

Teachers' assessment practices on student remediation and intervention: Addressing learning gaps in basic education

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ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Received: 7 August 2026

Available Online: 28 August 2026

Revised: 25 August 2026

DOI: 10.5861/ijrse.2026.26408

Accepted: 27 August 2026

Abstract

Addressing students' learning gaps requires effective assessment practices for timely remediation and intervention. The study investigated the extent teachers' assessment practices regarding student remediation and intervention, as well as the relationship between these practices, in a selected basic education school in Valenzuela City, Philippines, using education school in Valenzuela City, Philippines, employing a descriptive-correlational research design. The researchers selected and invited 54 basic education teachers and 268 senior high school students to participate in the study, using a stratified purposive sampling technique. The study found that teachers demonstrated a high extent of assessment practices in student remediation, particularly in monitoring and evaluation and feedback and support. However, opportunities for improvement were identified in recognizing students' learning needs and implementing targeted instruction. Moreover, the study determined that teachers demonstrated a high extent of assessment practices related to student intervention, particularly in designing proactive lesson plans and tailoring interventions to address students' learning needs. Although areas for improvement were identified in the early provision of support and proactive teaching strategies, highlighting the need to further strengthen teachers' assessment competencies. In addition, the study found that a significant positive relationship existed between teachers' assessment practices in student remediation and intervention. The findings of the study served as a basis for targeted recommendations aiming to improve student learning and strengthen instructional decisions and practices.

Keywords: basic education, learning gaps, student intervention, student remediation, teachers' assessment practices

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1. Introduction

The necessity for effective teachers' assessment practices for remediation and intervention has grown more apparent as students struggle through deep learning gaps that have arisen based on multiple factors, such as the recent and widespread change in learning modalities, as well as the varied and unique needs of students. This change in education has not only transformed the manner of instruction but also emphasized the need for responsive and proactive teaching strategies that are capable of responding to the individual challenges faced by every student. The assessment needs to move beyond the conventional method of assessment towards formative assessments that provide real-time feedback and support into the understanding of the students (Vlachopoulos & Makri, 2024). Teachers need to take an active role in identifying specific areas where individual students require remediation (Langelaan et al., 2024; Rincon-Flores et al., 2024). This proactive approach enables teachers to tailor their teaching strategies to better align with the diverse learning styles and needs of their students. By employing data-driven decision-making in their assessment practices, teachers can implement targeted interventions that are firmly based on measurable student performance indicators (Villeneuve, & Bouchamma, 2023).

Effective assessment practices begin with the accurate identification of individual learning needs, allowing teachers to determine the specific difficulties that impede students' academic progress. Through formative assessments, observations, and diagnostic measures, teachers can develop a clearer understanding of learners' strengths, weaknesses, and learning profiles. Such information provides a foundation for adapting instructional approaches and delivering support that is responsive to students' specific academic needs (Fan et al., 2021; Salamatin et al., 2025). Equally important is the provision of constructive and timely feedback, which enables students to recognize areas for improvement while reinforcing their strengths. Meaningful feedback can enhance students' confidence, motivation, and capacity to take greater responsibility for their learning (Rabbani & Husain, 2024). Continuous monitoring further strengthens this process by enabling teachers to evaluate student progress, reassess instructional strategies, and make timely adjustments when learning difficulties emerge (De Vries et al., 2022; Pengson & Espinosa, 2026).

Assessment should also serve a proactive function in preventing learning difficulties from becoming more pronounced. The integration of multiple instructional strategies through enhancement class can help teachers anticipate potential challenges and address learning gaps before they substantially affect student achievement (Le et al., 2017; Martinez et al., 2026). Early intervention is particularly important for students at risk of academic failure because timely support can strengthen foundational skills and build self-confidence before difficulties become more difficult to overcome (Lovett et al., 2017). Moreover, differentiated instruction enables teachers to respond to varied learning styles and preferences, creating more inclusive opportunities for students to engage meaningfully with the curriculum (Akram et al., 2022; Cruz et al., 2025; Goyibova et al., 2025).

This strategy not only facilitates the closure of knowledge gaps but also enhances the overall learning environment by fostering a culture of inclusivity and support (Cabildo & Espinosa, 2020). Consequently, all students are more likely to feel valued and engaged in their educational engagement, leading to improved academic outcomes and personal growth. Such an environment encourages collaboration and a sense of belonging, which are vital for students to thrive both academically and socially (Dalimunthe et al., 2024). However, remediation and intervention are posed by challenges such as learning gap identification (Sharma et al., 2024), planning specific interventions (Haymaker et al., 2025), gaining students' engagement (Shafiee Rad, 2025), and monitoring progress (Vaughans & Sy, 2024). They demand rigorous examination of assessment data, teamwork among teachers and specialists, and utilization of time and pedagogical insight. Moreover, effective assessment practices are challenged by time limitations and resources (Schildkamp et al., 2020), but differentiated instruction and good communication

are vital (Westbroek et al., 2020). School administration support is key to effective learning and effective assessment practices (Cachero et al. 2026; Yan et al., 2021).

In addition, supported by the previous studies, the researchers' observations at the research locale of the study, had uncovered significant discrepancies in the practice of remediation and intervention strategies at varying levels of grades. While certain students have responded well and showed significant improvement with specific interventions, a significant percentage persist in struggling, revealing potentially an incongruity between assessment results and the remedial interventions implemented as a consequence of those results. This discrepancy took into an urgent necessity to study closely the underlying gaps causing such inconsistencies in an effort to comprehensively appreciate their implications.

Under this background of challenges, the current study sought to explore the extent to which teachers' assessment practices shape the overall effectiveness of remediation and intervention strategies in the classroom. By examining the measurement in use systematically by the correlation between assessment practices on student remediation and intervention strategies, the research aimed to define a more coherent, structured, and data-based approach for student support. Such a method is vital not only to improve academic achievement but also in the assurance of equal access to proper resources and interventions that meet the individual's needs by all students regardless of their own distinct challenges.

This study's results could be of great value in helping to guide professional development for teachers. Through such guidance to teachers for more effective assessment practices in terms of both remediation and intervention, the present research study sought to promote a more inclusive and equitable learning environment in which all students can succeed. The findings of the study formed a foundation for targeted recommendations aimed at improving students' learning outcomes, contributing to guiding teaching decisions, and enhancing learning strategies in the classroom environment.

Theoretical Framework – The study is anchored to Theory of Zone of Proximal Development which was postulated by Lev Semenovich Vygotsk in 1978. This theory describes the gap between what a student can do independently and what they can achieve with guidance or collaboration from a more knowledgeable individual. This theory offers a strong model for teachers to comprehend how to assess student learning, determine where there is a need for support, and offer individualized scaffolding to help facilitate student development and mastery. By adopting the zone of proximal development, teachers could be able to design more effective and interactive learning experiences that foster greater understanding and long-term success.

Figure 1

The Zone of Proximal Development on Assessment for Student Remediation and Intervention

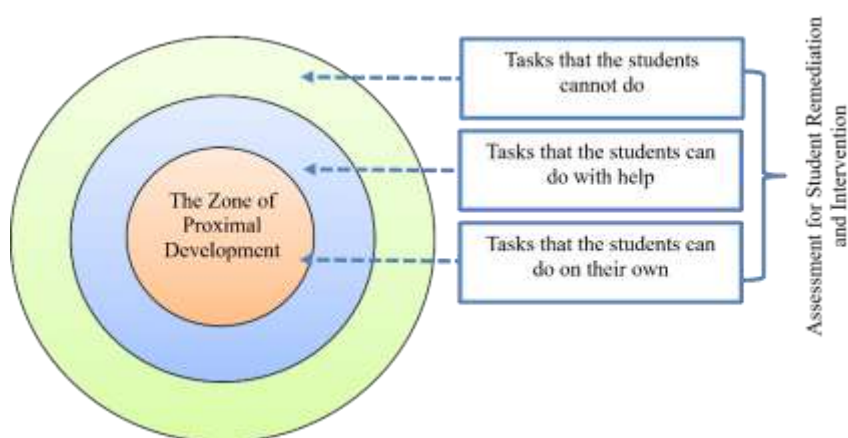


Figure 1 presents the assessment of student zone of proximal development for remediation and intervention. In the context of the present study, by comprehensively understand the zone of proximal development for students, the teacher could adapt the assessment practices to effectively determine the areas in which they need more support for remediation and immediate intervention for prevention of learning gaps. This knowledge enables teachers to offer the right platform that is intended to ease student progress. The zone of proximal development is an essential principle for student remediation and intervention for the reason that it specifies the difference between what a student can do on their own and what they can do with support from a more experienced other, including a teacher or a peer. By leveraging the concepts integral in the zone of proximal development, teachers adequately assess students and can provide specific, subtle guidance to support them along their learning paths. By examining how students learn and identifying individual challenges they face, teachers can plan and implement individualized interventions that are sensitive to unique needs. These interventions might involve tailoring intervention to student needs, proactive teaching strategies, early provision of support; and designing proactive lesson plans all of which work to advance student achievement and motivation. The careful arrangement of these principles ultimately creates a more effective learning environment, in which every student can succeed and realize their maximum potential.

Research Objectives - The study examined the extent of teachers' assessment practices on student remediation and intervention and determined the relationship between these practices at a basic education school in Valenzuela City, Philippines. Specifically, the study sought to:

1. assess the extent of teachers' assessment practices on student remediation in terms of identifying learning needs, targeted instruction, feedback and support, and monitoring and evaluation.
2. assess the extent of teachers' assessment practices on student intervention in terms of tailoring intervention, proactive teaching strategies, early provision of support, and designing proactive lesson plans.
3. determine the significant relationship between the extent of teachers' assessment practices on student remediation and intervention.

Significance of the Study – This study offered empirical evidence on the role of assessment practices in enhancing remediation and intervention of students. The findings of this study highlighted the importance of systematic and responsive assessments in relation to the identification of students' needs, provision of instructional support, and responding to learner needs. The findings of this study could help teachers and administrators to strengthen their assessment competencies, conduct training, and develop school-based support services. From the institutional level, this study established approaches that can be used for the improvement of the processes of remediation and intervention. Overall, the findings of this study serve as an empirical base for the future research related to the impact of assessment on teaching and learning.

2. Methods

Research Design – A descriptive-correlational research design was employed in the study. The researchers sought to collect in-depth and relevant data to examine the extent of teachers' assessment practices on student remediation and intervention, as well as the relationship between these variables. To obtain necessary data, the researchers conducted survey research to gather quantitative information from teacher and student respondents, which provided an empirical basis for determining the extent of teachers' assessment practices within the learning setting. The research further explored how teachers effectively applied various assessment methods to identify and address their students' academic needs and concerns. This study also involved a review of the ways in which these assessment practices were adapted to facilitate timely interventions that minimize potential learning gaps.

Participants and Sampling Procedure – The research was conducted in a private educational institution in Valenzuela City, Philippines, involving teachers from the basic education department as primary respondents and senior high school students as secondary respondents. A stratified purposive sampling technique was employed to

achieve a specific sample size based on predetermined criteria. The inclusion criteria for teachers mandated that they must be employed at the research site. Specifically, 54 teachers were invited, comprising 22 elementary teachers, 15 junior high school teachers, and 17 senior high school teachers. The small scale of the respondent pool facilitated the recruitment of all teachers. For the secondary respondents, 814 senior high school students were enrolled at the school during the study. Given the larger population, a minimum sample size was calculated using a margin of error of 0.05, resulting in an invitation extended to 268 students in grades 11 and 12 to participate in the research.

Instrument of the Study – The study employed a self-made survey questionnaire. The instrument was validated by experts and then pilot tested, with results analyzed using Cronbach's alpha. The survey comprised two parts: the first part centered on assessing teachers' practices on student remediation for both teachers and students, and the second part focused on assessment practices for student intervention. The respondents used a four-point Likert scale to indicate their level of agreement with the assessment practices regarding remediation and intervention.

Data Gathering Procedure – The researchers communicated with the school administration in Valenzuela City to obtain permission to conduct a study. Upon receiving approval, they collaborated with the officer-in-charge to distribute electronic survey questionnaires to teachers and students. This digital method enabled efficient data collection by automatically retrieving responses. To ensure the research's authenticity, the researchers verified the completeness and accuracy of the responses, which was vital for the validity and reliability of the findings.

Ethical Considerations – The researchers observed ethical standards throughout the study. Before participation, respondents were informed of the study's purpose, procedures, voluntary nature, and their right to withdraw at any time without consequence. Informed consent was obtained from all participants. Confidentiality and anonymity were maintained, and the collected data were used solely for academic purposes. The researchers also ensured that participation was conducted with respect for the participants' rights, privacy, and welfare.

Statistical Treatment of Data – The study analyzed respondent data using appropriate statistical techniques, including mean and standard deviation, to assess teachers' assessment practices regarding student remediation and intervention. A four-point Likert scale was employed to facilitate quantitative measurement and interpretation, with scores ranging from 1 (very low extent) to 4 (very high extent). In addition, Spearman's rank correlation coefficient was used to determine the strength, direction, and statistical significance of the relationship between the extent of teachers' assessment practices on student remediation and intervention.

3. Results and Discussion

A. The extent of teachers' assessment practices on student remediation

Table 1
The Extent of Teachers' Assessment Practices on Student Remediation

Indicators	Teachers			Students		
	SD	Mean	Interpretation	SD	Mean	Interpretation
Identifying Learning Needs	0.86	3.14	High Extent	0.87	3.08	High Extent
Targeted Instruction	0.80	3.16	High Extent	0.81	3.13	High Extent
Feedback and Support	0.83	3.18	High Extent	0.84	3.10	High Extent
Monitoring and Evaluation	0.81	3.16	High Extent	0.85	3.15	High Extent
Overall	0.82	3.16	High Extent	0.84	3.11	High Extent

Table 1 presents the extent of teachers' assessment practices on student remediation in a select private basic education school in Valenzuela City, based on standard deviation and mean. Among the teacher respondents, item 3 had the highest mean ($M = 3.18$), interpreted as "high extent," while item 1 received the lowest mean ($M = 3.14$), also interpreted as "high extent." From the students' perspective, item 4 obtained the highest mean ($M = 3.15$), whereas item 1 received the lowest ($M = 3.08$), with both interpreted as "high extent." Overall, teachers and students rated the extent of assessment practices on student remediation at $M = 3.16$ and $M = 3.11$, respectively,

indicating a consistent high level of implementation.

The findings suggest that teachers excelled in monitoring and evaluation and feedback and support, demonstrating commendable efforts in gathering and analyzing assessment data. This allowed them to effectively track students' progress and identify patterns related to both strengths and weaknesses. Furthermore, teachers provided ongoing feedback that offered meaningful support for student development. However, the study also identified specific areas needing improvement, particularly in identifying learning needs and implementing targeted instruction. These areas highlighted the need to further strengthen teachers' assessment practices to ensure that assessment results are effectively translated into appropriate instructional responses.

A critical finding suggests that teachers should be encouraged to help students reflect on their own learning and recognize their support needs more effectively. Additionally, a greater emphasis should be placed on enhancing teachers' assessment skills, with a focus on observing students during classroom activities, including their work habits, engagement levels, and the challenges they face. The role of student self-reflection in promoting awareness of learning strengths and areas for improvement was emphasized by Treschman et al. (2025), who viewed learners as active participants in the assessment process. Moreover, Thida and Yang (2026) and Manjares et al. (2026) noted that careful classroom observation provides teachers with valuable insights into students' engagement, learning behaviors, and difficulties, enabling more responsive instructional and assessment practices. Hence, these findings suggest that identifying learning needs requires not only assessment results but also continuous observation and student participation in the assessment process.

Furthermore, there is a pressing need for schools to enhance teachers' use of diverse teaching methodologies that reinforce students' understanding of earlier content and lessons. Furthermore, a greater emphasis should be placed on strengthening the delivery of targeted remedial instruction that directly addresses the common deficiencies highlighted in student assessments. These findings were supported by Zhang et al. (2024), who emphasized that employing diverse instructional strategies enables teachers to address varying learning needs and reinforce students' understanding of previously learned concepts. Similarly, Papadogiannis (2023) asserted that targeted remedial instruction based on assessment results is essential for addressing learning gaps and improving student achievement. Thus, targeted instruction should be closely aligned with assessment findings to ensure that remedial activities directly respond to students' identified learning needs.

Overall, to ensure that there is continuous improvement in the practices of assessment by teachers in regard to remediation of learners, as highlighted by Bugay et al. (2025), it is important for school administrations to deal with the gaps that have been identified through professional development and proper instruction of teachers.

B. The extent of teachers' assessment practices on student intervention

Table 2
The Extent of Teachers' Assessment Practices on Student Intervention

Indicators	Teachers			Students		
	SD	Mean	Interpretation	SD	Mean	Interpretation
Tailoring Intervention	0.83	3.15	High Extent	0.85	3.12	High Extent
Proactive Teaching Strategies	0.83	3.14	High Extent	0.84	3.06	High Extent
Early Provision of Support	0.81	3.13	High Extent	0.81	3.06	High Extent
Designing Proactive Lesson Plans	0.81	3.20	High Extent	0.81	3.19	High Extent
Overall	0.82	3.15	High Extent	0.83	3.11	High Extent

Table 2 presents the extent of teachers' assessment practices on student intervention in a select private basic education school in Valenzuela City, based on standard deviation and mean. Among the teacher respondents, item 4 had the highest mean ($M = 3.20$), interpreted as "high extent," while item 3 received the lowest mean ($M = 3.13$), also interpreted as "high extent." From the students' perspective, item 4 obtained the highest mean ($M = 3.19$), whereas items 2 and 3 received the lowest ($M = 3.06$), with both interpreted as "high extent." Overall, teachers and students rated the extent of assessment practices on student intervention at $M = 3.15$ and $M = 3.11$, respectively, indicating a consistent high level of implementation.

According to the study's findings, teachers demonstrated a strong ability to assess student intervention by designing proactive lesson plans and tailoring interventions effectively. These practices enabled teachers to respond to students' learning needs and make appropriate instructional adjustment. The research highlighted the effectiveness of instructional content in preventing learning deficiencies among students. Teachers excelled in regularly analyzing student development and making necessary instructional adjustments. However, the study also identified areas needing improvement, particularly in the early provision of support and proactive teaching strategies. These findings highlighted the need for more timely and responsive assessment practices to address learning difficulties before they become more pronounced.

It is essential for teachers to actively engage students in focused group activities designed to prevent potential academic issues in the future. Moreover, there is a pressing need for teachers to improve their early intervention strategies for students who exhibit signs of learning difficulties. The significance of providing timely support to at-risk learners was emphasized by Stingone et al. (2026), who noted that early intervention helps prevent learning difficulties from becoming more severe and promotes better academic outcomes. Furthermore, Espinosa and Mangali (2021) and Gal and Ryder (2025) emphasized that collaborative learning activities and guided support enable students to develop knowledge and skills more effectively, particularly when assistance is provided before learning gaps widen. These findings underscored the importance of providing timely and appropriate support while learning difficulties are still emerging. Furthermore, in terms of proactive teaching strategies, it was observed that there is a need for teachers to consistently strengthen their use of formative assessments. This is essential for facilitating real-time adjustments to their instructional methods, ensuring they remain responsive to student needs. Furthermore, there is a call for teachers to enhance their application of tailored instruction, aimed at meeting the diverse and unique learning requirements of their students effectively. Research by Ismail et al. (2022) emphasized that formative assessment provides valuable feedback that enables teachers to modify instruction and address students' learning needs as they arise. In addition, Liou et al. (2023) underscored the importance of differentiated instruction in accommodating learners' diverse abilities, interests, and learning profiles, thereby promoting more effective learning outcomes. Thus, the consistent use of formative assessment and tailored instruction can strengthen teachers' capacity to respond proactively to emerging learning needs.

Consequently, the school administration is encouraged to address the identified gaps in early support and proactive strategies to continuously improve teachers' assessment practices aimed at student intervention. As emphasized by Santos et al. (2025), sustained professional development instructional support, and opportunities for collaborative practice may further strengthen teachers' capacity to provide timely and responsive intervention.

C. The significant relationship between the extent of teachers' assessment practices on student remediation and intervention

Figure 2

The significant relationship between the extent of teachers' assessment practices on student remediation and intervention

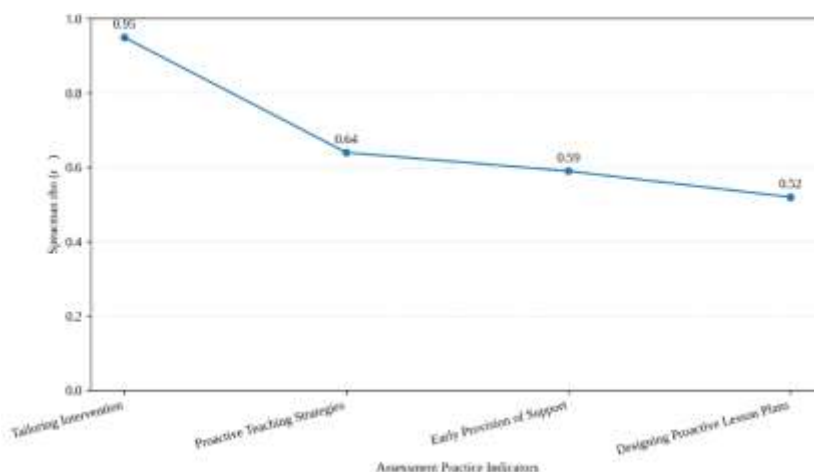


Figure 2 presents the significant relationship between the extent of teachers' assessment practices on student remediation and intervention, using a series of Spearman's rank correlation coefficients. The computed p -values for tailoring intervention, proactive teaching strategies, early provision of support, and designing proactive lesson plans obtained results below the level of significance at alpha 0.05, indicating a rejection of the null hypotheses. Thus, a significant relationship across variables was found to be evident. Moreover, the r_s value for tailoring interventions was .95, indicating a very strong positive correlation. Likewise, the r_s values for proactive teaching strategies, early provision of support, and designing proactive lesson plans were all greater than .50, indicating strong positive correlations. The positive r_s values suggest that higher levels of teachers' assessment practices in student remediation are associated with higher levels of student intervention practices. Therefore, it can be concluded that there was a significant relationship between the extent of teachers' assessment practices on student remediation and intervention.

4. Conclusions

Based on the above findings of the study, the following conclusions were drawn by the researchers:

The findings demonstrated that teachers demonstrated a high extent of assessment practices in student remediation, particularly in monitoring and evaluation and feedback and support, enabling them to effectively monitor progress, identify learning strengths and weaknesses, and provide appropriate assistance. However, opportunities for improvement were identified in recognizing students' learning needs and implementing targeted instruction, highlighting the need to further strengthen teachers' assessment competencies and instructional strategies. Therefore, continuous support and professional development from school administrators are essential to enhance teachers' effectiveness in addressing students' learning gaps and promoting academic improvement.

Moreover, it was concluded that teachers demonstrated a high extent of assessment practices related to student intervention, particularly in designing proactive lesson plans and tailoring interventions to address students' learning needs. These practices enabled teachers to monitor student progress effectively and make appropriate instructional adjustments to prevent learning difficulties. However, areas for improvement were identified in the early provision of support and proactive teaching strategies, emphasizing the need for continuous enhancement of intervention practices through formative assessment, timely support, and differentiated instruction. Hence, sustained support from school administrators is essential to strengthen teachers' capacity to provide effective and timely interventions for students.

Further analysis established a significant positive relationship existed between teachers' assessment practices in student remediation and student intervention. The findings indicated that teachers who demonstrate higher levels of assessment practices in remediation are also more likely to exhibit higher levels of intervention practices, particularly in tailoring interventions, implementing proactive teaching strategies, providing early support, and designing proactive lesson plans. This suggests that effective remediation practices contribute to the successful implementation of intervention strategies aimed at addressing students' learning needs and improving academic outcomes.

Recommendations - The researchers proposed the following recommendations based on the findings and conclusions of the study:

The study recommends that school administrators provide continuous professional development programs, capacity-building workshops, and mentoring activities to enhance teachers' competencies in recognizing students' learning needs and implementing targeted instruction. Such initiatives may focus on the effective use of assessment data to identify learning gaps, design appropriate remedial activities, and develop instructional strategies that address diverse learner needs. Furthermore, opportunities for collaborative learning, classroom observation, and the sharing of best practices may be strengthened to improve teachers' assessment practices in student remediation and support better academic outcomes.

It is recommended that teachers strengthen their early intervention practices and proactive teaching strategies through the consistent use of formative assessments, differentiated instruction, and timely academic support. The school may establish mechanisms that enable the early identification of students at risk of learning difficulties and facilitate the implementation of appropriate interventions before academic concerns become more pronounced. Moreover, school administrators may provide adequate resources, training opportunities, and instructional support to enhance teachers' capacity to deliver effective and responsive intervention programs.

Greater emphasis should be placed on the systematic integration of student remediation and intervention practices into instructional planning and classroom assessment processes. Teachers may utilize assessment results more effectively to guide targeted support, proactive teaching strategies, and individualized learning interventions. Likewise, school administrators may strengthen institutional policies, monitoring systems, and support mechanisms that promote the effective use of assessment data in addressing students' academic needs. Through these efforts, schools may further enhance instructional quality, improve student achievement, and create a more responsive and supportive learning environment.

The study recommends that future researchers conduct similar studies involving a larger and more diverse group of respondents from various schools and educational settings to enhance the generalizability of the findings. Future studies may also consider using qualitative or mixed-methods approaches to gain deeper insights into teachers' experiences and practices in student remediation and intervention. Such approaches may provide richer and more comprehensive data that complement quantitative findings.

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