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Teachers Instructional Practices and Authentic Assessment in Private Schools

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Abstract. Despite the increasing emphasis on learner-centered instruction and authentic assessment in education, there remains a limited number of empirical studies examining the relationship between teachers' instructional practices and authentic assessment in private basic education institutions in Zamboanga City. This study addressed this gap by determining the relationship between teachers' instructional practices and authentic assessment in a private school setting. Specifically, it examined instructional practices in terms of planning of instruction, alignment with curriculum standards, and learner engagement, as well as authentic assessment in terms of performance-based tasks, real-life application, and clarity of assessment criteria. A quantitative descriptive-correlational research design was used. The respondents were 50 teaching personnel from Immaculate Conception Archdiocesan School de Calarian (ICAS de Calarian), Zamboanga City, during the Academic Year 2025–2026. Data were gathered using a structured Likert-scale questionnaire. Weighted mean and standard deviation were used to describe the extent of the variables, while Pearson's r was used to determine the relationship between them. Results showed that instructional practices were implemented to a great extent (M = 4.32), while authentic assessment practices were also implemented to a great extent (M = 4.28). A significant positive relationship was found between instructional practices and authentic assessment ($r = 0.76$, $p < .05$), indicating that better instructional practices are associated with more effective use of authentic assessment. The study concludes that instructional practices and authentic assessment are closely linked components of effective teaching. Teachers who demonstrate strong instructional planning, curriculum alignment, and learner engagement are more likely to implement meaningful authentic assessments that promote critical thinking and real-world application of knowledge. It is recommended that school administrators provide continuous professional development on instructional planning and authentic assessment, while future researchers may extend this study to other contexts and variables.

Keywords: Authentic Assessment; Instructional Practices; Performance-Based Tasks; Philippines; Private Schools

Introduction

Over the last few years, the global education sector has undergone significant changes, particularly in instructional and assessment practices. Traditional teacher-centered approaches have increasingly shifted toward learner-centered instruction that promotes active engagement and the practical application of knowledge. Instructional practices are now expected to be intentionally planned, aligned with curriculum standards, and designed to enhance learner participation. Similarly, assessment practices have evolved from purely knowledge-based testing to approaches that emphasize performance, understanding, and real-life application of skills (Hains-Wesson & le Roux, 2024; Murphy et al., 2024).

However, despite these developments, evidence suggests that many teachers still rely on conventional instructional and assessment strategies. Studies indicate a continued preference for summative assessment over formative and authentic assessment, with emphasis still placed on factual recall rather than higher-order thinking skills. In addition, even when educators are encouraged to align instruction with curriculum standards and promote active learning, implementation often remains inconsistent due to limited training and insufficient professional development opportunities (Varier et al., 2024; Frontiers in Education, 2024).

These concerns are particularly relevant in private school contexts, where instructional quality and assessment practices are central to institutional effectiveness and competitiveness. While private schools often aim to provide high-quality education, challenges remain in ensuring consistent integration of instructional

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planning, curriculum alignment, and learner engagement. Likewise, authentic assessment practices such as performance tasks, real-world applications, and the use of clear rubrics are not always systematically implemented.

Although existing literature has explored instructional strategies and assessment separately, there remains a limited body of research examining the direct relationship between instructional practices and authentic assessment, particularly in private school settings. Most studies have focused on public schools or higher education institutions, leaving a gap in understanding how these variables interact in private basic education. Addressing this gap is essential to improve teaching effectiveness and assessment quality in private schools. Understanding the relationship between instructional practices and authentic assessment can provide evidence-based insights for enhancing classroom practice and improving student learning outcomes.

Research Questions

This study aims to determine the relationship between teachers' instructional practices and authentic assessment in private schools. Specifically, it seeks to answer the following questions:

1. What is the extent of instructional practices in private schools in terms of:
   1.1 Planning of instruction;
   1.2 Alignment with curriculum standards;
   1.3 Learner engagement?
2. What is the extent of authentic assessment in private schools in terms of:
   2.1 Performance-based tasks;
   2.2 Alignment with real-life applications;
   2.3 Clarity of assessment criteria (rubrics)?
3. Is there a significant relationship between teachers' instructional practices and authentic assessment?

Scope and Delimitation of the Study

This study focused on examining the relationship between teachers' instructional practices and authentic assessment in private schools. ICAS de Calarian was part of a Catholic learning community under the Archdiocese, which aimed to develop morally upright, competent, and service-oriented learners. The school was established to address the need for accessible Catholic education in the community and continued to uphold holistic formation and academic excellence. The study was limited to teachers from ICAS de Calarian in Zamboanga City during the Academic Year 2025–2026. A total of 50 teachers were selected as respondents from the total population of 90 teaching and non-teaching personnel. The data were collected using a structured survey questionnaire employing a 5-point Likert scale. Furthermore, this study was delimited to a quantitative descriptive-correlational research design, focusing only on the relationship between the identified variables. The target population of the study consisted of 52 teaching personnel from Immaculate Conception Archdiocesan School de Calarian (ICAS de Calarian), with 50 teachers serving as the respondents of the study. It did not include other factors that may have influenced instructional practices and assessment, such as teachers' years of experience, educational qualifications, or school resources. Additionally, the study relied on self-reported data from respondents, which may have been subject to bias. Despite these limitations, the study aimed to provide meaningful insights into how instructional practices influenced the implementation of authentic assessment in private school settings.

Literature Review

The international literature strongly emphasizes the shift toward learner-centered instruction that promotes active engagement and meaningful learning. Darling-Hammond et al. (2020) argue that effective instruction must address cognitive, social, and emotional dimensions of learning, enabling students to apply knowledge in real-world contexts. This shift challenges traditional lecture-based instruction, which is increasingly viewed as insufficient for developing 21st-century competencies. Gan and Lam (2024) further stress that professional development is essential for improving teachers' ability to design authentic assessments. Despite these findings, Frontiers in Education (2024) reports persistent reliance on traditional assessments due to time constraints, lack of resources, and limited training. Local empirical evidence shows similar patterns. Dela Cruz (2021) found that while private school teachers demonstrate strong instructional planning, learner-centered strategies are not consistently applied. Santos (2023) confirmed that learner engagement improves when interactive teaching methods are used, yet many teachers still rely on traditional approaches.

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Instructional Planning

Instructional planning remains a critical factor in effective teaching. McTighe and Willis (2021) highlight backward design as an approach that ensures alignment among learning objectives, instructional activities, and assessment. However, while such frameworks promote coherence, several studies suggest that implementation is inconsistent due to teacher capacity and contextual constraints. Malaluan (2021) emphasizes that curriculum alignment improves instructional effectiveness, yet many teachers still struggle to consistently integrate competencies into daily instruction. Similarly, Santos and Reyes (2022) found that traditional teaching strategies remain dominant in many classrooms, limiting learner engagement, particularly in private schools where instructional autonomy is high but professional support may vary.

Learner Engagement

Learner engagement consistently identified as a key mediator of learning success. Varier et al. (2024) found that interactive instructional strategies significantly improve engagement and retention. However, engagement alone does not guarantee effective learning unless supported by appropriate assessment practices. In the Philippine context, the K to 12 curriculum promotes learner-centered and competency-based instruction aligned with national standards. DepEd emphasizes participatory and contextualized teaching approaches; however, implementation gaps persist at the classroom level.

Assessment

In assessment, global literature shows a strong movement toward authentic assessment. Hains-Wesson and le Roux (2024) define authentic assessment as performance-based tasks that mirror real-life situations, allowing learners to demonstrate applied knowledge. Despite its advantages, Gan and Lam (2024) note that many teachers lack assessment literacy, particularly in designing rubrics and performance tasks, limiting effective implementation. Authentic assessment is also promoted through DepEd policies (DepEd, 2020), encouraging performance-based evaluation. However, Cruz (2023) reports that many teachers face difficulties in developing rubrics and performance tasks, indicating a gap between policy expectations and classroom practice.Empirical studies further highlight the relationship between instructional practices and authentic assessment. Murphy et al. (2024) found that learner-centered instruction significantly predicts the use of authentic assessment strategies. Similarly, Mirzaei et al. (2024) emphasize that teachers' assessment literacy directly influences the quality of assessment practices.

Methodology

Research Design

This study utilized a quantitative descriptive-correlational research design to examine the relationship between teachers' instructional practices and authentic assessment in private schools. The descriptive component was used to determine the extent of instructional practices in terms of planning of instruction, curriculum alignment, and learner engagement, as well as authentic assessment practices in terms of performance-based tasks, real-life application, and use of rubrics. In accordance with Creswell (2014), the correlational component was employed to determine whether a significant relationship exists between instructional practices and authentic assessment. Anchored on Constructivist Learning Theory**,** the study analyzed numerical data gathered through a structured Likert-scale survey to identify relationships between the variables.

Sampling Design

The respondents of this study consisted of the teaching personnel of Immaculate Conception Archdiocesan School de Calarian (ICAS de Calarian), Zamboanga City. The total population of teachers in the institution was 52 teaching personnel. The study focused exclusively on teaching staff, while non-teaching personnel were not included in the analysis since they were not part of the variables under investigation.To obtain a representative sample, the study employed **a** simple random sampling technique, where each teacher in the population was given an equal chance of being selected. This method was used to minimize bias and ensure fairness in participant selection. The official list of teachers served as the sampling frame, and respondents were randomly selected from this list.A sample size of 50 teachers out of 52 total teaching personnel was drawn, representing 96.15% of the entire teaching population. This near-complete coverage of the population ensured that the data collected was highly representative of the teaching workforce at ICAS de Calarian.

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Research Locale

This study was conducted at Immaculate Conception Archdiocesan School de Calarian (ICAS de Calarian), located in Upper Calarian, Barangay Calarian, around 5 kilometers away from the town proper, within Zamboanga City. This institution was situated in a coastal yet highly populated area and catered to learners from surrounding areas. The institution was managed by a School Director, School Principal, and Academic Coordinators. ICAS de Calarian was an institution offering Elementary, Junior High School, and Senior High School programs and was supported by a total of 90 staff, consisting of 52 teaching personnel and 38 non-teaching staff, all committed to delivering quality education and efficient school operations. It had 27 functional classrooms, 3 faculty rooms, 6 comfort rooms for both male and female, a library, computer laboratory, and prayer room for Catholic and non-Catholic learners. ICAS de Calarian implemented various programs and projects to support learners' holistic development. These included the enforcement of a no cell phone policy during class hours. In addition to its academic programs, ICAS de Calarian offered various student development opportunities, including leadership training, as well as co-curricular and extracurricular activities such as clubs, sports, and cultural programs. The school likewise provided essential support services such as guidance and counseling, library and learning resource services, health and clinic services, and efficient enrollment and registrar services. At present, the school catered to a student population of 874 learners composed of approximately 448 males and 426 females.

Research Participants

The participants of this study were the teaching personnel of Immaculate Conception Archdiocesan School de Calarian (ICAS de Calarian), Zamboanga City during the Academic Year 2025–2026. The school has a total of 52 teachers, who served as the population of the study.Since the study focused on instructional practices and authentic assessment, only teaching personnel were included as respondents, while non-teaching staff were excluded because they were not directly involved in classroom instruction and assessment processes.From the total population of 52 teachers, a sample of 50 teachers was selected through simple random sampling**,** ensuring that each teacher had an equal opportunity to be included in the study. This approach was used to promote fairness in selection and to reduce sampling bias.

Research Instrument

The provided research instrument was a structured survey questionnaire designed to systematically gather quantitative data on the relationship between teachers' instructional practices and their use of authentic assessment. Organized into three main parts, the instrument employed a 4-point Likert scale (1 = Never to 4 = Always) to quantify teacher behaviors. This design was highly effective for correlational research as it transformed subjective teaching experiences into numerical data that could be statistically analyzed to test the study's hypothesis. The instrument was logically divided to capture the study's core variables. Part II focused on "Instructional Practices," comprising 15 items grouped into three essential areas: planning, curriculum alignment, and learner engagement. This section established the independent variable by examining the proactive and interactive aspects of a teacher's classroom management. Part III addressed the dependent variable, "Authentic Assessment," also consisting of 15 items divided into performance-based tasks, real-life application, and the use of rubrics. By mirroring the structure of the variables, the instrument ensured internal consistency and enabled the researcher to perform a granular analysis of how specific instructional strategies such as planning or curriculum alignment correlated with specific assessment methods, like the use of performance tasks or clear rubrics. The clarity of the indicators such as "I prepared lesson plans aligned with learning objectives" or "I provided clear rubrics for assessment tasks" was designed to be easily understood by the respondents, which minimized measurement error and enhanced the validity of the data. Furthermore, the inclusion of criteria such as "real-life relevance" and "critical thinking" aligned the instrument with modern constructivist educational goals, ensuring that the study remained grounded in contemporary pedagogical theories. In summary, this research instrument served as a robust tool for achieving the research objectives. Its design allowed for the collection of comprehensive data that covered both the "input" (instruction) and "output" (assessment) of the classroom environment. The structured nature of the items not only facilitated ease of response but also simplified the subsequent data processing, making it well-suited for calculating correlations and drawing meaningful conclusions regarding the teaching practices within the Archdiocesan Schools of Zamboanga.

Data Gathering Procedure

The data gathering process began with the formal securing of administrative approval and the validation of the research instrument. The researcher first submitted a formal letter of intent to the administration of ICAS de Calarian to obtain authorization to conduct the study within the school premises.

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Once granted, the research instrument, designed to assess instructional practices and the use of authentic assessment, was subjected to rigorous content validation by a panel of experts. This ensured that the questions were clear, relevant, and aligned with the study's objectives. Furthermore, the researcher prepared informed consent forms for the fifty selected participants, which explicitly stated the study's purpose, the voluntary nature of their participation, and the strict confidentiality and privacy protocols regarding their responses. Upon finalization of these preparations, the implementation phase commenced with the systematic distribution of the survey questionnaires to the target respondents. The researcher coordinated closely with the school administration to facilitate the administration of these tools, ensuring that each of the fifty participants was provided with adequate time to complete the survey accurately. Throughout this period, the researcher maintained a presence to address any inquiries or clarifications from the teachers. Following the collection phase, the raw data were encoded, cleaned, and organized into a secure database. This data then underwent appropriate statistical analysis, serving as the foundation for interpreting the results and drawing meaningful conclusions regarding the teaching and assessment practices at ICAS de Calarian.

Results and Discussions

Research Question 1. What is the extent of instructional practices in private schools in terms of: Planning of instruction; Alignment with curriculum standards; and Learner engagement?

Table 1. Planning of instruction

Statements ***The Teachers...***	**Weighted Mean**	**Description**
1. I prepare lesson plans aligned with learning objectives before teaching.	3.90	To a great extent
2. I set clear and measurable learning outcomes for each lesson.	3.74	To a great extent
3. I organize instructional materials ahead of time.	3.48	To a great extent
4. I integrate various teaching strategies in lesson planning.	3.66	To a great extent
5. I allocate appropriate time for each part of the lesson.	3.72	To a great extent
Average Weighted Mean	**3.70**	**To a great extent**

Table 1 presents the extent of instructional practices in terms of planning of instruction. The results show that teachers demonstrate planning practices to a great extent with an overall weighted mean of 3.70. The highest-rated indicator was preparing lesson plans aligned with learning objectives (M = 3.90), followed by setting clear and measurable learning outcomes (M = 3.74) and allocating appropriate time for lesson components (M = 3.72). These findings suggest a consistently high level of structured lesson preparation among teachers. Lower-rated indicators included integrating varied teaching strategies (M = 3.66) and organizing instructional materials ahead of time (M = 3.48). While still interpreted as "to a great extent," these results indicate comparatively lower emphasis on resource preparation and instructional variation.Overall, the findings suggest that instructional planning is well-established, particularly in terms of objectives and structure, with some variation in material preparation and strategy integration.

Table 2. Alignment with curriculum standards

Statements ***The Teachers...***	**Weighted Mean**	**Description**
1. My lessons are aligned with prescribed curriculum standards.	3.82	To a great extent
2. I ensure that learning competencies guide my instruction.	3.80	To a great extent
3. I use curriculum guides when planning lessons.	3.88	To a great extent
4. I connect lesson content with intended learning outcomes.	3.82	To a great extent
5. I evaluate whether my teaching meets curriculum expectations.	3.62	To a great extent
Average Weighted Mean	**3.79**	**To a great extent**

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Table 2 shows that instructional practices related to curriculum alignment are implemented to a great extent with an overall mean of 3.79.The highest mean was observed in using curriculum guides when planning lessons (M = 3.88), followed by aligning lessons with curriculum standards (M = 3.82) and connecting lesson content with learning outcomes (M = 3.82). This indicates consistent reliance on curriculum-based references in instructional planning. The lowest-rated indicator was evaluating whether teaching meets curriculum expectations (M = 3.62), suggesting relatively less emphasis on post-instruction reflection compared to planning-stage alignment. Overall, results indicate strong alignment practices with slight variation in evaluative monitoring.

Table 3. Learner Engagement

Statements ***The Teachers…***	**Weighted Mean**	**Description**
1. I use interactive teaching strategies to engage learners.	3.68	To a great extent
2. I encourage student participation during lessons.	3.84	To a great extent
3. I provide activities that promote critical thinking.	3.64	To a great extent
4. I adapt instruction based on learners' needs and responses.	3.64	To a great extent
5. I create a positive and inclusive classroom environment.	3.78	To a great extent
Average Weighted Mean	**3.72**	**To a great extent**

Table 3 shows that learner engagement practices are implemented to a great extent with a mean of 3.72. The highest-rated indicator was encouraging student participation (M = 3.84), followed by creating an inclusive classroom environment (M = 3.78) and using interactive strategies (M = 3.68). These results indicate strong emphasis on observable engagement behaviors. Lower means were observed in promoting critical thinking (M = 3.64) and adapting instruction based on learner needs (M = 3.64), suggesting relatively lower emphasis on cognitive and adaptive engagement strategies. Overall, the data indicate strong engagement practices focused more on participation than on higher-order thinking adjustments.

Research Question 2: What is the extent of authentic assessment in private schools in terms of: Performance-based tasks; Alignment with real-life applications; and Clarity of assessment criteria (rubrics)?

Table 4. Performance-based tasks

Statements ***The Teachers…***	**Weighted Mean**	**Description**
1. I use performance-based tasks to assess student learning.	3.70	To a great extent
2. I design tasks that require students to demonstrate skills.	3.60	To a great extent
3. I include projects and presentations as part of assessment.	3.42	To a great extent
4. I assess students through real-world problem-solving activities.	3.72	To a great extent
5. I provide opportunities for students to apply knowledge in tasks.	3.78	To a great extent
Average Weighted Mean	**3.72**	**To a great extent**

Table 4 indicates that performance-based assessment practices are implemented to a great extent with an overall mean of 3.72. The highest indicator was providing opportunities to apply knowledge (M = 3.78), followed by real-world problem-solving tasks (M = 3.72) and general use of performance-based assessment (M = 3.70). Lower means were observed in designing skill demonstration tasks (M = 3.60) and incorporating projects and presentations (M = 3.42). This suggests variation in the use of more complex or time-intensive assessment forms.

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Table 5. Alignment with real-life applications

Statements *The Teachers...*	Weighted Mean	Description
1. I design assessments connected to real-life situations.	3.66	To a great extent
2. I relate assessment tasks to practical applications.	3.64	To a great extent
3. I encourage students to solve real-world problems.	3.66	To a great extent
4. I use contextualized examples in assessment activities.	3.52	To a great extent
5. I ensure assessments reflect real-life relevance.	3.72	To a great extent
Average Weighted Mean	**3.64**	**To a great extent**

Table 5 presented the alignment of assessment methods with real-life applications in private schools is executed to a great extent, achieving an average weighted mean of 3.64. Educators demonstrate a strong philosophical commitment to authentic evaluation by heavily prioritizing broad, real-world relevance, such as ensuring assessments reflect real-life relevance (3.72), designing assessment tasks connected to real-life situations (3.66), and encouraging students to solve real-world problems (3.66). However, the data highlights a slight comparative drop when shifting toward granular, localized task design, with relating assessment tasks to practical applications ranking lower at 3.64, and using contextualized examples in assessment activities generating the lowest-rated mean of 3.52. This hierarchical disparity, supported by educational literature, suggests that while teachers easily grasp the macro-concepts of functional reality, the active curation and generation of highly localized, context-specific testing prompts demand extensive preparation time that is often constrained by fast-paced academic calendars. Ultimately, to prevent evaluations from becoming globally relevant in theory but isolated from immediate student contexts, school administrations must actively support faculty by building open-source banks of localized case studies and providing dedicated collaborative planning time to co-design concrete, contextualized tasks.

Table 6. Clarity of Assessment Criteria (Rubrics)

Statements *The Teachers...*	Weighted Mean	Description
1. I provide clear rubrics for assessment tasks.	3.80	To a great extent
2. I explain assessment criteria before tasks are given.	3.72	To a great extent
3. I ensure students understand how they will be graded.	3.80	To a great extent
4. I use rubrics consistently in evaluating student work.	3.76	To a great extent
5. I give feedback based on clear assessment criteria.	3.74	To a great extent
Average Weighted Mean	**3.72**	**To a great extent**

Table 6 presented the clarity of assessment criteria and rubric usage in private schools is executed to a great extent, achieving a high average weighted mean of 3.72. Educators strongly prioritize transparency and fairness from the outset of the grading cycle, which is evidenced by a joint emphasis on physically creating clear rubrics (3.80), ensuring students understand how they will be graded (3.80), and utilizing rubrics consistently to evaluate student work (3.76). However, a slight comparative drop is observed when shifting toward real-time classroom communication, with giving feedback based on criteria ranking lower at 3.74, and explicitly explaining assessment criteria before tasks are given generating the lowest-rated mean of 3.72. This hierarchical disparity, supported by educational literature, suggests that while grading frameworks are highly standardized on paper, the active instructional hours required to thoroughly unpack and discuss performance tiers face temporal pressures from fast-paced academic timelines. Ultimately, to prevent rubrics from becoming passive tools rather than dialogue-driven blueprints for student success, school administrations must actively integrate rubric-unpacking routines into standardized lesson formats and provide collaborative platforms for teachers to co-create student-friendly evaluative language.

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Research Question 3. Is there a significant relationship between teachers' instructional practices and authentic assessment?

Table 7. Pearson r Correlation Matrix Between Teachers' Instructional Practices and Authentic Assessment

Variables Compared	Pearson r	p-value	Decision on Ho	Interpretation	
Planning of Instruction Performance-Based Tasks	0.684	<0.001	Rejected	Significant Correlation	Positive
Alignment with Curriculum Standards Performance-Based Tasks	0.712	<0.001	Rejected	Significant Correlation	Positive
Learner Engagement Alignment with Real-Life Applications	0.655^	<0.001	Rejected	Significant Correlation	Positive
Planning of Instruction Clarity of Assessment Criteria (Rubrics)	0.741	<0.001	Rejected	Significant Correlation	Positive
Overall Instructional Practices Times Overall Authentic Assessment	0.726	<0.001	Rejected	Significant Correlation	Positive

Table 7 presents the relationship between instructional practices and authentic assessment. Results show a significant positive correlation between the variables. The overall correlation between instructional practices and authentic assessment is $r = 0.726$, $p < 0.001$, indicating a strong positive association. This suggests that higher levels of instructional practices are associated with higher levels of authentic assessment practices. Specifically planning of instruction and performance-based tasks: $r = 0.684$, $p < 0.001$, Curriculum alignment and performance-based tasks: $r = 0.712$, $p < 0.001$, Learner engagement and real-life application: $r = 0.655$, $p < 0.001$, Planning of instruction and rubrics clarity: $r = 0.741$, $p < 0.001$ (strongest correlation). All correlations are statistically significant at $p < 0.05$, indicating consistent associations across all dimensions. These results indicate that instructional practices and authentic assessment move in the same direction, meaning that as instructional practices increase, authentic assessment practices also tend to increase, and vice versa.

Ethical Considerations

This study adhered to ethical research standards consistent with CHED guidelines to ensure the protection of participants' rights, dignity, and welfare. Prior to data collection, permission was obtained from the School Director, Principal, and Academic Coordinators of ICAS de Calarian, along with approval from the appropriate institutional ethics review body. Participation was voluntary, and informed consent was secured from all respondents, who were assured of their right to refuse or withdraw without penalty. Confidentiality and anonymity were strictly maintained by assigning codes instead of names, and all data were securely stored in password-protected files accessible only to the researcher. The data were used exclusively for academic purposes and will be properly disposed of after the retention period. The study followed the ethical principles of respect for persons, beneficence, and justice, ensuring that no harm was caused to participants while maintaining objectivity throughout the research process.

Conclusion

The study concluded that teachers in private schools demonstrate instructional practices and authentic assessment to a great extent**,** particularly in the areas of lesson planning, curriculum alignment, learner engagement, performance-based tasks, real-life application, and use of clear assessment rubrics. Descriptive results indicate consistently high levels of implementation across both instructional and assessment domains. Correlation analysis further revealed a **s**ignificant positive relationship between instructional practices and authentic assessment. This finding suggests that higher levels of instructional practices are associated with higher levels of authentic assessment implementation. Specifically, teachers who reported stronger practices in planning instruction, aligning lessons with curriculum standards, and engaging learners also tended to report more frequent use of performance-based and real-world assessment strategies. The results, however, do not imply causation, but rather indicate a meaningful statistical association between the two variables within the context of private school instruction. This highlights that instructional practices and authentic assessment function as interconnected components of teaching and learning.In terms of educational significance, the study provides important implications for policy and practice. School administrators may use these findings to strengthen professional development programs that integrate instructional planning with authentic assessment design. Likewise, education policymakers may consider reinforcing training initiatives that support teachers' assessment literacy and learner-centered instructional

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strategies. Enhancing these areas may contribute to more coherent instructional systems and improved alignment between teaching strategies and assessment practices in private school settings.

Reccomendations

Based on the findings and conclusions of the study, several targeted recommendations are proposed to strengthen instructional practices and authentic assessment in private schools. Private school administrators are encouraged to implement structured professional development programs that enhance teachers' instructional planning, learner-centered strategies, and authentic assessment design through regular workshops, seminars, and coaching sessions aligned with curriculum standards. Schools should also establish an assessment literacy enhancement program focused on developing teachers' skills in designing valid and reliable performance-based tasks, contextualized assessments, and higher-order thinking activities, as well as interpreting assessment results for instructional improvement. In addition, a rubric development and standardization initiative is recommended through collaborative workshops and the creation of a shared rubric bank to ensure consistency, transparency, and fairness in assessment practices. Teachers are further encouraged to strengthen the use of authentic learning experiences such as project-based learning, real-world problem-solving, and simulations to enhance student engagement and application of knowledge. School leaders may also promote collaborative professional learning communities to support continuous sharing of best practices in instruction and assessment. Finally, future researchers are encouraged to conduct similar studies in other educational settings with larger samples and to include additional variables such as digital competence, assessment literacy, school resources, and student performance to provide a more comprehensive understanding of instructional and assessment practices.

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