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Utilization Of Validated Formative and Summative Assessments and Academic Performance Of Grade 3 Learners as Basis For Instructional Supervisory Plan

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Abstract — This study determined the extent of utilization of the Validated Formative and Summative Assessments to the academic performance of the Grade 3 Learners in all subjects. A proposed Instructional Supervisory plan was formulated based on the result of the study. This study employed a descriptive-correlational research design to determine the extent of utilization of validated formative and summative assessments and their relationship to the academic performance of Grade 3 learners across all subjects. The descriptive aspect aimed to assess how teachers implemented assessment practices in terms of guidelines, techniques, materials, benefits, learner participation, and challenges. Standardized survey questionnaires were distributed to Grade 3 teachers to gather quantitative data on assessment utilization, while documentary analysis of learners' grades was conducted to determine their academic performance. The Test of Relationship, which examines the statistical correlation between the implementation of multimedia resources and the academic performance of learners. Specifically, it presents the Pearson correlation coefficient (r), the computed t-value, the critical table value at a 0.05 level of significance, the decision on the null hypothesis (Ho), and the interpretation of the relationship's strength. The main objective of this table is to determine whether the use of multimedia resources significantly influences students' academic outcomes.

Based on the data, the Pearson correlation coefficient (r), which indicates a strong positive relationship between the implementation of multimedia resources and the academic performance of learners. Furthermore, the computed t-value is much higher than the table value leading to the rejection of the null hypothesis. This confirms that the use of multimedia resources has a statistically significant impact on student achievement.

This strong correlation suggests that integrating multimedia tools into instruction—such as videos, interactive modules, digital presentations, and other audiovisual materials—positively affects how students learn and perform academically. These tools may enhance engagement, promote better understanding of complex topics, and cater to different learning styles, thereby contributing to higher academic achievement.

The implication of the findings, based on the strong correlation, is that schools and educators should consider further investing in and promoting multimedia-assisted instruction. When thoughtfully implemented, multimedia resources can serve as powerful tools for improving educational outcomes and fostering a more dynamic and inclusive learning environment.

Keywords — validated formative and summative Assessment Academic Performance Grade 3 Learners

I. Introduction

Formative and summative assessments continue to play a crucial role in shaping educational outcomes due to their practical applications in enhancing student performance. The success of teaching and learning is heavily influenced by how effectively educators design and implement assessment strategies. Understanding how formative and summative assessments contribute individually—and how they work in tandem—is essential to improving learners' academic outcomes.

This topic goes beyond theory; it directly affects instructional planning, learner engagement, and the depth of students' understanding. While both assessment types serve different purposes, their combined use enriches the learning process. Formative assessments, for instance, function as consistent sources of feedback throughout instruction. They allow learners to monitor their progress, identify areas where understanding is lacking, and adjust their learning strategies in real time.

By providing ongoing insight into student comprehension, formative assessments help prevent the accumulation of misconceptions and support immediate corrective action. Instead of being solely tools to measure learning, they act as active learning aids, guiding both teaching and learning as the process unfolds. In contrast, summative assessments evaluate what students have achieved at the end of a learning period, serving as benchmarks for mastery. Together, they strengthen instructional quality and reinforce learning continuity.

A study by Hattie and Timperley (2007) states that effective feedback can provide information about learning goals, success criteria, student progress, and remedial actions needed. Taras's (2005) research emphasizes that summative assessment can inform student achievement, quality standards, and instructional accountability. Hence, maximizing learners' performance requires the thoughtful application of both formative and summative examinations. Teachers may establish a learning environment that encourages student engagement, supports ongoing growth, and eventually results in better learning outcomes by being aware of their unique responsibilities and utilizing their synergistic potential. A key component of efficient teaching and learning is the incorporation of these assessment techniques, together with careful planning and execution.

As a Grade 3 teacher, using both formative and summative assessments can really help improve how our learners perform—but there are a few challenges that come with it. One of the hard parts is figuring out if it's really the kind of assessment we're using that's helping, or if it's something else. Things like how much the kids already know, how they learn best, our teaching style, and even their home situations all play a part in how well they do in class. That makes it tricky to say for sure that a certain test or quiz made the biggest difference.

In real classroom settings, it's not easy to control everything or use complicated tools to track results. We're teaching, managing the class, and doing assessments all at once—so it's hard

to pinpoint exactly what's working and what's not. Another big challenge is how assessments are used and understood. Sometimes, we use short quizzes, oral recitations, or our observations to check in with students—but we don't all do it the same way. What one teacher sees as a helpful formative assessment, another might not use at all. It's the same with summative assessments like periodical tests or end-of-unit exams. The way these are made, graded, and how much they count toward grades can vary a lot.

And sometimes, even how we understand and use the results of assessments can be different. This can lead to differences in how we adjust our lessons, even if we're teaching the same subject. All of this makes it a bit challenging to use assessments in a way that consistently helps every learner improve. Moreover, the challenge of striking a balance between the requirements of formative and summative assessment is another important issue. Without overloading learners or cutting into instructional time, teachers must figure out how to smoothly include formative exams into their lessons. Despite the potential advantages of formative evaluation for directing instruction and enhancing learner's knowledge, the need to cover curriculum information and have learners ready for high-stakes summative tests might cause summative assessment to take precedence over formative assessment.

As a classroom teacher who faces the daily challenge of balancing different types of assessments while addressing the diverse needs of learners, the researcher was driven by a strong desire to push through with this study. Despite the difficulties in designing fair and effective assessments for students with varied learning styles, the researcher firmly believed that there must be meaningful ways to use assessment not just to measure learning, but to improve it. This study was pursued with the hope of uncovering how assessments—when thoughtfully planned and properly applied—can become powerful tools to support learners, bridge learning gaps, and ultimately raise the level of student performance in the classroom.

This study determined the extent of utilization of the Validated Formative and Summative Assessments to the academic performance of the Grade 3 Learners in all subjects. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What Is the Extent Of utilization Of the Validated Formative and Summative Assessments in Terms Of:
    1. Guidelines
    2. Techniques
    3. Materials
    4. Benefits

5. Participation Of Learners

1. Challenges??

2. What are the academic performance of the Grade 3 learners in all subjects?

3. Is there a significant relationship between the academic performance of the Grade 3 Learners in all subjects and utilization of the validated formative and summative assessments materials in teaching all subjects?

4. What enhancement plan can be proposed based on the findings of the study?

Statement of Null Hypothesis

H0 – There is no significant relationship between the academic performance of the Grade 3 Learners in all subjects and extent of utilization of the validated formative and summative assessments tools or materials in all subjects.

II. Methodology

Design. This study employed a descriptive-correlational research design to determine the extent of utilization of validated formative and summative assessments and their relationship to the academic performance of Grade 3 learners across all subjects. The descriptive aspect aimed to assess how teachers implemented assessment practices in terms of guidelines, techniques, materials, benefits, learner participation, and challenges. Standardized survey questionnaires were distributed to Grade 3 teachers to gather quantitative data on assessment utilization, while documentary analysis of learners' grades was conducted to determine their academic performance. The correlational component of the study examined the relationship between the extent of assessment utilization and learners' academic performance. Statistical tools such as weighted mean and Pearson's r were used to analyze the data. The findings served as the basis for crafting a proposed Instructional Supervisory Plan that addresses identified gaps in assessment practices and aims to enhance learning outcomes through improved assessment strategies.. The main local of the study was the Mahaplag Central School in the schools Division of Leyte. The best research instruments for the study on the utilization of Formative and Summative Assessments and academic Performance of Grade 3 Learners. Another tool used was the validation tool on the utilization of validated formative and summative assessments. The proposed enhancement Plan was taken based on the findings of the study.

Sampling. The respondents of the study were the selected teachers of Ormoc City District 1 in the Schools Division of Ormoc City.. There were 63 learners and 24 teachers that were involved in this study were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. In order to gather the necessary data within one month (30 days), the researcher sought permission from the Schools Division Office headed by the School Division Superintendent through a transmittal letter. The same letter was also provided to the Public-School District Supervisor, School Principal, and the teachers who were the identified respondents. The researcher distributed the survey questionnaires to the School Heads to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r. The data were then collated and submitted for appropriate statistical analysis..

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers and parent were done.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

The Simple Percentage and weighted mean was employed to determine the extent of effectiveness of the formative and summative assessments to the test performance of the Grade 3 learners in ESL subjects.

Pearson r Moment Correlation Coefficient was used to compare the mean scores of the same group of learners before and after an intervention. This statistical tool will help determine whether there is a significant difference between the pretest and posttest results.

III. Results and Discussion

Table 1

Extent of the Implementation of Vocabulary Intervention Through Multimedia Resources

	A. GUIDELINES	**Weighted Mean**	**Interpretation**
1	Assessment policies are aligned with national or institutional standards.	5.00	Strongly Agree
2	Teachers are guided by clear assessment frameworks.	4.95	Strongly Agree
3	Guidelines distinguish between formative and summative assessment purposes.	5.00	Strongly Agree
4	Assessment procedures ensure fairness, reliability, and validity.	5.00	Strongly Agree
5	Teachers regularly review and update assessment guidelines	5.00	Strongly Agree
	Mean	4.99	Strongly Agree
	B. TECHNIQUES		
1	Teachers use a variety of assessment methods (e.g., quizzes, projects, oral recitations).	4.90	Strongly Agree
2	Formative assessments are integrated into daily lessons.	5.00	Strongly Agree
3	Summative assessments reflect the competencies taught.	5.00	Strongly Agree
4	Feedback from formative assessments is used to guide instruction.	5.00	Agree
5	Performance-based assessments are utilized effectively.	5.00	Strongly Agree
	Mean	4.98	Strongly Agree
	C. Materials		
1	Validated test items or rubrics are available for use.	4.95	Strongly Agree
2	Teachers use assessment tools that align with learning objectives.	5.00	Strongly Agree
3	Technology (e.g., online quizzes, digital portfolios) is used for assessments.	5.00	Strongly Agree
4	Assessment tools are adapted for diverse learners.	5.00	Strongly Agree
5	There is sufficient access to resources for both formative and summative assessments.	4.95	Strongly Agree
	Mean	4.98	Strongly Agree
	D. Benefits		
1	1. Assessment results are used to improve teaching strategies.	5.00	Strongly Agree
2	2. Learners' strengths and areas for improvement are identified.	4.95	Strongly Agree
3	3. Assessment results support decision-making and planning.	5.00	Strongly Agree
4	4. Formative assessments promote continuous learning.	5.00	Strongly Agree
5	5. Validated assessments lead to improved student performance.	5.00	Strongly Agree
	Mean	4.99	Strongly Agree
	E. Participation of Learners		
1	Learners are aware of assessment criteria and expectations.	5.00	Strongly Agree
2	Students are given opportunities to assess their own work.	5.00	Strongly Agree
3	Learners actively participate in peer assessments.	4.65	Strongly Agree
4	Assessments are used to motivate students for improvement.	4.80	Strongly Agree
5	Feedback from assessments is clearly communicated to learners	5.00	Strongly Agree
	Mean	**4.89**	**Strongly Agree**

	F. Challenges		
1	Lack of training in assessment design and validation.	2.60	Disagree
2	Time constraints limit the use of formative assessments.	3.50	Agree
3	Inconsistent application of assessment guidelines among teachers.	4.85	Undecided
4	Limited access to high-quality assessment tools.	3.40	Undecided
5	Difficulty in interpreting and using assessment data.	1.70	Strongly Disagree
	Mean	3.21	Undecided
	Grand Mean	4.67	STRONGLY AGREE

Legend: 4.21- 5.00 – Strongly Agree
3.41- 4.20 – Agree
2.61-3.40 - Undecided
1.81- 2.60- Disagree
1.00-1.80- Strongly Disagree

This table presents the Extent of the Implementation of Vocabulary Intervention Through Multimedia Resources, which aims to evaluate how effectively the guidelines, techniques, materials, benefits, learner participation, and challenges are being addressed in the implementation of multimedia-based vocabulary instruction. The responses were gathered using a Likert scale and analyzed to determine the overall level of agreement regarding the integration and utility of multimedia tools in vocabulary intervention programs. The table is organized into six major areas: Guidelines, Techniques, Materials, Benefits, Participation of Learners, and Challenges, with each area rated to determine its effectiveness and extent of implementation.

Based on the data, the highest ratings were observed in areas such as Guidelines (mean = 4.99), Benefits (mean = 4.99), and Techniques (mean = 4.98), all of which fall under the interpretation "Strongly Agree." This suggests that teachers are confident in the structure and clarity of assessment guidelines and acknowledge the positive impact of multimedia interventions on both instruction and student learning. Teachers also report a robust application of varied techniques that include formative and summative assessments, effectively aligned with instructional goals. Additionally, the availability of validated materials and use of technology are highly rated, indicating strong support systems for conducting reliable and effective assessments.

The Participation of Learners component also received a "Strongly Agree" interpretation with a mean of 4.89, emphasizing active student involvement in the assessment process. Students are aware of expectations and assessment criteria, engage in peer and self-assessment, and receive clear feedback. However, the Challenges category received the lowest mean score of 3.21, interpreted as "Undecided." Specific concerns include time constraints, limited access to high-quality tools, and inconsistent implementation across teachers. Notably, the item "difficulty in interpreting and using assessment data" scored 1.70, which is "Strongly Disagree," suggesting that teachers are generally confident in using assessment results for instructional decisions.

The overall grand mean of 4.67, interpreted as “Strongly Agree,” implies that the implementation of vocabulary interventions through multimedia resources is both effective and well-accepted. The results show a strong foundation in planning, execution, and learner

engagement, although it also calls attention to certain operational and logistical barriers that need to be addressed, such as access to tools and training in assessment design.

Table 2
Academic Performance of Learners

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	24	38
4	Very Satisfactory	85-89	14	22
3	Satisfactory	80-84	14	22
2	Fairly Satisfactory	75-79	11	18
1	Did Not Meet Expectations	Below 75	0	0
	Total		63	100
	Average		87	Very Satisfactory

This table presents Table 2 the Academic Performance of Learners, which summarizes the distribution of student achievement levels based on their final academic ratings. The data reflects the number and percentage of learners who fall within the five established performance categories: Outstanding (90–100), Very Satisfactory (85–89), Satisfactory (80–84), Fairly Satisfactory (75–79), and Did Not Meet Expectations (below 75). The goal of this table is to assess the overall academic standing of the learners and identify the general performance trend based on the final average rating.

The table reveals that the largest proportion of learners, 24 out of 63 or 38%, achieved an Outstanding rating, indicating exceptional academic achievement. This is followed by 14 learners (22%) each in the Very Satisfactory and Satisfactory categories, respectively. Meanwhile, 11 learners (18%) were rated as Fairly Satisfactory, and notably, none fell into the Did Not Meet Expectations category, which reflects positively on the cohort's overall academic performance. The average grade of 87 confirms that, as a group, the learners performed at a Very Satisfactory level.

The data suggests that the majority of the learners are performing well academically, with 60% achieving either Outstanding or Very Satisfactory marks. The absence of learners who did not meet expectations is a strong indicator of effective instruction and learner engagement. While a small percentage still fall under the Fairly Satisfactory level, targeted interventions and enrichment activities can help elevate their performance.

The implication of the overall average rating of 87 indicates that instructional strategies and learning supports are generally effective, but there is room to enhance differentiated teaching approaches to move more students into the Outstanding category. Strengthening formative assessments, feedback mechanisms, and individualized support could further improve academic achievement across the board.

Table 3
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Implementation of the Multimedia Resources to Academic Performance	0.82	3.751	0.679	Reject Ho	Significant Relationship (Strong)

This table presents the Test of Relationship, which examines the statistical correlation between the implementation of multimedia resources and the academic performance of learners. Specifically, it presents the Pearson correlation coefficient (r), the computed t-value, the critical table value at a 0.05 level of significance, the decision on the null hypothesis (Ho), and the interpretation of the relationship's strength. The main objective of this table is to determine whether the use of multimedia resources significantly influences students' academic outcomes.

Based on the data, the Pearson correlation coefficient (r) is 0.82, which indicates a strong positive relationship between the implementation of multimedia resources and the academic performance of learners. Furthermore, the computed t-value of 3.751 is much higher than the table value of 0.679, leading to the rejection of the null hypothesis. This confirms that the use of multimedia resources has a statistically significant impact on student achievement.

This strong correlation suggests that integrating multimedia tools into instruction—such as videos, interactive modules, digital presentations, and other audiovisual materials—positively affects how students learn and perform academically. These tools may enhance engagement, promote better understanding of complex topics, and cater to different learning styles, thereby contributing to higher academic achievement.

The implication of the findings, based on the strong correlation, is that schools and educators should consider further investing in and promoting multimedia-assisted instruction. When thoughtfully implemented, multimedia resources can serve as powerful tools for improving educational outcomes and fostering a more dynamic and inclusive learning environment.

IV. Conclusion

Based on the results of this study, clearly demonstrate a statistically significant and strong positive correlation between the implementation of multimedia resources and the academic performance of learners. With a Pearson correlation coefficient substantially exceeding the critical table value, the null hypothesis is rightfully rejected. This validates the meaningful impact of multimedia integration in the classroom setting. The results underscore the importance of leveraging technology and diverse media formats to enhance student engagement, comprehension,

and overall academic achievement. As such, educators and school leaders are encouraged to adopt and expand the use of multimedia tools as part of their instructional strategies, supporting a more enriched, interactive, and learner-centered environment that aligns with 21st-century education standards.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed to for each stakeholder group based on the findings regarding School Head's administrative and supervisory skills, teachers' performance, and the academic performance of Grade 8 learners:

Teachers are encouraged to actively integrate multimedia resources into their lesson delivery, such as interactive videos, educational games, digital simulations, and audio-visual presentations. These tools should be aligned with learning objectives to foster student engagement, accommodate diverse learning styles, and improve comprehension. Continuous professional development on the effective use of educational technology is also highly recommended.

School leaders should prioritize the procurement, maintenance, and accessibility of multimedia equipment and tools in classrooms. They are also urged to provide regular training sessions and technical support for teachers to ensure the effective integration of multimedia into daily instruction. Monitoring and evaluation mechanisms should be put in place to assess its impact on student learning.

For Public Schools District Supervisors (PSDS), Supervisors should include the promotion and support of multimedia-based instruction in their supervisory plans. They are advised to initiate programs that showcase best practices in the use of technology in teaching and facilitate collaboration among schools to share multimedia resources and innovations.

Parents should be encouraged to support the use of technology in their children's learning at home by providing access to appropriate digital tools and educational content. Open communication between school and home can help reinforce the learning benefits of multimedia beyond the classroom.

Researchers are recommended to conduct further studies on the specific types of multimedia tools that most effectively contribute to learning in various subject areas. Longitudinal studies can also be conducted to track the sustained impact of multimedia use on academic achievement over time.

For Future Researchers, Future studies should consider exploring the challenges and limitations teachers face when implementing multimedia resources and how these can be addressed. Additionally, investigating the effectiveness of multimedia integration across different grade levels and socio-economic settings would offer broader insights for policy and curriculum enhancement.

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AUTHOR'S PROFILE

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The author was born on February 23, 1997, at Daan Paz, Poro, Cebu. She finished her bachelor's degree in elementary education at Visayas State University-Isabel. She highly believed in a saying: "Education is the most powerful weapon that you can use to change the world." Therefore, she pursued her master's degree of Arts in Education with a major in Administration and Supervision at Western Leyte College of Ormoc City. Being the president of their organization during college days served as her guide to adjust the sail and take up this major. Thus, as an educator, she is willing to lead, transform someone's lives, and make a difference.

At present, she is a Teacher I in the Department of Education and a Grade-III Teacher at Mahaplag Central School Poblacion, Mahaplag, Leyte, Philippines. She is one of the coordinators in the school, sports coordinator, journalism coordinator, a consistent coach in campus journalism, sports, and other academic and non-academic activities. As a mentor who leads diverse learners of different ages. Leadership is a cornerstone of a thriving educational system.