

# Capability of Teachers in Applying Differentiated Assessment Strategies in the Distance Learning Modality

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## Abstract

This descriptive-correlational research aimed to determine the relationship between the profile of the respondents and their capability in applying differentiated assessment strategies in the distance learning modality among the 42 teachers during the school year 2021-2022. Purposive sampling technique was utilized to determine the number of teachers who participated in the study. Instrument employed was the researcher-made questionnaire. The teachers in this study recognized the importance of differentiated assessment strategies. They found it useful in their class and so they regularly utilized it which was timely, relevant and appropriate in the new normal set up of education. The utilization of differentiated assessment strategies in class provided opportunity for them to authentically assess their students. Teachers are skillful and competent when it comes to designing and implementing a variety of assessment strategies. The difficulties encountered by teachers in applying differentiated assessment strategies emerged from the engagement and interaction from the learners and is not solely related to the extent of utilization of these assessment strategies. The challenges faced by teachers in applying differentiated assessment strategies was independent from their capabilities. Their capabilities in designing and implementing assessment strategies were product of their trainings and technical assistance from their school heads. The capabilities and expertise of teachers in applying differentiated assessment strategies was not dependent upon their utilization of said assessment strategies. Expertise in assessment results from their regular trainings and mentoring from school heads and is not directly linked with their extent of utilization.

**Keywords:** *Capability, Assessment Strategies, Distance Learning Modality*

## Article History:

*Received: May 20, 2023*

*Accepted: June 15, 2023*

*Revised: June 10, 2023*

*Published online: July 26, 2023*

## Suggested Citation:

Casiano, J.B. (2023). Capability of Teachers in Applying Differentiated Assessment Strategies in the Distance Learning Modality. *Industry and Academic Research Review*, 4 (1), 102-107.

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*\*This paper is presented at the 4<sup>th</sup> International Conference on Multidisciplinary Industry and Academic Research (ICMLAR)-2023*



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## Introduction

To ensure that assessment results are authentic and realistic, it is important that a variety of assessment strategies will be employed by teachers especially in this time of pandemic. It will ensure that learner's answers are measured accurately and can be analyzed and interpreted well by the teacher for appropriate action or intervention. According to Boundless Education (2021), by utilizing different assessment strategies, teachers can help students experience more success by tapping into their various learning preferences. Most schools in the Division of Antique adopted modular distance learning as a learning modality. However, since the learners are learning at home with their parents, teachers are often facing problems as regard the integrity of their academic performance. There are instances where the learners are no longer reading the modules. They directly copy the answer key provided at the back of their self-learning modules. This study aimed to determine the capability of teachers in applying differentiated assessment strategies in distance learning modality during the school year 2021-2022.

Specifically, this study sought answers to the following questions:

2. What is the teachers' extent of utilization of differentiated assessment strategies?
3. What is the level of capability in applying differentiated assessment strategies in distance learning modality?
4. What are the difficulties encountered by teachers in applying differentiated assessment strategies in distance learning modality?
5. Is there a significant difference in the extent of utilization of differentiated assessment strategies when they are grouped according to their demographic profile?
6. Is there a significant difference in the level of capability of teachers in using differentiated assessment strategies according to the respondents' profile?
7. Is there a significant difference in the level of utilization of differentiated assessment strategies according to the respondents' profile?
8. Is there a significant relationship between the difficulties encountered by teachers in applying differentiated assessment strategies and the extent of utilization of differentiated assessment strategies?
9. Is there a significant relationship between the difficulties encountered by teachers in applying differentiated assessment strategies and the capability of teachers in using differentiated assessment strategies?

10. Is there a significant relationship between the capability of teachers and the extent of utilization of differentiated assessment strategies?

## **Methodology**

The study used descriptive-correlational research which aimed to find out the level of capability of teachers in applying differentiated assessment strategies in the new normal in education during the school year 2021-2022. To gather the needed data in this study, a researcher-made questionnaire-checklist was used as research instrument. The tool included four parts: Part One (1) included items that asked for the personal information of the respondents, Part Two (2) of the instrument included items asked for the difficulties encountered by teachers in applying differentiated assessment strategies, Part Three (3) included items about the utilization of teachers on the differentiated assessment strategies, and Part Four (4) included items that asked for the extent of capabilities of the teachers in the application of differentiated assessment strategies.

The research instruments were subjected to pilot testing to ensure its validity and reliability. Data gathered in the study were processed and analyzed using frequency, mean, percentage, and standard deviation as descriptive statistical tools and t-test for independent samples, One-Way Analysis of Variance (ANOVA), and Pearson-Product Moment Correlation Coefficient (Pearson  $r$ ) as inferential statistical tool. Data were analyzed using the Statistical Package for the Social Sciences (SPSS) software, version 23.0. All statistical tests were set at .05 level of significance.

In the duration of the conduct of this study, the principles of confidentiality and anonymity as ethical guidelines in treating human participants were followed.

## **Findings**

Teachers in this study have High extent of utilization of differentiated assessment strategies. There is a high level of capabilities among teachers in this study when it comes to applying differentiated assessment strategies. The level of difficulties encountered by the teachers in using differentiated assessment strategies is low. No significant difference exists in the level of utilization of teachers of the differentiated assessment strategies when they were categorized as to sex, highest educational attainment, trainings attended, age, position, and length of service. No significant difference exists in the level of capabilities of teachers in applying differentiated assessment strategies when they were categorized as to sex, highest educational attainment, trainings attended, length of service, and position while significant difference exists when they were classified according to age. No significant difference exists in the level of difficulties

encountered by teachers in applying the differentiated assessment strategies when they were categorized as to sex, highest educational attainment, trainings attended, age, position, and length of service. There is a significant relationship that exists between difficulties encountered and utilization of teachers of the differentiated assessment strategies. There is a significant relationship that exists between difficulties encountered and capabilities of teachers in applying the differentiated assessment strategies. There is a highly significant relationship that exists between capabilities and utilization of teachers of the differentiated assessment strategies.

## **Conclusion**

The teachers in this study recognized the importance of differentiated assessment strategies. Furthermore, teachers are skilful and competent when it comes to designing and implementing a variety of assessment strategies. Meanwhile, sex, highest educational attainment, trainings attended, age, length of service, and position are not factors that greatly influence the extent of utilization of teachers of the differentiated assessment strategies. In addition, regardless of sex, highest educational attainment, trainings attended, length of service, and position, the teachers have similar level of expertise in applying differentiated assessment strategies. Sex, highest educational attainment, trainings attended, age, length of service, and position do not influence the difficulties encountered by teachers in applying differentiated assessment strategies.

The difficulties encountered by teachers in applying differentiated assessment strategies emerged from the engagement and interaction from the learners and is not solely related to the extent of utilization of these assessment strategies.

On the other hand, the capabilities and expertise of teachers in applying differentiated assessment strategies is not dependent upon their utilization of said assessment strategies.

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