



INTERNATIONAL CONFERENCE ON  
EDUCATIONAL MEASUREMENT  
AND EVALUATION

**ICEME 2023**

Theme:

*Learning Loss Assessment and Recovery*  
Relevance and Directions in Post-Pandemic

# Assessment Practices of Teachers in a Teacher Education Institution (TEI) During the Covid-19 Pandemic

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Presenter

# Rationale

The Covid-19 pandemic has caused a significant shift in the education system worldwide. The outbreak of this pandemic has forced teacher education institutions worldwide to transition to remote learning and assessment practices. This sudden shift has had a profound impact on the teaching and learning process, as well as on the assessment practices used by teacher education institutions.

# Objectives

This study focused on the assessment practices of teachers in teacher education institutions. Specifically, it aimed to:

- Determine the level of assessment tools utilized by UEP Laoang College of Education Faculty in assessing their students during the pandemic
- Explore the positive and negative experiences of UEP Laoang College of Education Faculty in assessing students during the pandemic.
- Determine the solutions made to the problems met by UEP Laoang College of Education faculty in assessing their students during the pandemic.
- Identify ways to improve assessment practices during the pandemic.

# METHODOLOGY

- The study employed the descriptive research design using quantitative and qualitative tools. The study was conducted in the College of Education, University of Eastern Philippines Laoang Campus. It involved 16 faculty in various programs in the college. The respondents were sampled purposively based on their specialization and academic rank.

# METHODOLOGY

To gather the needed data, a Google survey form was constructed and sent to the respondents. To analyze the responses given by the respondents to the open-ended questions, answers were tallied to determine the most common ideas in the responses. The answers were further grouped into themes.

The study utilized frequency counts and percentages for the first objective on the level of assessment tools utilization while content analysis was done for the succeeding objectives.

# RESULTS AND DISCUSSION

## Assessment Tools

Assessment Tools	Mean	Interpretation
1. Essay Type (Discussion/Explanation)	4.52	Always
2. Project-Based Assessment	4.50	Often
3. Performance Task/Demonstration	4.40	Often
4. Simple recall	4.20	Often
5. Multiple Choice	4.20	Often
6. Identification	3.60	Often
7. Problem-solving	3.00	Sometimes
8. Oral recitation	3.00	Sometimes
9. Alternative Response (True or False)	2.90	Sometimes
10. Matching Type	2.80	Sometimes
11. completion(Fill in the blank)	2.80	Sometimes
12. Analogy	2.50	Rarely
13. Rearrangement	2.20	Rarely

# RESULTS AND DISCUSSION

## Experiences - *Positive*

Table 2a. Positive Experiences of Respondents

Theme	Frequency	Percentage
Enhancement of knowledge and skills in technology	14	87.50
Enhancement of teaching strategies/ assessment	10	62.50
Enhancement of study habits of students	5	31.25
Low Cost	2	12.50

# RESULTS AND DISCUSSION

## Experiences - *Negative*

**Table 2b. Negative Experiences of Respondents**

Theme	Frequency	Percentage
Low reliability and validity of assessment	15	93.75%
Academic dishonesty by their students	9	56.25%
Late submission	7	43.75%
Technology dependent	5	31.25%
Overloaded outputs to be checked	5	31.25%
Poor study habits of students	3	18.75%



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# RESULTS AND DISCUSSION

**Table 3. Solutions Made for the Problems Met in Assessing Students**

Themes	Frequency	Percentage
Regular monitoring and feedback	9	56.25%
Conducting Authentic assessment	8	50.00%
Time management	8	50.00%
Validation/counter checking	3	18.75%

# RESULTS AND DISCUSSION

**Table 4. Ways to Improve Assessment**

Themes	Frequency	Percentage
Support from the Administration	15	93.75%
Regular monitoring and feedback	10	62.5%
Digital tools utilization	6	37.50%

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