IARJSET ISSN (O) 2393-8021, ISSN (P) 2394-1588

International Advanced Research Journal in Science, Engineering and Technology

Impact Factor 8.311 ⁜ Peer-reviewed & Refereed journal ⁜ Vol. 12, Issue 11, November 2025

DOI: 10.17148/IARJSET.2025.121147

A Proposed Model for Selecting Appropriate Assessment Methods

Jhon Carlo S. Villa[1], Aloha S. Balbuena[2], Ailicez V. Lucena[3], Allan J. Tumayao III[4], Gener S. Subia[5*]

Faculty, Wesleyan University-Philippines[1-5]

*Corresponding Author

Abstract: This study aimed to propose a model for selecting appropriate assessment methods. One of the principles of high-quality assessment is appropriateness. Specifically, assessment must be constructively aligned with the level of learning outcomes to consider its appropriateness. The proposed model is comprehensible enough to use in identifying the assessment methods to be used. The researchers analyzed the contents about assessment and selected faculty members and school administrators purposively for a focus group discussion for development and validation of the final proposed model. Starting with the levels of learning outcomes under the taxonomy of objectives in the cognitive domain, types of assessment, and examples of assessment methods, the proposed model was carefully designed and developed to establish the alignment of the assessment methods. The proposed model can be used by educators in designing their assessment methods which are properly aligned and appropriate. Also, the proposed model is the first model for selecting appropriate assessment methods.

Keywords: assessment, appropriateness, alignment, learning outcomes, types of assessment

I. INTRODUCTION

In the book of De Guzman et al. (2015), they mentioned several principles to have a quality assessment. One of these is the appropriateness of assessment methods. They also cited that in an outcome-based approach, the program and course outcomes are linked to the achievement of learning through teaching methods and resources in support of the assessment. This notion is defined by Biggs (2003) as constructive alignment.

In constructive alignment, assessment corresponds with the intended learning outcomes, and students develop knowledge through educational experiences. Students demonstrate evidence of achieving outcomes through assessments that facilitate the construction of knowledge and skills. Instruction offers students the opportunity to exhibit their understanding (Biggs, 2011).

Researchers have suggested that the objective of assessment ought to tackle national challenges, including global competition, preparedness for college and careers, and disparities in academic achievement (Darling-Hammond, 2015; Wagner, 2014).

Why is the assessment necessary? Richmond et al. (2019) presented a range of objectives related to teacher and program assessment. These encompass enhancing the quality of a teacher and illustrating effects on the outcomes of students, enhancing the programs, accreditation, self-assessment, and instruction centered on social justice. Scholars have asserted that the objective of assessment should be to address national challenges, including global competition, college and career readiness, and academic achievement gaps (Darling-Hammond, 2015; Wagner, 2014).

Assessment is a vital component of the learning process, significantly enhancing the quality of student learning. In my experience, appropriate assessment not only affords students the opportunity to learn but also enables the tutor to evaluate learning outcomes and equips learners for the workforce. Conversely, inappropriate assessment leads students to adopt a superficial approach to learning, resulting in their departure from university without acquiring the skills and attributes valued by employers and the institution. Therefore, the utilization of suitable assessments and feedback is essential, not only for improving students' learning experiences but also for assuring they achieve a more profound conceptual grasp (Yerrabati, 2017).

It is essential to identify methods for leveraging data effectively to foster the growth of exceptional, equity-focused educators who enhance student learning and are dedicated to addressing social justice issues with proficiency.

IARJSET ISSN (O) 2393-8021, ISSN (P) 2394-1588

International Advanced Research Journal in Science, Engineering and Technology

Impact Factor 8.311 ⁜ Peer-reviewed & Refereed journal ⁜ Vol. 12, Issue 11, November 2025

DOI: 10.17148/IARJSET.2025.121147

Furthermore, it is essential to recognize that assessment should not serve to assimilate children but rather to respond to, sustain, and revitalize their individual needs (Ladson-Billings, 2014; McCarty & Lee, 2014; Paris, 2012). Assessment is inherently complex and fulfills various purposes. The various purposes should dictate both the types of data collected and the methods employed for their analysis, utilization, and dissemination (Richmond et al., 2019).

What criteria should we evaluate? Goe et al. (2008) asserted, "What is measured is a reflection of what is valued, and as a corollary, what is measured is valued" (p. 4). The parameters measured are critically significant in an assessment instrument. Which knowledge, dispositions, and skills ought to be evaluated? This subject is addressed using several sources, including standards, accreditation criteria, nationally implemented classroom observation methods, theoretical frameworks, research, practical application, and personal experience. Numerous scholars have proposed frameworks for comprehending the knowledge and competencies required of teachers.

The endeavor to ascertain unbiased, objective metrics may obscure epistemic disparities over what constitutes effective teaching and learning. Jones and Brownell (2014) illustrate that frequently utilized observation instruments, such as the Framework for Teaching, may not accurately represent the instructional techniques that research suggests are advantageous for children with disabilities. Nava critiques the concepts of objectivity and neutrality by considering the values and requirements of varied learners in her paper on this issue. She asserts that numerous classroom observation evaluation instruments omit equity, humanizing pedagogy, and social justice and subsequently outlines the creation of content-specific observation rubrics that reflect the program's ideals of equality and humanizing pedagogy. The discipline will persist in addressing the issue of what ought to be evaluated, and we will maintain our involvement in both context-reduced and context-responsive evaluation methodologies. Further study is required to assess the effects of each technique on pedagogy, learning outcomes, job satisfaction, and employee retention (Richmond et al., 2019).

The Organization for Economic Cooperation and Development (2009) underscored the necessity of involving various stakeholders in teacher assessment, including parents, students, teachers, school leaders, teacher unions, educational administrators, and policymakers in the formulation and execution of teacher evaluation and assessment procedures (p. 4). Salazar and Lerner (2019) underscored the significance of involving students and parents in assessments, "especially those whose survival relies on education as the ultimate equalizer, as asserted by Horace Mann" (p. 144). While researchers and practitioners advocate for an inclusive approach to assessment participation, it is crucial to inquire: For whom is assessment significant? It is significant for all participants in the educational community, particularly for those who are consistently marginalized.

The terminology employed to characterize assessment participants is significant; for instance, the term "stakeholder" suggests a transactional framework focused on return on investment, whereas "community" conveys a sense of collaboration and shared understanding. This issue's essays employ diverse terminology to characterize the assessment community and affirm that assessment holds significance for students, educators, policymakers, programs, and the discipline. Ultimately, assessment is significant when participants can leverage the results effectively to enhance teaching and learning. Simultaneously, who is responsible for developing the assessments is significant? This involves not only comprehensive consideration of the information and skills required for assessment development. Assessment developers promote educational concepts grounded in their subjective evaluations of quality and value (Flynn, 2015). Therefore, it is crucial for those creating assessments of teacher and program quality to be inclusive and representative of the communities these assessments aim to serve (Salazar & Lerner, 2019).

What criteria should we employ for assessment? Scholars in the K-12 evaluation domain have extensively documented insights into the intricate and challenging challenges that arise when employing measurement instruments for purposes other than their intended design. Classroom observation is the predominant method employed to assess teacher effectiveness (Little et al., 2009). Since 2013, all states have mandated classroom observation as an element of their teacher evaluation systems (Hull, 2013). The majority of observation instruments employed in teacher assessment were designed for research environments, and we should not presume that they will operate similarly within the realm of teacher education. Research indicates that observation scores frequently exhibit bias and are influenced by numerous contextual factors (Garrett & Steinberg, 2015; Gill et al., 2016; Steinberg & Garrett, 2016; Whitehurst, Chingos, & Lindquist, 2014).

School and building administrators frequently encounter difficulties in employing observation systems as they are instructed (Bell et al., 2013; Bell et al., 2018; Donaldson & Woulfin, 2018). Administrators engage in the observation process with distinct methodologies and priorities compared to raters in a research study; their emphasis extends beyond merely generating "reliable" scores to foster relationships with employees, with a primary objective of facilitating staff improvement. These findings influence our perspective on the utilization of these tools in preservice environments. How

IARJSET ISSN (O) 2393-8021, ISSN (P) 2394-1588

International Advanced Research Journal in Science, Engineering and Technology

Impact Factor 8.311 ⁜ Peer-reviewed & Refereed journal ⁜ Vol. 12, Issue 11, November 2025

DOI: 10.17148/IARJSET.2025.121147

can those expected to utilize these tools be equipped to comprehend the intended purpose of certain tools and to employ them, as well as to apply scores in a correct and acceptable manner? Salazar and Lerner (2019) urged scholars and practitioners to "transcend our self-imposed limitations" (p. 144) in the context of teacher assessment. They and other scholars (e.g., Croft, Roberts, & Stenhouse, 2015) promoted community and equitable approaches to teacher assessment.

This encompasses involving students and communities in the creation of assessment instruments; evaluating the influence of teachers on students' comprehensive potential (e.g., academic, cultural competence, transformative abilities); and employing alternative terminology for teacher assessment, such as "teaching and learning collective" or "teacher and student development," to foster collaboration and support (Salazar & Lerner, 2019, p. 145).

In the educational context, particularly in tertiary education, most teachers provide various assessment tools in defining students' learning. However, selecting an appropriate assessment is one of the things that teachers forget in giving the assessment. Thus, this may result in poor performance due to misalignment of what is supposed to be measured. So, this paper aims to propose a model for selecting appropriate assessments. This proposed model aims to help educators to identify and select appropriate measures of students' learning.

Research Problem

This paper proposed a model for selecting appropriate assessments. Specifically, this paper answered the following research questions:

1. What levels of student learning may be considered in selecting appropriate assessment methods?
2. What types of assessment may be considered in selecting appropriate assessment methods?
3. What model in selecting appropriate assessments may be developed?

II. METHODOLOGY

This paper utilized a qualitative research design to answer research problems.

Data Gathering Procedure

To be able to collect enough data for this study, the following phases were followed:

Phase I - Content Analysis. In this phase, the researchers examined the assessment of learning books and selected topics about the alignment and appropriateness of the assessment methods. This will help researchers to provide information on the development of the proposed model.

Phase II – Focus Group Discussion. In this phase, the researchers invited faculty members and school administrators for a dialogue and consultation related to selecting and utilizing different assessment methods to assess students' learning. During the focus group discussion, the following are key questions being discussed:

1. What are the assessment methods they are utilizing in assessing students' learning?
2. What are the levels of student learning may be considered in selecting appropriate assessments?
3. What are the types of assessments they are utilizing in selecting appropriate assessments?

Phase III – Development of the Proposed Model for Selecting Appropriate Assessment. After getting the information from phases 1 and 2, a preliminary model was developed showing the process of selecting appropriate assessment methods.

Phase IV – Validation of the Proposed Model for Selecting Appropriate Assessment. During this phase, the proposed model was introduced to the faculty, teachers, educators, administrators, and experts. The proposed model was used to identify and select appropriate assessments, and flaws and strong points of the model were identified for finalizing the proposed model.

Participants of the Study

The researchers invited 33 faculty members and 4 school administrators to discuss and consult the levels of students' learning as well as the types of assessment they considered in administering assessment methods. These participants were selected purposively based on their expertise to provide valid and reliable information about the assessment. Also, they selected according to their enthusiasm to be part of the study.

IARJSET ISSN (O) 2393-8021, ISSN (P) 2394-1588

International Advanced Research Journal in Science, Engineering and Technology

Impact Factor 8.311 ⁜ Peer-reviewed & Refereed journal ⁜ Vol. 12, Issue 11, November 2025

DOI: 10.17148/IARJSET.2025.121147

Data Analysis

To preserve the complete and comprehensive results of the data, the researchers interpreted the results qualitatively. The outcomes of the content analysis are presented as part of the writing or identifying the learning outcomes. On the other hand, the results from stages 2–4 were evaluated qualitatively using thematic analysis and coded key themes from participant replies and discussion outcomes: (1) analyzing the results of interviews and focus-group discussions; (2) coding by selecting data relevant to the study; (3) organizing the data into study-related themes; and (4) drafting the report based on the study's research questions. Actual statements are reported to support and strengthen certain concepts, methods, and attitudes (Pawilen, 2021).

III. RESULTS AND DISCUSSION

The findings of this study were organized and presented according to the research questions of this paper.

1. Levels of Student's Learning that can be considered in Selecting Appropriate Assessment Methods

The content analysis and focus group discussion made by the researchers who participated by the participants resulted in the levels of student learning that can be considered in selecting appropriate assessment methods. Table 1 presents learning outcomes based on the levels of objectives in the cognitive domain. These are also based on the experiences of some educators on the alignment of assessment to their learning outcomes. These levels of learning outcomes were based on the Revised Bloom's Taxonomy of objectives in a cognitive domain where the lower-order thinking skills and higher-order thinking skills can also be classified.

Table 1. Levels of Student's Learning that can be considered in Selecting Appropriate Assessment

Revised Bloom's Taxonomy in Cognitive Domain
Lower Order Thinking Skills
• Remembering
• Understanding
• Applying
Higher Order Thinking Skills
• Analyzing
• Evaluating
• Creating

The Revised Bloom's Taxonomy, which was identified as the levels of learning outcomes is needed to select an appropriate assessment aligned with the objectives or learning outcomes. The Revised Bloom's Taxonomy was originally developed by Benjamin Bloom (1956) which was known as Bloom's Taxonony and later revised by Anderson and Krathwohl in 2001 with six levels under the cognitive domain. According to Abrogena et al., 2024, learning objectives, teaching strategies, learning activities, and assessments are the four parts of instruction in the field of education. Setting goals for the students' development is the first thing a teacher does before instruction begins. Based on these goals, learning objectives or outcomes can be developed. A learning outcome refers to the specific knowledge, abilities, and values that a student has attained upon completing a unit or period of study, resulting from their involvement in relevant and significant learning experiences. A structured compilation of learning outcomes assists educators in planning and executing suitable instruction, as well as in devising reliable assessment activities and procedures (De Guzman & Adamos, 2015).

Krathwohl (2002), as cited in De Guzman and Adamos (2015), emphasized that the revised Bloom's taxonomy table serves not only to categorize instructional and learning activities aimed at achieving objectives but also to evaluate assessments that measure learners' attainment and mastery of those objectives.

2. Types of Assessment can be considered in Selecting Appropriate Assessment Methods

Table 2 presents the result of content analysis and focus group discussion attended by selected faculty members and administrators representing different areas such as education, curriculum, business education, medical education, communication and arts, psychology, engineering, tourism, language, criminal justice education, and industry, and the researchers were able to identify the types of assessment that can be aligned with the levels of student learning outcomes. Thus, the selection of types of assessment can also be considered depending on the level of learning outcomes.

IARJSET ISSN (O) 2393-8021, ISSN (P) 2394-1588

International Advanced Research Journal in Science, Engineering and Technology

Impact Factor 8.311 ⁜ Peer-reviewed & Refereed journal ⁜ Vol. 12, Issue 11, November 2025

DOI: 10.17148/IARJSET.2025.121147

Table 2. Types of Assessment can be considered in Selecting Appropriate Assessment Methods

Traditional Assessment
• Pen-and-paper/pencil-and-paper
• Objective
• Subjective
• Selected-response test
Alternative/Authentic Assessment
• Performance-based
• Product-based
• Real-life/real-world experience

The concept of assessment can also be discussed as to what type of assessment the teacher is using. Some of the non-education graduates personally did not know that in education, there are several types of assessment that a teacher must use considering its alignment to the learning outcomes. In the study of Babasoro & Cabrillas (2024), findings indicated that teachers were apprehensive regarding students' expectations and adaptations in classroom management due to their transition from their previous jobs. A further issue was reconciling the instructional methods for varied learners. Commonly employed strategies by educators included implementing interactive activities and establishing norms.

As to the result of FGD, the participants responded to different assessment methods they were using and later organized those examples into the type of assessment. The participants' responses boiled down to the two types of assessment, which are traditional in nature and non-traditional assessment, which is also known as authentic assessment and/or alternative assessment.

Conventional assessment methods, such as pencil-and-paper assessments, may fail to effectively motivate pupils to learn or accurately evaluate their language proficiency throughout the learning process. Furthermore, certain educators may face instances where children perform adequately on pencil-and-paper assessments of grammar and sentence structure yet err in practical language application during oral communication or written tasks. Educators must ensure that their selected assessments appropriately reflect genuine language usage (Phongsirikul, 2018). Similarly, traditional assessment denotes traditional evaluation methods or instruments that convey student learning data (Balagtas et al., 2019).

Alternative assessment methods are employed to address the gaps left by traditional assessment approaches. Alternative evaluation methods, including journals, logs, portfolios, self-assessments, and peer assessments, elucidate students' linguistic capabilities (Phongsirikul, 2018). The majority are regarded as performance-based assessments. Alternative assessment is characterized by necessitating student performance, creation, and production (Herman et al., 1992), employing real-world contexts or simulations, emphasizing both processes and products (Aschbacher, 1991), and offering insights into students' strengths and weaknesses (Huerta-Macias, 1995). Similarly, authentic assessment denotes the application of evaluative procedures or instruments that enable learners to execute or produce a result that holds significance for them, as these are grounded in authentic, real-world contexts (Balagtas et al., 2019). Additionally, alternative assessment denotes the utilization of non-traditional procedures or instruments to gather data regarding student learning. Examples of alternate evaluation approaches include performance-oriented and product-oriented assessments (Balagtas et al., 2019).

Thus, the participants believed that teachers must select suitable assessment methods to enhance student learning and accurately evaluate the degree to which students have met their learning objectives. If a student performs poorly on an assessment, one can conclude that the instruction is inadequate. However, the teaching is exceptional, yet it does not pertain to the evaluation of learning objectives.

3. The Proposed Model for Selecting Appropriate Assessment Methods

Figure 1 shows the proposed model for selecting appropriate assessment methods. The proposed model for selecting appropriate assessment methods was developed, revised, and finalized because of the results of the document analysis, the conversation that took place inside the focus group, as well as the recommendations and comments that were made during the validation phase.

IARJSET ISSN (O) 2393-8021, ISSN (P) 2394-1588

International Advanced Research Journal in Science, Engineering and Technology

Impact Factor 8.311 ⁜ Peer-reviewed & Refereed journal ⁜ Vol. 12, Issue 11, November 2025

DOI: 10.17148/IARJSET.2025.121147

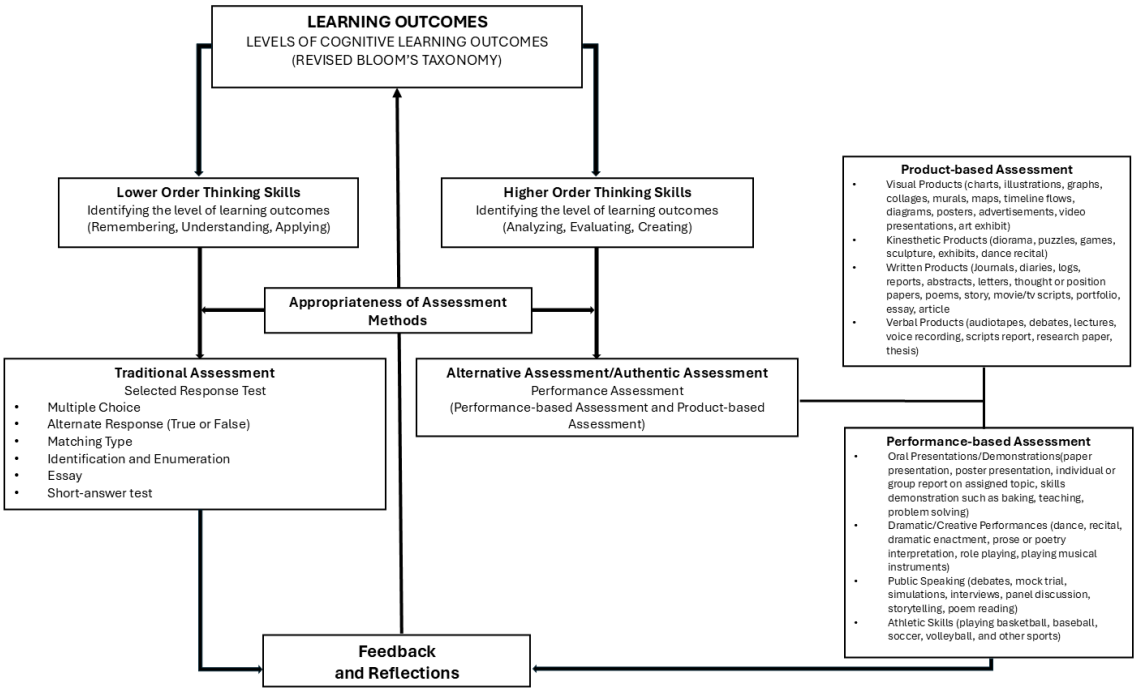

Figure 1. Proposed Model for Selecting Appropriate Assessment Methods

Phase 1. Learning Outcomes – The use of the model will start by determining the cognitive learning outcomes. In this phase, the learning outcomes should be identified according to the revised Bloom's taxonomy under the cognitive domain. Effective assessment begins with clear and measurable learning outcomes. According to Bloom et al. (1956), learning outcomes are measurable statements that define what students should know, be able to do, or value after completing a course or program. Before classroom instruction takes place, teachers set learning outcomes to guide the overall teaching and learning process. These outcomes guide the flow of instruction and also help educators determine the most appropriate assessment. This phase includes the leveling of the learning outcomes, whether the learning outcomes are under *lower-order thinking skills (LOTS)* or *higher-order thinking skills (HOTS)*. The LOTS are composed of Remembering, Understanding, and Applying, while the HOTS are composed of Analyzing, Evaluating, and Creating (Qasrawi, R., & BeniAndelrahman, A. (2020).

According to the revised Bloom's Taxonomy of Objectives (Anderson, 2001), learning outcomes that focus on basic and lower-level cognitive processes such as remembering, understanding, and applying knowledge are categorized under LOTS objectives. On the other hand, learning objectives that target advanced cognitive processes such as analyzing, evaluating, and creating are HOTS objectives. These are the types of learning outcomes that challenge students to think critically, synthesize information, and apply knowledge in new contexts.

Remembering - accessing, identifying, and retrieving pertinent information from long-term memory.

Understanding - deriving meaning from oral, written, and graphic communications by interpreting, exemplifying, classifying, summarizing, inferring, comparing, and elucidating.

Applying - executing or implementing a procedure.

Analyzing - disaggregating material into its fundamental components, analyzing the interrelations among these components and their connection to a comprehensive structure or objective through differentiation, organization, and attribution.

Evaluating - evaluating based on established criteria and norms through assessment and critique.

Creating - integrating components to create a cohesive or functioning entity; restructuring pieces into a novel configuration through generation, planning, or production.

IARJSET ISSN (O) 2393-8021, ISSN (P) 2394-1588

International Advanced Research Journal in Science, Engineering and Technology

Impact Factor 8.311 ⁜ Peer-reviewed & Refereed journal ⁜ Vol. 12, Issue 11, November 2025

DOI: 10.17148/IARJSET.2025.121147

For educators to identify the level of learning, they could go over the verbs used in constructing the objectives of the lesson. The revised Bloom's Taxonomy of Objectives mentioned above provides a way of determining whether an objective falls under LOTS or HOTS. The use of verbs such as define, list, name, recall, recognize, and state are categorized under LOTS since they focus on remembering and basic comprehension. Meanwhile, verbs such as analyze, compare, contrast, classify, arrange, infer, design, hypothesize, predict, and evaluate align with HOTS, as they involve deeper cognitive engagement, critical thinking, and creativity.

Phase 2. Selection of Assessment Methods – The second phase happens once the learning outcomes are clearly identified. In this step, after the learning outcomes have been reviewed and classified as either HOTS or LOTS, the next step is to select which appropriate assessment method can be best used. The appropriateness of an assessment depends on how well it aligns with the cognitive demands of the learning outcome. For the learning outcomes under lower-order thinking skills, the appropriate assessment to use is *traditional assessment;* on the other hand, for the learning outcomes under higher-order thinking skills, the appropriate assessment to use is *alternative or authentic assessment.*

Phase 3. Traditional Assessment or Alternative/Authentic Assessment – The model above illustrates that traditional assessments are most appropriate for LOTS objectives since they effectively measure basic recall and comprehension of knowledge. In other words, a traditional assessment is most efficient in assessing factual or declarative knowledge.

Traditional assessment or paper-and-pencil tests include assessment samples such as but are not limited to selected response tests like multiple-choice tests, alternate response or binary response, matching type, identification, enumeration, essay, and short-answer test. Fatinah et al. (2025) also concluded that traditional assessments are more suitable for evaluating basic memorization and factual skills. However, their study also noted that authentic assessments are more effective in measuring critical thinking and problem-solving.

For this reason, alternative assessments are more appropriate for HOTS objectives since they require higher and deeper cognitive engagement. *Alternative or Authentic assessment* provides a relevant and meaningful experience to the learners. This type of assessment can be either performance-*based* or *product-based.* This type of assessment will require learners to demonstrate their learning by performing a task or to create and develop an output.

In Balagtas et al. (2020), performance-based assessments are as follows:

Oral Presentations/Demonstrations (paper presentation, poster presentation, individual or group report on assigned topic, skills demonstration such as baking, teaching, problem-solving)

Dramatic/Creative Performances (dance, recital, dramatic enactment, prose or poetry interpretation, role-playing, playing musical instruments)

Public Speaking (debates, mock trials, simulations, interviews, panel discussion, storytelling, poem reading)

Athletic Skills (playing basketball, baseball, soccer, volleyball, and other sports)

In Balagtas et al. (2020), product-based assessments are as follows:

Visual Products (charts, illustrations, graphs, collages, murals, maps,
timeline flows, diagrams, posters, advertisements, video presentations, and art exhibit)

Kinesthetic Products (dioramas, puzzles, games, sculpture, exhibits, dance
recital)

Written Products (Journals, diaries, logs, reports, abstracts, letters, thought or position papers, poems, stories, movie/TV scripts, portfolios, essays, article

Verbal Products (audiotapes, debates, lectures, voice recording, script reports, research papers, thesis)

Phase 4. Feedback and Reflections – In the proposed model, the evaluation phase is the final loop in selecting appropriate assessment methods. This stage focuses on the need for evaluation, feedback, and reflection to better refine the assessment practices of a teacher. After implementing the assessment, educators must evaluate whether the assessment effectively measured the intended learning outcomes. This way, teachers will be able to determine if the

IARJSET ISSN (O) 2393-8021, ISSN (P) 2394-1588

International Advanced Research Journal in Science, Engineering and Technology

Impact Factor 8.311 ⁜ Peer-reviewed & Refereed journal ⁜ Vol. 12, Issue 11, November 2025

DOI: 10.17148/IARJSET.2025.121147

chosen method paints an accurate representation of student learning or if adjustments are necessary for future assessments.

One way to evaluate the effectiveness of an assessment method is through analyzing student performance using test scores, observations, and project or performance scores to see if the learning outcome was attained. Additionally, the teacher can also gather student feedback through surveys or open-ended reflections on their attitudes and perceptions of the assessment methods used by the teacher.

For traditional assessments, a comprehensive item analysis may be used as a tool to evaluate the effectiveness of the assessment, especially in multiple-choice examinations. This way, teachers will be able to identify which intended learning outcomes were met, mastered, or least learned.

Reflection on these findings enables teachers to determine if modifications are needed for future assessments to better align with learning objectives and student needs. In the end, this phase ensures that the proposed model is not just a tool for selecting the most appropriate assessment but is also an evolving process of ensuring students' academic growth and instructional enhancement.

The developed model was used by the participants and other experts for validation. The findings show that the proposed model was very effective in selecting appropriate assessment methods for any course subject. The validation of the proposed model, as agreed by them, was:

1. systematic and easy to use in selecting assessment methods,
2. witty and yet comprehensible
3. innovative as it is can widely be used by any educator
4. timely and relevant for educators
5. milestone development in the field of education

IV. CONCLUSION

Assessment must reflect the attainment of the learning objectives. Thus, a clear statement of the learning outcomes is highly recommended, this is where the basis of everything inside the instruction. A clear learning outcome includes the level of the students' learning we want to expect from the learners to demonstrate; it's either lower-order thinking skills or higher-order thinking skills. Thus, the assessment must be parallel to the objectives.

After a clear statement of the learning outcome, educators must consider the type of assessment they will be using. Again, the way of considering the type of assessment must also be based on the level of students' learning outcomes. For this paper, the type of assessment revolves around selecting between traditional or non-traditional types of assessment *(alternative/authentic assessment*).

The proposed model provides a clear picture of how educators can select the appropriate assessment method depending on the written student's learning outcomes. It is an easy model to use as the educators will be guided in selecting their appropriate assessment if the learning outcomes are clear. The model suggests that after administering the assessment, feedback and reflections must be done to also assess and reflect on the attainment of learning outcomes if the outcomes are achieved or not to determine what possible adjustments can be made.

REFERENCES

[1]. Abrogena, L.G., Agno, L.C., Calistro, F.A.C., Diego, M.C.S., Pacie, E.R., & Sadora, B.E.B. (2024). Assessment in Learning 1(Traditional Assessment). Books Atbp. Publishing Corp., 707 Tiaga cor. Kasipagan Streets, Barangka Drive, Mandaluyong City.

[2]. Babasoro, C., & Cabrillas, A. (2024). Classroom Management Experiences of Non-Education Graduate Teachers. CGCI International Journal of Administration, Management, Education and Technology. https://doi.org/10.70059/40ng8k70.

[3]. Balagtas, M.U., David, A.P., Golla, E.F., Magno, C.P., & Valladolid, V.C. (2019). Assessment in Learning 1: Outcomes-based Workstext. Quezon City: Rex Book Store, Inc.

[4]. Balagtas, M.U., David, A.P., Golla, E.F., Magno, C.P., & Valladolid, V.C. (2020). Assessment in Learning 2: Outcomes-based Workstext. Quezon City: Rex Book Store, Inc.

DOI: 10.17148/IARJSET.2025.121147

[5]. Bell, C. A., Jones, N. D., Lewis, J. M., Qi, Y., Liu, S., & McLeod, M. (2013). Understanding consequential assessment systems of teaching: Year 1 final report. Los Angeles, CA: Los Angeles Unified School District.

[6]. Bell, C. A., Jones, N. D., Qi, Y., & Lewis, J. M. (2018). Strategies for assessing classroom teaching: Examining administrator thinking as validity evidence. Educational Assessment, 23(4), 229-249.

[7]. Biggs, J.B. (2003). Aligning teaching for constructing learning. Retrieved from https://www.heacademy.ac.uk/sites/deafault/files/resources/id477_aligning_teaching_for_constructing_learning.pdf

[8]. Biggs, J. (2011). Constructive alignment. http://www.johnbiggs/com.au/constructive-alignment/

[9]. Bloom, B. S., et al., (1956). Taxonomy of educational objectives: The classification of educational goals. New York, NY: Longmans, Green and Co.

[10]. Croft, S. J., Roberts, M. A., & Stenhouse, V. L. (2015). The perfect storm of education reform: High-stakes testing and teacher evaluation. Social Justice, 42, 70-92.

[11]. Darling-Hammond, L. (2015). The flat world and education: How America's commitment to equity will determine our future. New York, NY: Teachers College Press.

[12]. De Guzman, A.S., & Adamos, J.L. (2015). Assessment of Learning 1. Adriana Publishing Co., Inc., 776 Aurora Blvd., cor. Boston St., Cubao, Quezon City, Manila, Philippines.

[13]. Donaldson, M. L., & Woulfin, S. (2018). From tinkering to going "rogue": How principals use agency when enacting new teacher evaluation systems. Educational Evaluation and Policy Analysis, 40(4), 531-556.

[14]. Fatinah, FN, et al., (2025) Understanding the Difference between Authentic Assessment and Traditional Assessment.. Retrieved. https://www.researchgate.net/publication/387942397_Understanding_the_Difference_between_Authentic_Assessment_and_Traditional_Assessment

[15]. Flynn, J. E. (2015). Racing the unconsidered: Considering whiteness, rubric, and the function of oppression. In M. Tenam Zemach & J. E. Flynn (Eds.), Rubric nation: Critical inquiries on the impact of rubrics in education (pp. 201-221). Charlotte, NC: Information Age.

[16]. Garrett, R., & Steinberg, M. P. (2015). Examining teacher effectiveness using classroom observation scores: Evidence from the randomization of teachers to students. Educational Evaluation and Policy Analysis, 37(2), 224-242.

[17]. Gill, B., Shoji, M., Coen, T., & Place, K. (2016). The content, predictive power, and potential bias in five widely used teacher observation instruments (REL 2017–191). Washington, DC: US Department of Education, Institute of Education Sciences. National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic. Retrieved from http://ies.ed.gov/ncee/edlabs

[18]. Goe, L., Bell, C., & Little, O. (2008). Approaches to evaluating teacher effectiveness: A research synthesis. National Comprehensive Center for Teacher Quality. Retrieved from https://files.eric.ed.gov/fulltext/ED521228.pdf

[19]. Hull, J. (2013). Trends in teacher evaluation: How states are measuring teacher performance. Alexandria, VA: National School Boards Association.

[20]. Jones, N. D., & Brownell, M. T. (2014). Examining the use of classroom observations in the evaluation of special education teachers. Assessment for Effective Intervention, 39(2), 112-124.

[21]. Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: A.k.a. the remix. Harvard Educational Review, 84(1), 74-84.

[22]. Little, O., Goe, L., & Bell, C. (2009). A practical guide to evaluating teacher effectiveness. National Comprehensive Center for Teacher Quality. Retrieved from https://files.eric.ed.gov/fulltext/ED543776.pdf

[23]. McCarty, T., & Lee, T. (2014). Critical culturally sustaining/revitalizing pedagogy and Indigenous education sovereignty. Harvard Educational Review, 8(4), 101-124.

[24]. Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. Educational Researcher, 41(3), 93-97.

[25]. Pawilen, G.T. (2021). Integrating Indigenous Knowledge in the Philippine Elementary Science Curriculum. International Journal of Curriculum and Instruction. 13. 2. 1148-1160.

[26]. Phongsirikul, M. (2018). Traditional and Alternative Assessments in ELT:

[27]. Students' and Teachers' Perceptions. US Department of Education (.gov).

[28]. Qasrawi, R., & BeniAndelrahman, A. (2020). The higher and lower-order thinking skills (HOTS and LOTS) in Unlock English textbooks (1st and 2nd editions) based on Bloom's Taxonomy: An analysis study. International Online Journal of Education and Teaching (IOJET), 7(3). 744-758. https://iojet.org/index.php/IOJET/article/view/86

[29]. Richmond, G., Salazar, M., & Jones, N. (2019). Assessment and the Future of Teacher Education. *Journal of Teacher Education*, 70, 86 - 89. https://doi.org/10.1177/0022487118824331.

DOI: 10.17148/IARJSET.2025.121147

[30]. Salazar, M., & Lerner, J. (2019). Teacher evaluation as culture: A framework for equitable and excellent teaching. New York, NY: Routledge.

[31]. Steinberg, M. P., & Garrett, R. (2016). Classroom composition and measured teacher performance: What do teacher observation scores really measure? Educational Evaluation and Policy Analysis, 38(2), 293-317.

[32]. Wagner, T. (2014). The global achievement gap: Why even our best schools don't teach the new survival skills our children need and what we can do about it. New York, NY: Basic Books.

[33]. Whitehurst, G., Chingos, M., & Lindquist, K. (2014). Evaluating teachers with classroom observations: Lessons learned in four districts. Washington, DC: Brown Center on Education Policy at Brookings.

[34]. Yerrabati, S. (2017). Choosing Appropriate Assessment and Feedback Methods. *Compass: Journal of Learning and Teaching*, 10. https://doi.org/10.21100/COMPASS.V10I1.374.