Teachers' Use of Assessment Methods and Kindergarten Pupils' Learning Behavior in the New Normal

Mary Rose Pinao-an[*]**, Joanamarie Quibang, Rhea Mina, Maricar Ybañez, Kimberly Evangelista, Chabelita Languian, Mary Grace Cancejo, Jaymhar Gamiao, Jennifer Carnate, Laurel Licayu, Christian Joseph Santiago, Abdon Jaycob Simangan, Apolinaria D. Andres**

College of Teacher Education, Andrews Campus
Cagayan State University

ABSTRACT

This study examined the kindergarten teachers' extent of use of the assessment methods and tools, the learning behavior demonstrated by the Kindergarten pupils towards the assessment system and if there exists a significant relationship between the two constructs. Descriptive-correlational design was employed and data were gathered from 209 parent and teacher respondents through a questionnaire which was floated through Google Forms in the seven (7) elementary schools in Tuguegarao City. Data were analyzed using mean and Pearson-r, and were treated using SPSS 21. The hypothesis was tested at 0.05 level of significance. It was revealed that the kindergarten assessment system is O*ften* used in the new normal. The Kindergartens' learning behavior demonstrated in the new normal were either favorable/unfavorable. Lastly, there is no significant relationship between the assessment system and the learning behaviors. Thus, assessment systems in the old normal education are still applicable in the new normal education. The learning behavior projects internal motivation and is challenged on competence and skills- related behaviors.

Keywords. *assessment system, learning behavior, new normal, and kindergarten*

1. Introduction

Assessment has been playing an important role in education, whether as assessment of learning or assessment for learning. Furthermore, it is exciting and very important for both parents and teachers to know the level of growth and development of the children, especially in the kindergarten. Meanwhile, learning behavior is one of the factors that affects and contributes to the learning and development of the children. Assessment is defined as a process for documenting, in measurable terms, the knowledge, skills, attitudes, and beliefs of the learner (Delclos, Vye, Burns, Bransford, & Hasselbring, 1992; Poehner, 2007: as cited in Capraro, et al., 2012). While assessments are often equated with traditional tests, educators use a diverse array of assessment tools and methods to measure everything from a four-year-

olds readiness for kindergarten to a twelfth-grade student's comprehension of advanced physics (The Glossary of Educational Reform, 2011). Assessments have been administered to gauge the children's development and to measure what the students have learned and to be learned (Rainbow Sky Creations, 2019). Unfortunately, Covid-19 pandemic tremendously affected education. Furthermore, early childhood education has been severely affected. The process of assessment has been problematic since the outbreak of the COVID-19 pandemic. In relation to this, "the Global Education Monitoring Report (2020) expressed issues in educational aspects, one of which is on assessment practices'" (Cahapay, 2020). Garcia and Weiss (2020) added that during the pandemic, traditional assessments—which have limited value even in normal contexts—are much less 25% useful in capturing what students know and have learned. These assessments could feel overwhelming or condemning to children (RESEARCHED 2020, NPE 2020, as cited in Garcia and Weiss, 2020). This crisis in the field of education supports the recommendation of Oppong, Frimpong and Osei (2021) which goes, "it is recommended that refresher courses on modern trends of assessment should be frequently organized to keep and maintain the knowledge base and skills of the teachers in assessment practices." It is then reasonable to discover the trends of assessment during this pandemic especially on the kindergarten level in order to ensure their growth and development.

The US Department of Education also suggests that "states must adapt and be responsive to the nation's new reality and create a plan to scale back the assessments—not eliminate them". Also, they believe that "parents, educators, administrators, and policymakers need more information about how students are doing and being served" (Jimenez, 2020). Furthermore, "how students are doing" in the current education system can be related to "student's learning behavior" in the new normal education. In support of the point of view of the US Department of education, it is reasonable and important to gauge the learning behaviors of the students in the different new normal educational modalities.

In the Philippine setting, the government and education committee was in a huge confusion on how education should still be pushed through. The Philippine Secretary of Education- Leonor Magtolis Briones, was insisting teleconferencing as an alternative during that time, however the president- Rodrigo Roa Duterte, was uncertain if the Philippines is ready to adopt such an alternative (Magsambol, 2020). However, Varcas, as cited in Tadalan (2021) bravely said "the pandemic would have given the government a chance to use technology to reboot the country's education system, but it highlighted serious problems instead, including slow internet connectivity". Senator Sherwin T. Gatchalian agrees saying "even though there are a lot of questions on absorption, there is learning happening in their homes as opposed to completely zero, if we don't implement distance learning, regression will happen" (Tadalan, 2021). Until then the Basic Education Learning Continuity Plan (BE-LCP) was implemented under the DepEd Order No. 012, series of 2020.

"This Basic Education Learning Continuity Plan (BE-LCP) responds to the directive of the Secretary and provides guidance to the department on how to deliver education in this time of crisis" (BE-LCP, 2020). On the other hand, the BE-LCP acknowledges the vulnerability of the early-grade learners (K to 3 stage). "They rely heavily on the guidance of adults as caregivers and as facilitators of learning" (BE-LCP, 2020). While for the K to 3 stage assessment, the BE-LCP (2020) assesses the learning outcomes in the form of knowledge, skills, attitudes, and values.

The new normal education has a huge deviation from the old normal education teaching and learning process. In relation, during this new normal education, the researchers observed non-favorable attitudes towards assessment by the kindergartens. The researchers observed during their field study that some kindergartens tend to avoid the assessments and let their parents do the tasks. Furthermore, the researchers observed from their locality that kindergartens either do not do or are not energetic enough to do the assessments presented on their modules. With this, it is evident that assessment is one of the concerns in the instructional practices. Since assessment plays an integral part in the instructional cycle and teaching and learning process, learning of the students is equally affected. Furthermore, these changes have an impact towards the learning behaviors of the students, like for example their persistence, attitudes, motivations and efforts. Wherein, since assessment is used to assess learning and as part of learning, how would the student respond to the sudden change?

Hence, there is a need to know the assessment system in the new normal education and the learning behaviors of kindergarten pupils towards this assessment system. It is important for instructional practices in the new normal education improvement and to improve the quality of education despite the tremendous change.

Generally, this study described the assessment system in the kindergarten level during this new normal education. Specifically, the researchers determined the extent of use of the assessment methods and tools in Kindergarten education. It also explored on the learning behavior demonstrated by the Kindergarten pupils towards the assessment system along attitude towards learning, attention persistence, competence motivation, and strategy/ flexibility. Finally, it ascertained if there exists a significant relationship between the extent of use of the assessment methods and tools and the learning behavior demonstrated by the kindergarten pupils towards the assessment system.

2. Conceptual Framework

Curriculum in Kindergarten is broad and integrated. In the assessment part, as it serves as one of the most integral parts of the curriculum, it plays the part of aiding and identifying ways to support the learning and development of every child. The National Early Learning Framework stated that assessment is done to monitor learning and inform parents of the child's progress. It also emphasized that assessment is essential to identify the child's

total developmental needs and does not determine academic achievement. The position statement Early Childhood Curriculum, Assessment and Program Evaluation of the National Association for the Education of Young Children (NAEYC) and National Association of Early Childhood Specialists in State Department of Education (NAECS/SDE), specifically highlighted that assessment method in the early childhood level needs to be developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported professional development, inclusive of families, connected to specific and beneficial purposes.

In this study the term assessment used refers to the methods and tools used in the new normal kindergarten education. The Classroom Assessment Resource Book provided assessment methods and tools recommended in the New Normal Education. These assessment methods and tools guided the conceptual frameworks' independent variable. Not all assessment tools were included to suit the study's objectives. The tools were limited depending on the applicability in the kindergarten level since the assessment methods and tools guide are for Kindergarten to Grade 10. Below are the adapted assessment methods with the specific assessment tools under each method. Covering the four various kinds of formative assessment methods, each with its own set of tools. First is the observation assessment method, which includes Early Childhood Care and Development Checklist. Second, the Product and Performance-Based Assessment method under this dances, musical performances, skills (reading, writing, counting, drawing, and coloring) demonstration, games, feedbacking, picture analysis, and worksheets are the assessment tools. Third, are the tools for test assessment methods including pen-and-paper tests/online tests and quizzes. Lastly the methods of recording include checklists, anecdotal record, portfolios, visual and audio records, and class records.

Summative assessments are divided into three types of methods, each of which involves a wide assortment of assessment tools. First, the written outputs include letter/alphabet writing, and number writing. The product-based task includes tools like quiz through Google Form, art activities (drawing, coloring, painting and clay molding), and products/projects using locally available materials. Third, the performance-based task assessment through one-on-one oral test, and Home Physical activity/ fitness assessment.

On the other hand, in assessing the learning behaviors of kindergarten pupils are important in identifying the learning difficulties of the learner's which also serves as a guide in planning an assessment and remediation for learning problems. In this study the term learning behavior referred to the behaviors of the kindergarten pupils towards the assessment utilized in the new normal education. This research had adapted the Learning Behaviors Scale of Mc Dermott (2000) to determine the learning behaviors demonstrated by the pupils towards the assessments used in the new normal education. The LBS guided the conceptual frameworks' dependent variable

The Learning Behaviors Scale was driven by the need to create a standardized measure that would be cost-and time-effective, provide national norms, and provide for the unobtrusive observation of key learning behaviors that influence students' learning. It is an objective teacher response scale which is designed to measure differential learning behaviors of school-aged children. However, in the new normal education, the parents also monitor and are with the kindergarten most of the time on their academic activities which include assessments. Thus, teachers and parents utilized the LBS to measure the learning behavior of the kindergarten pupils.

The Learning Behaviors Scale consists of four factors and items under each factor. The four factors were defined and named based on the behaviors measured by the items: Competence Motivation (CM), Attitude toward Learning (AL), Attention/Persistence (AP), and Strategy/Flexibility (SF). Containing a total of 25 items each question was revised to align it on assessment describing both positive and negative observable classroom behaviors that influence academic and social outcomes. The LBS demonstrated incremental validity by predicting significant portions of achievement beyond that of cognitive abilities and the LBS scores were able to account for significant variability in teacher-assigned grades beyond that of intelligence and demographic variables.

Paradigm of the Study

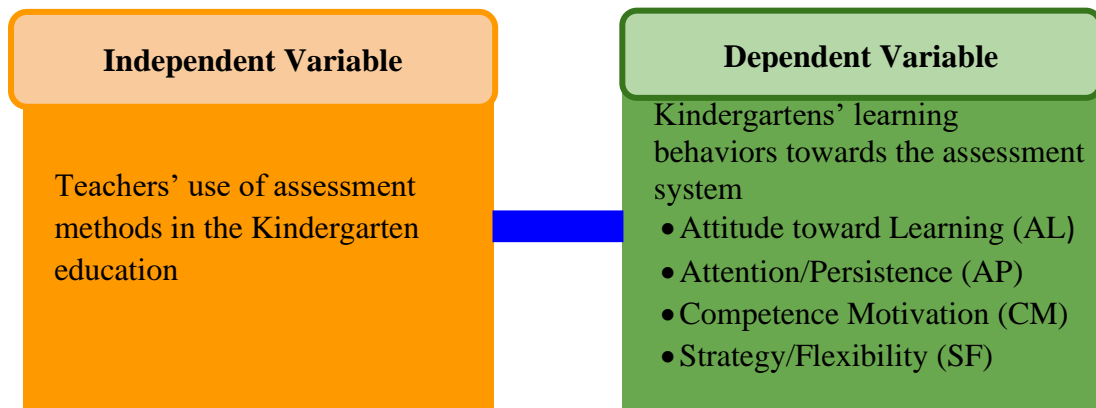| Independent Variable	Dependent Variable
Teachers' use of assessment methods in the Kindergarten education	Kindergartens' learning behaviors towards the assessment system • Attitude toward Learning (AL) • Attention/Persistence (AP) • Competence Motivation (CM) • Strategy/Flexibility (SF)

Figure 1. Paradigm of the Study

Figure 1 depicts the paradigm of the study. The independent variable was limited in determining the Kindergarten teacher's extent of use of assessment methods in the kindergarten. Also, it only examined the Kindergartens' demonstrated learning behavior in the new normal towards the assessment system along the 4 factors specifically: Competence Motivation (CM); Attitude Toward Learning (AL); Attention/Persistence (AP); and Strategy/Flexibility (SF) which served as the dependent variable. The association between the teachers' use of assessment methods in the Kindergarten education and Kindergartens'

learning behaviors towards the assessment system was determined. Respondents were limited to kindergarten teachers and kindergarten pupils' parents in the different elementary schools in the Division of Tuguegarao City.

3. Review of Related Literature

3.1 Assessment System in the Kindergarten

The study of Horton and Bowman (2002) revealed twelve most important components of the early childhood assessment system to be considered. These are the following: matched curriculum and assessment, teacher meetings, monitoring self-study, portfolios, development screening, parent evaluations, teacher anecdotal records, teacher checklists, consultants and case studies, standardized tests, worksheets, and computerized worksheets. Most of them are appropriate in the Early Childhood Education (ECE) level. In relation to assessment in the ECE level, Te Whāriki offers clarification on the purposes and strategies for assessment in early childhood. "It recommends a strong focus on formative feedback, as well as alignment with the four principles that underpin the curriculum document" (Hargraves, 1993). This strongly supports the finding of Horton and Bowman (2002) on the alignment of assessment with the curriculum.

On the other hand, the Central Rivers pointed out that children learn through play in their article about authentic assessment in early childhood. Wyk and Carl (2019) also described authentic assessment as "closely linked to the realities of the learner's field of experience". Hartwig (2016), also said in his article about authentic assessment as a critical tool in early childhood, that "authentic assessment is a powerful tool for early childhood educators to analyze information gathered during everyday classroom activities and routines in order to understand each unique child's development". Whereas, Edutopia (2018) mentioned some types of authentic assessment which are; observation, essays, interviews, performance tasks, exhibitions and demonstrations, portfolios, journals, teacher-created tests, rubrics, self- and peer-evaluation. This again supports the findings of Horton and Bowman (2002) about portfolio as one of the important components of the assessment system. The National Assessment Team, (2004) also presented some authentic assessment tools such as Checklist, Rating Scale, Rubric, Anecdotal Records and Learning Log as cited in the study of Al-Zoubi (2019) about authentic assessment strategies and tools used by English teachers. Those above strengthened the postulation that authentic performance assessments are best practices to assess and gauge the development that the children achieved. Furthermore, the components to be considered in the ECE assessment system from the study of Horton and Bowman (2002) are of matched with some of the authentic assessment presented by some scholars and studies above. However, it is still ambiguous if these assessment components are authentic in the New Normal Education.

The Early Childhood Direction Center (ECDC) - New York, launched developmental checklists for birth to five years old last May 2012. The checklists comprises two categories for each age range which are for milestones and for red flags; to gauge developmental delays. The age ranges are; 1-3 months, 4-7 months, 8-12 months, 12-24 months, 24-36 months, 3-4 years and 4-5 years old. Each checklist per age range assesses six domains namely; gross motor, fine motor, cognitive, language, and socio emotional.

Also, the Philippine Early Childhood Care and Development (ECCD) Checklist 2001 which tailors the capability, culture and context of Filipino children assess children ages three years and one month old to five years old and include the children's socio demographic details of the child unlike the Developmental Checklists of ECDC-New York. This checklist is also recommended to be administered once a year unlike the previous one which has different checklists per age ranges. Furthermore, the Philippine (ECCD) Checklist 2001 assesses seven domains nearly the same with the ECDC-New York checklist because the language domain is divided into the Receptive and Expressive category.

3.2 Assessment in the New Normal Education

New strategies are needed to combat the challenges and limitations in education brought by the Covid-19 pandemic. "In distance or blended learning environments, it is necessary to utilize alternative tools and strategies for assessing and supporting learning" (Enclosure to DepEd Order No. 031, series of 2020). Leite (2020) then emphasizes the worth of teachers remembering the basics of a valid assessment. Though in whatever educational modality used, Kearns (2012) stated in his study about assessment in online learning that in student learning, an area of focus that deserves special attention is assessment. While the New Normal Education unfortunately limits interaction through social media, aside from students who are being challenged, "instructors are particularly challenged to convey their intentions accurately and provide appropriate feedback to help students achieve the targeted learning objectives" (Kearns, 2012). It is indeed challenging and confusing to maintain validity, reliability and authenticity of assessment in the new set up in education. Thus, leaders and officials involved took some time to provide guidelines tailoring the current context in education. Though informal assessment may be especially difficult for online instructors because of the absence of F2F contact (Oncu & Cakir, 2011: Beebe, Vonderwell, & Boboc, 2010), "the distant nature of Web-based approaches renders many observational and participatory assessments"(Hannafin, et al. 2003). Gaytan & McEwen's (2007) study on effective online instructional and assessment strategies however identified assessment methods online instructors found to be particularly effective in the online environment. These included projects, portfolios, self-assessments, peer evaluations, peer evaluations with feedback, timed tests and quizzes, and asynchronous discussion. Based on the data they collected, they recommended administering a wide variety of regularly paced assignments and providing timely, meaningful feedback. They highlighted the value of examining the

written record of student discussion postings and emails in order to keep abreast of evolving student understanding.

On the other hand, Malaluan confidently noted that on the guidelines on assessment and grading, "they will focus on formative assessments rather than summative ones" (CNN Philippines, 2020). Because of the sudden change, improvement on teaching and learning process should be sought. This is supported by formative assessment which aims to "monitor learning and give ongoing feedback to improve teaching and learning" (CNN Philippines, 2020). In addition, in the new context of education, Formative assessment can be administered whether in synchronous and asynchronous forms. Teachers can provide immediate feedback to students in the synchronous form. While teachers provide feedback to students through questions, tasks, activities, and quizzes in the asynchronous form. Though at the preschool level, parents also need specific guidance on how to communicate the results of formative assessment to teachers (Liberman et al. 2020).

The Philippines revised the Early Childhood Care and Development Checklist 2001 and published the new last May 12, 2020. The overall content is almost the same but the new checklist is being specific with the testing considerations in terms of physical conditions, standard procedures administration time, fundamentals in administration and testing materials. It is also specific and detailed about completion of record forms specifically, per domain, how to administer the items, where to start and where to stop, teaching and giving feedback, eliciting behavior, deferring the evaluation and how to score.

On the other hand, the Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan (D.O. No. 031, s. 2020), then discusses in detail the guidelines of crafting, conducting and administering assessment, grading and promotion in the new normal education. Also, formative assessment with detailed strategies, is then highly recommended. Though summative assessment shall continue in the form of written works and performance tasks.

This serves as a guide for teachers on the assessment of students' learning and on the grading system to be adapted this school year 2020-2021; in the New Normal Education. The guideline provides a detailed guide in planning the assessment from the principles of assessment inclined with the new educational set up, guide questions on deciding which assessment method to use and lastly, formative assessment strategies. As it recognizes the role of technology in assessment in the new normal, some sample tools of relevant assessment resources for online learning are then provided by the guideline. At the top of that, the D.O. No. 031, s. 2020 made way to the issuance of the Classroom Assessment Resource Book: Kindergarten to Grade 10.

The Classroom Assessment Resource Book provided assessment tools and methods recommended in the New Normal Education. These assessment tools and methods guided

the conceptual frameworks' input variable for the expected assessment system output. At the same time, below are the adapted assessment methods with the specific assessment tools under each method. Not all assessment tools are included to suit the study's objectives. The tools were limited depending on the applicability in the kindergarten level since the assessment methods and tools guide are for Kindergarten to Grade 10.

3.3 Learning Behaviors towards Assessment in the New Normal Education

Assessment of learning plays a critical role on students' approach to learning (Hattingh et al., 2020). In the new normal setting how do these two variables affect each other? The study of Mirahmadizadeh et al. (2020) about students' attitude and emotions towards the sudden closure of schools during the COVID-19 pandemic, the findings demonstrate a satisfactory level of students' emotions regarding schools and education during the closure of schools and institutions which indicates that despite the imposed situation, students showed enthusiasm towards learning and schools.

On the other hand, a study which aimed to investigate the relationship between academic performance and learning style, and to determine whether the learning styles could influence their academic performance was conducted among Turkish physiotherapy students İlçin et al. (2018). It was found out that academic performance was negatively correlated with avoidant learning styles and is positively correlated with participant learning style. The academic performance of the participant learning style group was significantly higher than that of all the other groups. From this point of view, what would be the relationship between assessment of learning which elicits academic performance, and learning behavior in the new normal education?

The study of Boca (2021) found out that students preferred online assessment for evaluation. In order to further enhance and trigger positive learning behavior on the students, "instructors should use short formative assessment methods (e.g., a quiz) to activate and evaluate students' understanding of the pre-class activities" (Hew et al. 2020). This actually supports the guidelines on assessment and grading (2020) of the Philippines.

According to Catron & Allen (1993) as cited in Aksoy (2019), the development of emotional well-being, which is dependent upon growth in sub-domains including awareness, acceptance, and expression of emotions, coping skills, personality integration, and building values, can be fostered by using creative play situations. The above skills are of great help to students to cope with the current educational situation and exercise positive learning behavior especially towards assessment. As from the findings of Boca (2020), students found online education stressful, thus, what could be the ways of relating to assessment in the new educational modalities that helps to develop those above different skills especially the behaviors despite the limited opportunity for creative play? Rogin (2020) highlights the vital role of play in the learning process of the kindergartens. She said that "include play in your

daily or weekly assignments, and give it a suggested time frame, as you might with a reading lesson" and "schedule a one-on-one with each student, and express that all you are interested in learning is how they play at home". The type and purpose of assessment meant by Rogin falls under the formative assessment as it has a chance to get and use feedback in a later version of the 'same' performance and it is ongoing (Dyer as cited in Taylor 2014).

A study on learners' behavior in hands-on learning situations and their correlation with academic performance (Venant et al. (2017), which analyzes students' behavior in our remote laboratory environment and aims at identifying behavioral patterns during a practical session that lead to better learning outcomes, discovered from an experimentation conducted in an authentic learning context that sequential patterns of actions lead to the definition of learning strategies as indicators of higher level of abstraction. The results then confirm that some of the strategies are correlated to the learners' performance at the final assessment test. Data was obviously not obtained through an online observation on the students' performance, nevertheless the aims and findings of the study are relevant to this study's objectives.

An analysis on the students' attitudes and performance-based assessment conducted by Sanchez (2020) obtained a result that shows positive attitudes of students towards performance-based assessment namely; test, presentations, participations and portfolio. Furthermore, a study of Hattingh et al. (2020) on students learning behaviors around assessment, which investigates the student's approaches to learning in different assessment contexts, found out that assessments have a significant impact on student approaches to learning with assessments often driving surface approaches to learning. The results indicate that a clear assessment strategy that understands student interpretations and use of assessment and is aligned to assessment for learning literature is critical in driving preferred learning behaviors (Hattingh et al., 2020). While, Umar (2018) study on The Impact of Assessment for Learning on Students' Achievement in English for Specific Purposes found out that students' responses show their positive attitudes towards this type of assessment. This existing literature supports that there is a significant relationship between assessment and learning behaviors.

Aside from these existing knowledge guides and inspire this research, the researchers intend to extend the existing literature on assessment systems by further studying the construct in the new normal education kindergarten level. Also, this research will fill the literature gap on the learning behaviors of kindergarten towards the assessment system in the new educational modality. With this knowledge this research is capable of providing, is relevant to kindergarten teachers, kindergarten pupils and parents to improve the quality of education in the new normal.

4. Methodology

Research Design

This study used descriptive-correlational design. This design was used to explore the extent of use of the assessment methods and tools and the learning behaviors demonstrated by the kindergarten pupils towards the assessment system used in the New Normal Education. On the other hand, correlation was used to test the hypothesis of whether there is no significant relationship between the extent of use of the assessment methods and tools in kindergarten education and the learning behavior demonstrated by the Kindergarten pupils towards the assessment system used in the New Normal.

Respondents and Sampling Procedures

The study was conducted in 7 elementary public schools of Tuguegarao City that offer or use blended learning modality. The researchers used convenience sampling for both teacher and parent- respondents. The teacher- respondents were the kindergarten teachers in these public elementary schools with a total of 19 while the parent- respondents were selected through a purposive sampling with a total of 190.

Research Instrument

The research instruments of the study were two (2) survey questionnaires, one for parent- respondents and one for teacher- respondents. Both of the survey questionnaires were used to determine the extent of use of the assessment methods in the new normal education and the learning behaviors demonstrated by the kindergarten pupils towards the assessment system. The methods and tools were adapted from the recommendation of DepEd through the DepEd Order no. 31, s. of 2020 known as "Interim Guidelines for Assessment and Grading in light of the Basic Education Learning Plan". The first survey questionnaires was in five-point Likert Scale (1-Never, 2-Rare, 3-Sometimes, 4-Often, 5-Always) while the second survey questionnaire also using a five-point Likert Scale (1-Very Unfavorable, 2-Unfavorable, 3-Either Favorable or Unfavorable, 4-Favorable, 5-Very Favorable).

Data Analysis

Means were utilized to determine the frequency of use of kindergarten teachers on the assessment methods and tools. Obtained mean were described using the scale as follows: 1.00-1.49 (Never), 1.50-2.49 (Rare), 2.50-3.49 (Sometimes), 3.50-4.49 (Often), and 4.50-5.00 (Always). Meanwhile, the learning behavior demonstrated by the Kindergarten pupils towards the assessment system used in the New Normal Education were described based on the obtained mean following interval: 1.00-1.49 (Very Unfavorable), 1.50-2.49 (Unfavorable), 2.50-3.49 (Either Favorable or Unfavorable), 3.50-4.49 (Favorable), and 4.50- 5.00 (Very Favorable). Lastly, Pearson- r was utilized to identify if there exists a significant relationship between the frequency of use of the assessment methods and tools in Kindergarten education and the learning behavior demonstrated by the Kindergarten pupils towards the assessment system used in the New Normal Education. The hypothesis was tested at 0.05 level of significance.

5. Results

Table 1 reveals the mean result in the frequency of use of formative assessment methods and tools. The overall mean was 4.17 which means that the formative assessment methods and tools such as observation, product and performance- based assessment, tests, and recording methods are *often* used in the Kindergarten. The table is consistently showing *often* results in the extent use of formative assessment methods and tools. This indicates the important role of assessment for learning. Meanwhile, the mean result in the frequency of use of summative assessment methods and tools shows an overall mean of 4.09 which means that the summative assessment methods and tools such as written outputs, product-based tasks, and performance-based tasks are *often* used in Kindergarten. This implies the importance of assessment of learning whether in the old normal or in the new normal.

Table 1. Frequency of use of Formative Assessment Methods and Tools

Formative Assessment Methods and Tools	Mean	Interpretation
1. Observation (Early Childhood Care and Development Checklist /ECCD)	4.39	Often
2. Product and Performance-Based Assessment	4.06	Often
3. Tests (Pen and paper/ online tests/quiz)	4.13	Often
4. Recording methods	4.11	Often
Overall	**4.17**	**Often**
Summative Assessment Methods and Tools		
1. Written Outputs	4.25	Often
2. Product-Based Tasks	4.15	Often
3. Performance-Based Tasks	3.86	Often
Overall	**4.09**	Often

The table reveals the learning behavior demonstrated by the Kindergarten pupils towards the assessment system in terms of their attitude towards learning. The overall mean of 3.69 indicates that the Kindergarten pupils display *often* learning behavior towards the assessment system. The finding indicates that children are energetic and interested in the

assessment showing an always result. Specifically, the respondents show an often result in assessing their children or pupils in terms of caring about their success or failure on assessment and willing to be helped in difficulty towards the assessment. The behavior is rare when the child shows little desire to do the assessment activity. This means that parents and teachers should continuously motivate the pupils to do their task. It also indicates that children are willing to be helped in difficulty towards the assessment showing an often result.

Table 2: Learning behavior demonstrated by the Kindergarten pupils towards the assessment system in terms of attitude towards learning

Indicators	Mean	Interpretation
1. My child cares about success or failure on assessment.	4.23	Often
2. My child shows little desire to do the assessment activity.	2.16	Rare
3. My child is willing to be helped in difficulty towards the assessment.	4.46	Often
4. My child is unwilling to accept that he/she needs help.	3.14	Sometimes
5. My child is energetic and interested in the assessment.	4.55	Always
6. My child is uninterested in learning assessment.	3.60	Often
Category Mean	**3.69**	**Often**

Table 3 shows the overall mean for the learning behavior demonstrated by the Kindergarten pupils towards the assessment system on their attention persistence. The overall mean was 3.49 that means it is sometimes behavior of the respondents. This implies that there is a neutral attention persistence of the kindergartens. The findings showed an often result when the children stick to assessment tasks and when cooperative in class assessment activities. It also revealed an often result when children try to do assessment tasks but concentration soon fades. This shows a good but not firm presence of attention and persistence towards assessment in the new learning environment of the children. The findings also show a sometimes result when children responses show lack of attention towards the assessment, easily distracted or seeks distraction, avoiding the assessment, and fidgets, squirms, and leaves the seat during assessment activities. This indicates the presence still, of challenges on the persistence of the children and suggests a formulation of interventions.

Table 3. Learning behavior demonstrated by the Kindergarten pupils towards the assessment system in terms of attention persistence

Indicators	Mean	Interpretation
1. My child responses show lack of attention towards the assessment.	3.34	Sometimes
2. My child sticks to assessment tasks.	3.80	Often
3. My child is cooperative in class assessment activities.	4.37	Often
4. My child is easily distracted or seeks distraction, avoiding the assessment.	2.83	Sometimes
5. My child fidgets, squirms, and leaves the seat during assessment activities.	3.04	Sometimes
6. My child tries to do assessment tasks but concentration soon fades.	3.54	Often
Category Mean	**3.49**	**Sometimes**

The table below shows the overall mean for the learning behavior demonstrated by the Kindergarten pupils towards the assessment system on their competence motivation. The overall mean was 3.25 that means it is sometimes to the respondents. Children tend to lose interest in studying because of all the disturbance present in their learning environment. The result in the competence motivation level is consistently sometimes; the children say assessment tasks are too hard and make no attempt, displays reluctance to tackle new assessment tasks, take refuge in dullness or incompetence towards assessment, very hesitant about giving answers, easily gives up assessment tasks, resistant or fearful about new assessment tasks and delays answers, waits for hints. These behaviors which turned out to be seldom, denote that some excel but the equally evident negative competence motivation is alarming. This shows the negative impact on online learning to children. The connection between school settings and competence motivation can be conceptualized in terms of environmental systems that directly or indirectly regulate students' competence beliefs and behaviors.

Table 4. Learning behavior demonstrated by the Kindergarten pupils towards the assessment system in terms of Competence Motivation

Indicators	Mean	Interpretation
1. My child says assessment tasks are too hard, makes no attempt.	3.11	Sometimes
2. My child displays reluctance to tackle new assessment tasks.	2.91	Sometimes
3. My child take refuge in dullness or incompetence towards assessment.	3.45	Sometimes
4. My child is very hesitant about giving answers.	3.16	Sometimes
5. My child easily gives up assessment tasks.	3.37	Sometimes
6. My child is resistant or fearful about new assessment tasks.	3.48	Sometimes
7. My child delays answers, waits for hints.	3.29	Sometimes
Category Mean	**3.25**	**Sometimes**

Table 5 shows the overall mean for the learning behavior demonstrated by the Kindergarten pupils towards the assessment system on their strategy/flexibility. The overall mean was 2.97 that means it is sometimes to the respondents. The result indicates that children tend not to take their task seriously. They are being incompetent and taking everything as a joke since no one can oversee their works especially when their parents are away. The findings showed often results on performing assessment in an unacceptable way. This implies the need of help of the kindergartens to redirect their efforts into positive. While the behaviors which result in sometimes are, enterprising ideas that often fail, aggressive or hostile when corrected, invents silly ways to do assessment tasks and doesn't work well when in bad moods. This means that negative behavior is inevitable. However, the result shows a rare one that follows peculiar or inflexible procedures in doing assessments which negates that of often results on performing assessment in an unaccepted way.

Table 5. Learning behavior demonstrated by the Kindergarten pupils towards the assessment system in terms of strategy/flexibility

Indicators	Mean	Interpretation
1. My child follows peculiar or inflexible procedures in doing assessments.	2.07	Rare
2. My child has enterprising ideas that often fail.	2.88	Sometimes
3. My child is aggressive or hostile when corrected.	2.90	Sometimes
4. My child invents silly ways to do assessment tasks.	3.45	Sometimes
5. My child doesn't work well when in bad moods.	2.91	Sometimes
6. My child performs assessment tasks by own, not accepted way.	3.62	Often
Category Mean	**2.97**	**Sometimes**

The table below shows the overall mean of the learning behavior demonstrated by the Kindergarten pupils towards the assessment system. The overall mean of the learning behavior demonstrated by the Kindergarten pupils towards the assessment system is 3.35 which is *Sometimes*. As observed, attitude towards learning indicates an often result and for the attention persistence, competence motivation, and strategy/flexibility shows sometimes. The result shows that attitude towards learning has the highest mean (3.69) while strategy or flexibility have the lowest mean (2.97). Children who have strong connections with their peers, adults, and learning have parents and teachers who actively encourage studying in the home, have direct and efficient interaction with school, and face fewer barriers to involvement.

Table 6: Summary table showing the learning behavior demonstrated by the Kindergarten pupils towards the assessment system

Categories	Mean	Interpretation
Attitude towards learning	3.69	Often
Attention persistence	3.49	Sometimes
Competence Motivation	3.25	Sometimes
Strategy/Flexibility	2.97	Sometimes
Overall	3.35	Sometimes

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Table 7 reveals that there is no significant relationship between the extent of use of the assessment methods and tools (summative and formative assessment methods and tools) and the learning behavior demonstrated by the kindergarten pupils towards the assessment system (Attitude towards learning, Attention persistence, Competence Motivation, and Strategy/Flexibility). The probability value obtained (0.367) which is greater than the significance level (0.05) resulted to the failure in the rejection of the null hypothesis. This indicates that often usage of the different assessment methods and tools does not necessarily translate to the kind of behavior a pupil would manifest toward the assessment system.

Table 7. Relationship between the frequency of use of the assessment methods and tools and the learning behavior demonstrated by the kindergarten pupils towards the assessment system

Use of the assessment methods and tools and…	Correlation Coefficient	Probability Value	Interpretation
Learning behavior demonstrated by the kindergarten pupils towards the assessment system	-0.063	0.367	Not Significant

6. Discussion

Based on the data gathered and presented in the study, several findings can be deduced.

The extent of kindergartens Teachers' use of the formative assessment methods and tools (observation, product and performance- based assessment, tests, and recording methods) and summative assessment methods and tools (written outputs, product-based tasks, and performance-based) are often used as claimed by the teachers and parents. This proves the role of assessment in learning is indispensable, whether it'd be assessment for or assessment of learning. The given situation justifies the aim of formative assessment to "monitor learning and give ongoing feedback to improve teaching and learning" (CNN Philippines, 2020). Pointing out that formative assessment increases motivation, self-assessment of the instructor, providing a chance to re-arrange the instruction process via feedback have been placed at the top of the list Yuksel et al., (2017). However, at the preschool level, parents also need specific guidance on how to communicate the results of formative assessment to teachers (Liberman et al. 2020). The higher mean of formative assessment compared to the summative assessment mean supports Malaluan's confidently note that on the guidelines on assessment and grading, "they will focus on formative assessments rather than summative ones" (CNN Philippines, 2020).

Moreover, the researchers determined the learning behavior demonstrated by the kindergarten pupils towards the assessment system (attitude towards learning, attention persistence, competence motivation, and strategy/flexibility). Results showed that the kindergarten pupils demonstrated a neutral learning behavior along the four components towards the assessment system. The kindergarten shows a positive attitude towards learning and attention persistence. However, this study also shows incompetency on competence motivation and strategy flexibility despite the presence of efforts. The students have negative and positive attitudes towards online learning; as well as on their learning behaviors towards assessment in the New Normal Education (Boca, 2021). According to Ismaili (2001), distance learning is still in the development stage but there is a positive attitude and willingness of the majority of pupils to engage in distance learning classes in the post-COVID19 pandemic. Inevitably, children tend not to take their task seriously since no one can oversee their work, especially when their parents are away; the behavior and attitude of the students during online learning classes are: are lazy to study, late for online classes, sleepy and hungry (Mallillin, et al., 2021). This suggests a more captivating interest at the same time challenging type of assessment and efforts to help the kindergartens to regenerate their efforts into favorable outcomes. Some authors posit that few areas in the field of higher education have attracted as much attention as student persistence (Hu & Ma, 2010; Tinto, 1975); however, Orfield (2006) stated that too little energy has been put into addressing the problem and producing accurate statistics. According to the study of Fletcher (2017), it found that the leadership team had invested considerable time into sustained professional development in ways to effectively develop collaborative teaching communities within flexible learning spaces.

Finally, the frequency of use of the assessment methods and tools is not necessarily associated with the learning behavior demonstrated by the kindergarten pupils towards the assessment system. It is similar to the result of the study conducted by İlçin et al (2018) which found that academic performance was negatively correlated with avoidant learning styles. In contrast, the study of Hattingh et al (2020) on students learning behaviors around assessment, which investigates the student's approaches to learning in different assessment contexts, found out that assessments have a significant impact on student approaches to learning with assessments often driving surface approaches to learning.

7. Conclusion and Recommendations

There is a high compliance to DepEd Order No. 031, series of 2020 by the kindergarten teachers. Assessment systems in the old normal education are still applicable in the new normal education. On the other hand, the learning behavior projects internal motivation and a challenged drive on competence and skills related behaviors. The kindergartens possess a positive learning attitude towards assessment and are able to positively click or fall into place to the new normal education. However, they are still being challenged in terms of competence-motivation and strategy flexibility. Lastly, the frequency

of use of the assessment methods and tools in Kindergarten education does not influence the learning behavior demonstrated by the Kindergarten pupils towards the assessment system. Along these, the following are recommended: 1. Since there is a high compliance of the kindergarten teachers on the DepEd Order No. 031, series of 2020, the Classroom Resource Book: Kindergarten to Grade 10, kindergarten assessment part should be maintained; 2. Teachers are encouraged to look into how the competence motivation and strategy/flexibility learning attitude of the pupils can be increased; and 3. Parents continue to support their children in maintaining the internal motivations of the kindergartens as well as continue guiding and redirecting their efforts into favorable learning behaviors along the four dimensions

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