. On the other hand, Markus and Kitayama (1997) further stated that individuals seek to maintain their independence from other by attending to the self and by discovering and expressing their unique inner attributes. A certain student is much comfortable doing things on his own regardless of what other thinks of him. Moreover, some choose to act independently because it makes them feel so important. The description of connectedness is much more seen in the educational settings. Pekrun (1991), believes that educational settings are infused with intense emotional that direct interaction and significance of emotions experienced in educational settings (Zeidner, 1998).The process of learning as well as their achievement outcomes is expected to act back on student emotions (Pekrun, 1991).

The literature presented recognizes the relationship of a sense of connectedness to emotions. However, it is also necessary to explore whether the sense of connectedness will have the same relationship with achievement-related emotions. Achievement emotions are emotions tied directly to achievement activities or achievement outcomes. The differentiation of activity vs. outcome emotions pertains to the object focus of achievement emotions. In addition, as emotions more generally, achievement emotions can be grouped according to their valence - positive

vs. negative, and to the degree of activation implied- activating vs. deactivating (Pekrun et al., 2007). Achievement emotions are categorized into either positive or negative as resulted from doing a certain activity or results of the activity. It is also necessary to find out how connectedness is positively correlated with the two categories of achievement emotions: positive emotions (enjoyment, hope and pride) and negative emotions (anger, anxiety, shame, hopelessness and boredom). Thus a high sense of connectedness reflects positive emotions and low sense of connectedness.

Pekrun et al (2007) explained that achievement emotions are closely related with quality of activities that are evaluated through a set of standards. Achievement emotions can also be distinguished by the object of focus which can be activity emotions and outcome emotions (Pekrun, Goetz, Titz, & Perry, 2002). The differentiation of activity vs. outcome emotions pertains to the object focus of achievement emotions. In addition, as emotions more generally, achievement emotions can be grouped according to their valence - positive vs. negative, and to the degree of activation implied- activating vs. deactivating (Goetz, Pekrun, Hall, & Haag, 2006).

Emotions may have numerous of outcomes, and such can be characterized as predicted either positive or negative achievement emotions (Magno & Orillosa, 2012; Lichtefeld et al., in press). Motivation, flexibility learning strategies, and task related can result to a positive achievement emotion. On the other hand, poor student performance, slow processing of information and lack of motivation may sprout a negative achievement emotion.

There are two divergent construals of the self - an independent view and an interdependent view. Each of these divergent construals has a set of specific consequences for cognition, emotion and motivation (Markus & Kitayama, 1991). The theory of the self-construals affirms that some emotions arise from success or failure in achieving goals that relate to the construction of the self and the world view. This process emphatically occurs during the socialization, and the school plays an essential role in defining the self of the person (Markus et al, 2000).

According to Kitayama, Markus, and Kurokawa (2000), the interdependent self is made meaningful in reference to the relationships in which the self takes part. One of the people's cultural tasks is to belong to one group, adjust, and fit in the relationship. To become a member of a group provides the framework of reference while limiting internal desires is a mechanism that enables the self to maintain a harmonious relationship with the others. This conception of the self is more connected and less differentiated from others.

Markus and Kitayama (1991) believe that some emotions lead us to engage with others. Happiness, feelings of being respected, and positive emotions have a strong relationship with the group, while depression and unhappiness are related to disengagement.

School belongingness can be understood as a dimension of the engagement with others. Goodenow (1993) proposed that a sense of belonging at school reflects 'the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment. This sense impacts the learning

process and its outcomes, and therefore, the emotions related to learning and achievement.

Loneliness and social connectedness can be understood as the two sides of a coin. Loneliness can be defined as the emotional response associated with isolation (Russell, 1996). In many individuals, the degree of loneliness influences the normal functioning and in students has been found to have an important impact in the learning outcomes (Ormrod, 2008). Social interaction with peers, the acceptance from classmates and teachers and a positive social environment are factors that favour the cognitive development of the children and adolescents. Loneliness, on the other hand, limits the learning experiences. For students, feeling outside the group can result in a broad range of negative emotions, as anxiety and depression, and of behavioural responses, as sleeplessness and academic failure.

The present study will explore the dimension of connectedness in the students and its relations with achievement emotions. Connectedness was measured from three different dimensions. First, looking into the self-construal dimensions of the students, the research observes whether the independent and interdependent views of the self-impact the emotions that the students feel during the learning process. Second, in consonance with the global sense of connectedness, we believe that the sense of belongingness to the school is correlated with positive achievement emotions. And third, the sense of isolation, measured through the feeling of loneliness, is correlated with negative achievement emotions.

Method

Participants

The participants in the study were 146 high school students, from ninth to twelfth grade, enrolled in public and private high schools in the NCR and Region IV-A in the Philippines. The ages of the participants range from 14-18 years old. Participation in the study was voluntary and anonymous. Students were informed about the purpose of the study, and had one hour and a half to complete the self-report questionnaires.

Instruments

Singelis Self-Construal Scale (SSCS). The Singelis (1994) Self-Construal Scale measures the cultural syndromes of independent and interdependent self-construals. The two subscales are measured by 15 items, using a Likert Scale that ranges from 1 (*strongly disagree*) to 7 (*strongly agree*), without any reverse-keyed items. Cronbach Alpha reliabilities range from the high .60's to the middle .70's.

Psychological Sense of School Membership scale (PSSM). The PSSM, created by Goodenow (1993), is a five-item instrument, with one reverse-keyed item, aimed to measure the sense of school membership among adolescents. It uses a five point Likert Scale, from 1 (*strongly disagree*) to 5 (*strongly agree*). The scale has a good reliability (internal consistency of Cronbach's alpha = .88).

UCLA Loneliness Scale. This instrument is a 20-item scale designed to measure one's subjective feelings of loneliness as well as feelings of social isolation (Russell et. al., 1978). Participants rate each item on a scale from 0 (*Never*) to 3 (*Often*). It was used the second version that contains no reverse-keyed item, recommended for no-college students (Russell, 1996). The measure of the scale was highly reliable, both in terms of internal consistency (coefficient α ranging from .89 to .94) and test-retest reliability over a 1-year period ($r = .73$). Convergent validity for the scale was indicated by significant correlations with other measures of loneliness. Construct validity was supported by significant relations with measures of the adequacy of the individual's interpersonal relationships, and by correlations between loneliness and measures of health and well-being.

Achievement Emotions Questionnaire (AEQ). The AEQ is a multidimensional self-report instrument designed to assess students' achievement emotions (Pekrun, 2000). It is composed by three subscales: class-related, learning-related, test-related emotions. For the present study, only the learning subscale was used. This subscale has 75 items that measure eight different emotions, namely enjoyment, hope, pride, anger, anxiety, shame, hopelessness, and boredom. Students rate their emotional experiences on a 5-point Likert scale from 1 (*strongly disagree*) to 5 (*strongly agree*). The reliabilities of the scales range from adequate to very good ($\alpha = .75$ to $.93$, with $\alpha > .80$ for 20 of the 24 scales). Most of these correlations are low to medium, thus indicating discriminant validity.

Procedure

A letter of permission was given to the school's principal to administer the questionnaires. Once approval was secured, the group proceeded with test administration. Before administration of the test, the purpose of the study was debriefed to the students and confidentiality was assured. The participants were requested to answer all the questionnaires (UCLA-LS, SS-CS, PSSM, and AEQ). The participants were reminded not to leave any items unanswered. The initial part of the questionnaire asked about their individual backgrounds such as age, year level, school, and gender.

Results

The means, standard deviations and cronbach alpha levels were obtained for achievement emotions and the three measures of connectedness - independent and interdependent self-construals, school belongingness and loneliness. The relationships among these variables were also obtained through correlation and simple regression.

Table 1
Descriptive Statistics for the Connectedness Measures and Achievement Emotions

	N	M	SD	Cronbach's α
Singelis				
Independent Self-Construal	146	5.11	0.62	0.64

Interdependent Self- Construal	146	5.24	0.63	0.66
PSSM: School Belongingness	146	3.71	0.69	0.72
UCLA Loneliness	146	1.16	0.53	0.89
AEQ				
Enjoyment	146	3.73	0.63	0.81
Hope	146	3.69	0.72	0.77
Pride	146	3.73	0.68	0.67
Anger	146	2.48	0.70	0.81
Anxiety	146	3.03	0.61	0.76
Shame	146	2.89	0.65	0.80
Hopelessness	146	2.65	0.70	0.83
Boredom	146	2.74	0.75	0.86

Note. Singelis = 7 point scale, PSSM = 5 point scale, UCLA = 4 point scale, AEQ = 5 point scale, AEQ = Achievement Emotions Questionnaire

Table 1 presents the descriptive statistics for the three measures of connectedness and achievement emotions. The mean scores obtained for both self-construals: independent ($M = 5.11$) and interdependent ($M = 5.24$) are relatively close to each other, while the mean scores for loneliness fall on the low level ($M = 1.16$). Positive achievement emotion mean scores are higher than those of negative achievement emotion mean scores. Standard deviation values show that scores' distribution is not very dispersed. Values of cronbach alpha indicate acceptable to excellent internal consistency.

Table 2
Correlation Matrix of Connectedness Measures and Achievement Emotions

Variable	IND	INT	SB	LO	JO	HO	PR	AN	AX	SH	HL	BO
Independent	---											
Interdependent	0.22**	---										
School												
Belongingness	0.33**	0.15	---									
Loneliness	-0.14	-0.11	-0.07	---								
Enjoyment	0.33**	0.32**	0.71**	-	---							
Hope	0.29**	0.23**	0.55**	-	0.70**	---						
Pride	0.32**	0.13	0.99**	-	0.71**	0.54**	---					
Anger	-0.03	-0.12	-0.20*	0.14	-0.37**	-0.38**	-0.20*	---				
Anxiety	0.18*	0.17	0.21*	0.16	0.22**	0.03	0.21*	0.57**	---			
Shame	0.17*	0.15	0.15	0.17	0.16	-0.02	0.16	0.48**	0.78**	---		
Hopelessness	0.04	0.06	-0.05	0.21	-0.10	-0.21*	-0.04	0.71**	0.75**	0.74**	---	
Boredom	0.06	-0.03	-0.06	0.16	-0.23**	-0.31**	-0.05	0.78**	0.60**	0.50**	0.65**	---

* $p < .05$. ** $p < .01$.

Table 2 presents the correlation matrix of the three connected measures and achievement emotions. When the measures of the connectedness and achievement

emotions were correlated, independent construal is significantly related to positive achievement emotions: enjoyment ($R = .33$), hope ($R = .29$) and pride ($R = .32$). It is also significantly related to anxiety ($R = .18$) and to shame ($R = .17$).

Table 3
Summary of Simple Regression Analyses for Variables Predicting Positive Achievement Emotions (N = 146)

Variable	Enjoyment			Hope			Pride		
	B	SE B	B	B	SE B	B	B	SE B	B
Independent Self- Construal	0.07	0.06	.07	0.10	0.09	.09	-0.01	0.02	-0.01
Dependent Self- Construal	0.21	0.06	.21*	0.15	0.08	.13	-0.01	0.02	0.01
School Belongingness	0.59	0.05	.65**	0.51	0.08	.50**	0.98	0.02	0.99**
Loneliness	0.01	0.07	.01	-0.08	0.09	-.06	0.02	0.02	0.01
R^2	.54			.32			.97		
F	43.47**			17.74*			1193.5**		

* $p < .05$. ** $p < .01$.

Table 2 shows that interdependent construal is significantly related to enjoyment ($R = .32$) and to hope ($R = .23$) but not to negative achievement emotions. School Belongingness is positively correlated with the three positive emotions: enjoyment, hope and pride ($R = .71$, $R = .55$, $R = .99$) and negatively correlated with anger ($R = -.20$).

Table 2 shows that positive and negative emotions subscales of the AEQ were significantly related to each other. The three positive emotions (enjoyment, hope and pride) significantly increase with each other. In the same way the negative emotions (anger, anxiety, shame, hopelessness and boredom) also significantly increases with each other.

Table 4
Summary of Simple Regression Analyses for Variables Predicting Negative Achievement Emotions (N = 146)

Variable	Anger		Anxiety			Shame			Hopelessness			Boredom			
	B	SE B	B	B	SE B	B	B	SE B	B	B	SE B	B	B	SE B	B
Independent Self- Construal	0.08	0.10	.06	0.13	0.08	.13	0.14	0.09	.14	0.09	0.10	.08	0.14	0.11	.11
Dependent Self- Construal	-0.10	0.09	-.09	0.13	0.08	.13	0.14	0.09	.13	0.09	0.09	.08	-	0.10	-.02
School Belongingness	-0.20	0.09	-	0.14	0.07	.16	0.10	0.08	.10	-	0.09	-.07	-	0.10	-.08
Loneliness	0.17	0.11	.13	0.23	0.09	.20*	0.25	0.10	.20*	0.30	0.11	.23*	0.24	0.12	.17*

R^2	.04	.09	.07	.03	.01
F	2.52	4.47	3.62	2.23	1.43

* $p < .05$. ** $p < .01$.

Multiple regression analysis was used to test if the measures of connectedness significantly predicted participants' achievement emotions. Table 3 shows the regression analysis for connectedness and the three positive emotions (enjoyment, hope and pride). The results of the regression indicated that 4 predictors explained 54% of the variance for enjoyment ($R^2 = .54$, $F_{(4,146)}=43.47$, $p < .01$), hope 32% ($R^2 = .32$, $F_{(4, 146)} = 17.74$, $p < .05$) and pride 97% ($R^2 = .97$, $F_{(4, 146)}=1193.5$, $p < .01$). It was found that school belongingness significantly predicted enjoyment ($\beta = .65$, $p < .01$), as well as hope ($\beta = .50$, $p < .01$) and pride ($\beta = .99$, $p < .01$).

Table 4 presents the regression analysis for connectedness and the five negative emotions (anger, anxiety, shame, hopelessness and boredom). The results of the regression shows that loneliness significantly predicted anxiety ($\beta = .20$, $p < .05$), as well as shame ($\beta = .20$, $p < .01$), hopelessness ($\beta = .23$, $p < .05$) and boredom ($\beta = .17$, $p < .01$).

The results also indicated that school belongingness significantly predicted anger ($\beta = -.20$, $p < .01$). School belongingness has significant negative weight, implying that students with higher scores in school belongingness are expected to obtain lower scores in anger.

Discussion

The study is primarily proposed to test whether connectedness (independent and interdependent self-construal, school belongingness and loneliness) has the relationship with positive and negative achievement emotions. Second, it seek to determine whether individual's self - construal influences achievement emotions and lastly, if school belongingness is related to positive achievement emotions likewise whether loneliness is connected to negative achievement emotions. The findings of the multiple regression showed similar patterns of relationship between connectedness and achievement emotions. Obtained mean score of both self - construal are relatively close to each other. These findings are consistent with the view of Hallowell (1995), that self - construal view that people everywhere likely to develop an understanding of themselves as physically distinct and separable from others. Moreover, Markus and Kitayama (1997), believe that in achieving independence, an individual requires constructing oneself whose behaviour is organized and made meaningful primarily by reference to one's own internal repertoire of thoughts, feelings and actions yet individuals also are seeking independence from others by attending to the self and by discovering and expressing their unique inner attributes.

The result shows that achievement emotions and connectedness are found significantly correlated to each other. The present study contributes to theorizing on achievement emotions in three aspects: (1) independency might have an impact of having a feeling of anxiety and shame yet it can achieve positive emotions at the

same time, and being interdependent is prone in achieving enjoyment and hope most of the time, (2) positive emotions such as enjoyment, hope, and pride are highly express or clearly seen, though there are anger included, in school belongingness, and (3) negative emotions such as anger, anxiety, shame, hopelessness and boredom are consistently seen in loneliness.

Before discussing the results, there are several limitations in the study. First, there is a strong criticism about the lack of validity of the self-construals scales (Levine et al, 2003). According to the authors, the evidence for the predicted cultural differences is weak, inconsistent, or nonexistent. This critic includes the instrument of Singelis used in the present research. The research states that self-construal scales might often reflect situational priming rather than stable level cultural tendencies. However, we have opted for including other two instruments that measure the connectedness of the individual with the environment, in this case the school, or the lack of it. Even in the case of reflecting the current situation of the students in relation to the group, the self-construal scales fulfill the needs of the present study that focuses on the students' current state. Second, this study is only directed to test the relationship between the sense of connectedness to others and achievement emotions; therefore, no conclusions can be extrapolated to the practice of the education process in which learning occurs.

The results of the study also shows that dependent self - construal significantly predicts

enjoyment. Students are likely to feel good when cooperating with others and others give important to the relationships with their classmates rather than their own that makes them feel more accomplished. Meanwhile, school belongingness significantly predicts enjoyment, hope and pride. Most of the students feel important and proud knowing they are belongs to their school while others are having hope if there is at least one teacher or adult in the school where they can confide or talk about their problems. On the other hand, school belongingness predicts negative emotion specifically anger. Students who feel that their classmates do not respect them or treated them the way they are expected to be treated bring out annoyance or irritation to their classmates. Likewise, belonging to a certain group in school who did not appreciate their uniqueness or certain talent could bring resentment to others and to themselves. In addition if their teacher is the one who always bring punishment instead of understanding their situation could also bring a negative impact on their emotions. Lastly, loneliness is significantly associated with shame, anxiety, hopelessness and boredom. Student who is withdrawn or isolated with other students could develop shame in reaching out or communicating with other students. Moreover, a student who lack companion often times feels anxious because he feels that other students are shutting him out or excluded him. Likewise, student who feels completely alone is always having the feeling that nobody will really understand him. In addition, student who lack companionship are having the consistent feeling of being unhappy and bored doing things alone all by himself.

In the present study, not only did it explain construct validity of the three measures of connectedness but also both the conceptual and statistical evidences are obtainable.

Lastly, the current study opens for studies to investigate further hypothesis on positive and negative emotions with connectedness. Others areas can be examine to check the consistency of relations such as when connectedness and achievement emotions are treated as Socio-economic status, race, family background and other dispositional context.

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