

DEVELOPMENT AND EVALUATION OF FORMATIVE AND SUMMATIVE ASSESSMENTS FOR PROMOTING HIGHER-ORDER THINKING SKILLS IN ARLING PANLIPUNAN 10

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Abstract

Assessment plays a vital role in teaching and learning by providing evidence of learners' attainment of intended learning outcomes and supporting the development of Higher-Order Thinking Skills (HOTS). In response to the MATATAG Curriculum, this study developed and evaluated formative and summative assessment tools aligned with the learning competencies and designed to promote HOTS in Araling Panlipunan 10. Forty-two (42) Araling Panlipunan teachers and assessment experts from selected public secondary schools under the Schools Division Office of Cabanatuan City served as evaluators. The study aimed to: (1) develop assessment tools promoting HOTS; (2) evaluate the tools in terms of content and construct validity, test construction, and alignment with intended learning outcomes and HOTS; (3) determine whether a significant difference existed between teachers' and experts' evaluations; and (4) identify recommendations for improvement. A developmental research design using a Research and Development (R&D) approach with an evaluative component was employed. The tools were developed through identification of learning competencies and assessment objectives, preparation of a Table of Specifications (TOS), test construction, and refinement based on evaluator feedback. Weighted mean and an inferential statistical test were used to analyze quantitative data, while qualitative feedback was examined for improvement. Findings showed that both groups rated the tools as Strongly Agree across the criteria, with no significant difference between their evaluations. The tools were found to be valid, well-constructed, and aligned with intended learning outcomes and HOTS. The study recommends their use as supplementary assessment resources and further refinement through classroom implementation and reliability testing.

Keywords: Assessment Tools, Higher-Order Thinking Skills (HOTS), Formative Assessment, Summative Assessment, Araling Panlipunan 10

1. Introduction

Assessment plays a vital role in the teaching and learning process as it provides evidence of learners' achievement of the intended learning outcomes and serves as a basis for improving instruction. Beyond measuring academic performance, assessment helps teachers monitor learners' progress, identify strengths and areas for improvement, and provide meaningful feedback that supports continuous learning. In the Philippine educational system, the Department of Education (DepEd) advocates standards-based and competency-based classroom assessment through the implementation of the MATATAG Curriculum. This curriculum emphasizes the development of assessment tools that not only measure learners' knowledge and understanding but also assess their ability to analyze, evaluate, and create, which are essential components of Higher-Order Thinking Skills (HOTS). Consequently, there is an increasing need for classroom assessments that promote critical thinking, problem-solving, decision-making, and the application of knowledge in authentic learning situations.

Araling Panlipunan 10 provides learners with opportunities to examine contemporary issues, governance, economics, citizenship, and social responsibility. Achieving these learning competencies requires assessment practices that extend beyond the measurement of factual knowledge and basic comprehension. However, classroom assessments often emphasize lower-order cognitive skills, providing limited opportunities for learners to demonstrate Higher-Order Thinking Skills (HOTS). Moreover, assessment tasks are not always systematically aligned with the MATATAG Curriculum Learning Competencies, intended learning outcomes,

and Bloom's Revised Taxonomy. Such misalignment may limit learners' opportunities to develop the analytical, critical, and reflective thinking skills necessary for informed decision-making and responsible citizenship.

The development of quality classroom assessments requires systematic planning and careful alignment with curriculum learning competencies, intended learning outcomes, and cognitive processes. One essential component of this process is the Table of Specifications (TOS), which serves as a blueprint to ensure that assessment items are appropriately distributed across content areas and cognitive levels. Together with Bloom's Revised Taxonomy, the TOS supports the development of valid, balanced, and competency-based assessment tools. Likewise, authentic and learner-centered assessment tasks encourage learners to analyze information, evaluate evidence, justify decisions, and apply concepts to real-life situations, thereby promoting the development of Higher-Order Thinking Skills (HOTS).

The development of formative and summative assessment tools that intentionally promote Higher-Order Thinking Skills (HOTS) is essential for improving classroom assessment practices in Araling Panlipunan 10. Assessment tools that are competency-aligned, authentic, learner-centered, and grounded in the MATATAG Curriculum Learning Competencies, Bloom's Revised Taxonomy, and the Table of Specifications provide teachers with meaningful evidence of learners' achievement while fostering deeper cognitive engagement. Such assessment tools also support teachers in designing classroom assessments that are valid, balanced, and responsive to the goals of the MATATAG Curriculum.

Despite the emphasis on Higher-Order Thinking Skills in the MATATAG Curriculum, validated formative and summative assessment tools specifically designed for Araling Panlipunan 10 remain limited. Existing classroom assessments continue to focus primarily on lower-order cognitive skills and may not adequately measure learners' higher-order thinking or fully align with curriculum learning competencies and accepted principles of quality assessment. As an Araling Panlipunan teacher, the researcher has observed challenges in developing assessment tools that intentionally promote HOTS while ensuring alignment with curriculum standards, intended learning outcomes, and sound assessment principles. These observations, together with the limited availability of validated HOTS-oriented assessment tools identified in the literature, established the need for the present study.

Accordingly, this study aims to develop formative and summative assessment tools that promote Higher-Order Thinking Skills (HOTS) in Araling Panlipunan 10 using the MATATAG Curriculum Learning Competencies, Bloom's Revised Taxonomy, the Table of Specifications (TOS), and the principles of standards-based and competency-based classroom assessment. The developed assessment tools were evaluated by selected Araling Panlipunan teachers and content experts from public secondary schools in the Schools Division Office of Cabanatuan City in terms of content and construct validity, quality of test construction, and alignment of test items with the intended learning outcomes and Higher-Order Thinking Skills (HOTS). The comments, suggestions, and recommendations of the evaluators were likewise incorporated to further refine the assessment tools. It is anticipated that the study will contribute to the continuous improvement of classroom assessment practices by providing teachers with valid, competency-aligned, authentic, and HOTS-oriented formative and summative assessment tools for Araling Panlipunan 10.

2. Review of Related Literature and Studies

Classroom assessment must be standards-based, competency-based, and constructively aligned with learning competencies to measure both knowledge acquisition and higher-order cognitive abilities (DepEd, 2015). This aligns with Biggs' (1996) Theory of Constructive Alignment, which states that effective learning happens when objectives, activities, and assessments are deliberately synchronized. To measure these advanced skills, Anderson and Krathwohl (2001) classified cognitive domains into higher levels—analyzing, evaluating, and creating—which require critical thinking and concept relationship. Wiggins (1998) also emphasizes authentic assessment, noting that tasks should provide opportunities for learners to demonstrate deep understanding and real-life knowledge transfer rather than simple memorization. To ensure validity, Nitko and Brookhart (2014) point out that a Table of Specifications (TOS) serves as a critical blueprint that balances content areas and cognitive levels. Furthermore, Andrade (2000) highlights that analytic rubrics improve the objectivity and

transparency of assessing higher-order thinking skills, as they allow teachers to evaluate reasoning, interpretation, and depth of analysis.

Several foreign and local studies show the critical role of structured tools in social studies education. Internationally, Widiyaningsih and Septiana (2019) analyzed examination questions and found a shortage of HOTS-oriented items, recommending an increase in analytical and evaluative tasks. In the Philippine context, recent studies highlight both challenges and solutions in Araling Panlipunan. Fernandez and Labay (2025) noted that while learners show strength in analytical reasoning, they still struggle with inferential and evidence-based reasoning. This gap can be addressed through targeted strategies, as Pradel and Buquia (2026) found that integrating HOTS-oriented practices significantly improves academic and critical thinking performance. Similarly, structured resources and differentiated strategies have been shown to enhance cognitive development and meaningful learning experiences in the subject (Ihalon, 2022; Recon, 2021). Finally, long-term curriculum success depends on the tool's structural quality; thus, systematic expert validation, pilot testing, and item analysis are essential to establish solid content validity and reliability (Ebagat et al., 2016; Mauricio et al., 2017).

2.1. Synthesis of Related Literature and Studies

Assessment is vital to the teaching and learning process, serving as a tool to measure achievement and develop higher-order thinking skills (HOTS) beyond simple factual recall (Brookhart, 2017; Yan & Brown, 2021). This is supported by international organizations like the OECD (2019) and UNESCO (2021), which advocate for assessment systems capable of measuring complex cognitive skills, ensuring equity, and preparing learners through realistic, authentic contexts. Formative approaches also help students monitor their progress and cultivate self-regulated learning (Panadero et al., 2018). In the Philippines, this standard-based and competency-aligned framework is institutionalized through DepEd Order No. 8, s. 2015, and further reinforced by the learner-centered goals of the MATATAG Curriculum.

Local and international studies show how structured instructional and assessment strategies can improve student performance. In Social Studies and Araling Panlipunan classrooms, integrating inquiry-based learning, debates, and project-based activities significantly boosts critical thinking, though areas like Socratic questioning require more focus (Pradel & Buquia, 2026). Similarly, contextualized tools like localized worksheets in Economics (Recon, 2021) and scenario-based learning (Gul, 2020) help students analyze real-world situations instead of memorizing definitions. Furthermore, using differentiated assessment sheets aligned with multiple intelligences accommodates diverse learning preferences and improves overall academic achievement (Ihalon, 2022). Finally, the efficiency of these classroom practices can be maximized through ICT-based platforms, which streamline student tracking, item analysis, and evidence-based teaching decisions (Mauricio et al., 2017).

3. Method

This study utilized a developmental research and development (R&D) design with an evaluative component to guide the systematic construction, validation, and refinement of the assessment instruments. This design was appropriate as the primary objective was to produce and evaluate a functional educational tool rather than describe existing variables or establish statistical relationships. The development process followed a three-phase framework: (1) identification of learning competencies and assessment objectives based on the MATATAG Curriculum and DepEd Order No. 8, s. 2015; (2) construction of the formative and summative assessment items aligned with Bloom's Revised Taxonomy; and (3) expert evaluation and subsequent revision to ensure technical quality and instructional alignment.

3.1. Participants and Sampling

The evaluators of the developed instrument were selected through purposive sampling from public secondary schools within the Schools Division of Cabanatuan City implementing the Grade 10 Araling Panlipunan MATATAG Curriculum. The evaluation sample consisted of experienced junior high school teachers, Master Teachers, and an Education Program Supervisor (EPS). These participants were deliberately chosen based on their extensive pedagogical background, tenured experience, and demonstrated expertise in social studies instruction and classroom assessment. This specific selection criteria ensured that the quantitative ratings and

qualitative feedback regarding the tool's content and construct validity were grounded in strong curriculum and instructional knowledge.