Global Journal of STEM Education & Management Research

NARRATIVES OF TEACHERS ON THE USE OF WEEKLY LEARNING MATRIX

Jennifer N. Garing[1], Heide S. Hofeliña[2]
[1'2]Researchers, State University of Northern Negros, Philippines
Corresponding Email: jennifer.garing@deped.gov.ph

Received: January 23, 2026
Revised: February 27, 2026
Accepted: March 11, 2026

ABSTRACT

This narrative inquiry examined the lived experiences of ten (10) public school teachers in District V, San Carlos City who implemented the Weekly Learning Matrix (WeeLMaT) as an assessment and monitoring tool during Alternative Delivery Modes (ADM). Grounded in formative assessment and reflective practice frameworks, the study analyzed how structured monitoring tools influence instructional decision-making in resource-constrained environments. Data were generated through semi-structured interviews, field observations, and document analysis of accomplished WeeLMaT templates, and were subjected to rigorous thematic analysis to construct patterns across participants' accounts. Findings indicate that WeeLMaT functioned not merely as a documentation requirement but as a mediating structure that reshaped teachers' planning behaviors, feedback processes, and learner monitoring systems. While participants reported increased workload and challenges in aligning tasks with Most Essential Learning Competencies (MELCs), the tool simultaneously enhanced instructional coherence, data-informed intervention, and learner accountability. The tension between pedagogical value and administrative demand emerged as a central theme, suggesting that effectiveness depends on teachers' capacity to transform compliance-driven documentation into reflective assessment practice. The study contributes theoretically by extending formative assessment discourse into ADM contexts, demonstrating how structured matrices operationalize feedback loops and instructional adjustments in decentralized learning settings. Policy implications underscore the necessity of institutional workload calibration, sustained professional development, and digital streamlining mechanisms to prevent tool fatigue and maximize instructional impact. Strengthening systemic support ensures that monitoring frameworks like WeeLMaT function as transformative pedagogical instruments rather than bureaucratic requirements in alternative learning environments.

Keywords: WeeLMat, formative assessment, teacher experiences, learner monitoring, narrative inquiry

How to Cite:

Garing, J. N., & Hofeliña, H. S. (2026). NARRATIVES OF TEACHERS ON THE USE OF WEEKLY LEARNING MATRIX. *Global Journal of STEM Education & Management Research*, 2(1), 121-133. https://doi.org/10.5281/zenodo.18946774

INTRODUCTION

Assessment is a core component of teaching and learning, guiding instructional decisions and tracking learner progress. In the Philippine basic education system, the Department of Education (DepEd) has reinforced assessment practices to ensure meaningful, evidence-based learning, particularly under the Basic Education Learning Continuity Plan (BE-LCP) during School Year 2021–2022.One key innovation is the Weekly Learning Matrix (WeeLMat), introduced through Regional Memorandum No. 199, s. 2025, to monitor learners' performance under Alternative Delivery Modes (ADM), such as modular distance learning.

WeeLMat allows teachers to systematically track weekly progress, provide timely feedback, and identify learning gaps. Beyond documentation, it fosters reflective practice, enabling teachers to plan remediation and enrichment based on real-time data.
Its implementation aligns with DepEd policies, including DepEd Order No. 31, s. 2022, and DepEd Memorandum DM-CI-2020-00162, which institutionalize formative assessment under flexible modalities. Despite its benefits, teachers face challenges such as heavy workload, task alignment with MELCs, rubric interpretation, and limited technological support, which affect consistency and efficiency.

While prior studies have examined formative assessment quantitatively, limited research has explored teachers' lived experiences with structured monitoring tools like WeeLMat. This study uses narrative inquiry to capture these experiences, highlighting challenges, adaptations, and innovative practices as teachers translate policy into classroom realities. Documenting these narratives contributes to literature on teacher assessment literacy, reflective pedagogy, and formative assessment innovation, providing insights to improve tools and practices grounded in authentic classroom contexts.

OBJECTIVES OF THE STUDY

This study explored and described the narratives of teachers on the use of the Weekly Learning Matrix (WeeLMat) during the implementation of Alternative Delivery Modes (ADM). It aimed to understand teachers' experiences, reflections, and insights regarding the tool as part of their assessment practices in monitoring learners' progress.Specifically, the study sought to answer the following questions: 1. What were the experiences of teachers in using the WeeLMat during the implementation of ADM? 2. How did teachers describe the challenges they encountered in using the WeeLMat as an assessment and monitoring tool? 3. What strategies did teachers employ to address the challenges related to the use of the WeeLMat? What insights and reflections did teachers share regarding the relevance and effectiveness of the WeeLMat in improving instruction and learning outcomes?

LITERATURE REVIEW

Perceived Benefits of WeeLMaT as a Formative Assessment Tool

Formative assessment has been widely recognized as a central mechanism for improving learner engagement, performance, and instructional quality. In the Philippine context, formative assessment practices have been shown to enhance academic outcomes, foster student motivation, and support teacher responsiveness (Bagsao & Peckley, 2022). These benefits closely align with the intended function of the Weekly Learning Matrix (WeeLMaT), which enables teachers to systematically track learner progress, provide timely feedback, and adjust instruction according to individual learning needs (Department of Education [DepEd], 2025a). International research underscores similar benefits. Studies on formative assessment and creativity reveal that structured assessment practices can indirectly enhance students' higher-order competencies by fostering intrinsic motivation and self-confidence (ScienceDirect, 2023). Likewise, a Philippine mixed-methods study on online-blended learning found that students were more satisfied and engaged when assessment tools offered clear feedback and interactive opportunities (Calamaan, 2025). Literacy-focused interventions such as Magbasa Para May Pag-asa demonstrated that consistent monitoring and feedback loops led to measurable gains in reading fluency, comprehension, and word recognition (Cagasan, 2022). Finally, students in Gumaca, Quezon reported higher motivation and more meaningful learning experiences when teachers used formative assessments to adjust instruction (Cagasan, 2024). Collectively, these studies suggest that formative assessment tools, when implemented reflectively, can extend beyond mere record-keeping to actively shape pedagogy, promote learner autonomy, and improve learning outcomes.

Documentation and Workload Implications

Despite their pedagogical benefits, formative assessment tools often introduce additional workload for teachers. Studies in Spain report that while structured assessment strategies enhance learner engagement and performance, tutors experienced increased demands, particularly in documentation and individualized feedback (Pamunag & Mosquera, 2025). In the U.S., Kenyon (2023) similarly observed that teachers struggled to consistently implement formative assessments due to the time required for data collection, analysis, and instructional adjustment. Philippine studies corroborate these findings; the Maimbung District study acknowledged that preparing tasks and tracking progress added to teachers' responsibilities (Bagsao & Peckley, 2022), and online-blended learning environments posed further burdens with frequent digital uploads (Calamaan, 2025).

Research on parental monitoring during distance learning also demonstrates that structured assessment redistributes workload to both teachers and parents, requiring significant effort to organize, measure, and analyze student outputs (Naungayan, 2024). These findings highlight a critical consideration for WeeLMaT: its sustainability depends on balancing pedagogical benefits with manageable workload, institutional support, and digital integration. Without these supports, structured monitoring tools risk becoming compliance-driven bureaucratic tasks rather than instruments for instructional improvement (Pamunag & Mosquera, 2025; Tarraya, 2023).

Parental Engagement and Home Validation

Parental involvement is a key factor in the success of formative assessment in distance and modular learning contexts. Gumapac, Aytona, and Alba (2021) found that parents play an important role in motivating learners, monitoring compliance, and coaching students, though their involvement in actual task completion varies. Studies in Laguna demonstrate that strong home engagement positively correlates with holistic child development, including intellectual, emotional, and physical growth (Naungayan, 2024). Similarly, research in Misamis Oriental indicates that parental support enhances reading performance and overall academic outcomes.

Synthesis

The literature collectively affirms that formative assessment tools can improve learner outcomes, motivation, and engagement. However, their effectiveness depends on teachers' competence, reflective use of data, workload management, institutional support, and contextual factors such as parental involvement and digital accessibility. WeeLMaT, as a structured monitoring tool, aligns with these principles but must be implemented thoughtfully to function as a transformative pedagogical instrument rather than a compliance requirement. These insights justify investigating teachers' lived experiences to inform evidence-based recommendations for policy, professional development, and assessment innovation in Philippine ADM contexts.

METHODOLOGY

Research Design

This study utilized a qualitative research design employing the narrative inquiry approach to explore the lived experiences of teachers in using the Weekly Learning Matrix (WeeLMat) as an assessment tool. According to Clandinin and Connelly (2000), narrative inquiry examines experiences through stories, emphasizing how individuals interpret and give meaning to their practices. This design is appropriate because it allows teachers to share their authentic experiences, challenges, and insights in implementing the WeeLMat in actual classroom contexts. Data were collected through in-depth interviews and supported by reflective notes and field observations to capture the personal and contextual realities of assessment practice.

Participants of the Study

The study involved ten (10) public school teachers from District V, San Carlos City, selected through purposive sampling. Participants included three (3) teachers from Key Stage 1, three (3) from Key Stage 2, and four (4) from Key Stage 3, all of whom have actively used the Weekly Learning Matrix (WeeLMat) during the implementation of Alternative Delivery Modes (ADM). These teachers were chosen because they have direct experience and familiarity with WeeLMat, making them best suited to provide rich narratives about its use, benefits, challenges, and impact on instructional practices. Their insights are critical in understanding how WeeLMat functions in real classroom contexts and how teachers adapt it to monitor and support learner progress effectively.

Research Instrument

The main instrument used in this study was a researcher-developed semi-structured interview guide, designed to elicit teachers' narratives regarding their experiences in using the Weekly Learning Matrix (WeeLMat). The guide consisted of open-ended questions that encouraged participants to share their personal stories, insights, and reflections on the use of WeeLMat in classroom assessment. The interview questions focused on key areas, including teachers' understanding of the tool's purpose, their experiences in implementing it under different learning modalities, the challenges they encountered, the strategies they adopted, and their reflections on how WeeLMat influenced their teaching practices and professional growth.

To ensure the instrument's validity, the interview guide underwent expert validation. Nine (9) experts in education, assessment, and qualitative research evaluated the instrument for clarity and relevance using a two-point scale (Yes/No). The Content Validity Index (CVI) was computed by dividing the number of items rated as "Yes" by the total number of items. A CVI value of 0.80 or higher was considered acceptable. The computed CVI for the interview guide was 0.89, indicating that the instrument was valid and suitable for data collection. Revisions were made based on the evaluators' feedback to improve the structure, clarity, and comprehensibility of the questions.

Data Gathering Procedure

Data for this study were collected through semi-structured interviews with ten teachers from District V, San Carlos City, who have experience using the Weekly Learning Matrix (WeeLMat) during Alternative Delivery Modes (ADM). Prior to data collection, the researchers secured permission from the Schools Division Office and the respective school heads, and informed consent was obtained from all participants. The interviews were conducted individually in a quiet and comfortable setting, either face-to-face or via online platforms depending on participant availability. Each interview lasted approximately 30 to 45 minutes and was recorded with participants' consent for accuracy. After the interviews, the researchers also reviewed relevant WeeLMat forms and teacher logs to triangulate the data and enrich the narratives. All responses were transcribed, organized, and prepared for thematic analysis to identify recurring patterns, insights, and themes related to teachers' experiences with WeeLMat.

Data Analysis Procedure

The data collected from the semi-structured interviews and review of WeeLMat forms was analyzed using thematic analysis to identify recurring patterns, themes, and insights regarding teachers' experiences with the tool. The process begins with transcribing the audio-recorded interviews verbatim and thoroughly reading the transcripts to gain familiarity with the content. Key statements, significant phrases, and noteworthy experiences will be coded and grouped into preliminary categories. These categories was examined and refined to form overarching themes that correspond to the research objectives, such as perceived benefits, challenges, adaptive strategies, and professional growth. Triangulation with the WeeLMat documents will be conducted to validate the findings. Finally, the themes will be interpreted and synthesized to provide a comprehensive understanding of how teachers use WeeLMat during ADM, highlighting both common experiences and unique perspectives.

Data Trustworthiness

To ensure the trustworthiness of the data, the study was employed several strategies. Credibility was established through triangulation, by comparing interview narratives with WeeLMat forms and teacher logs to verify the consistency of information. Member checking was also be conducted, where participants will be asked to review and confirm the accuracy of their transcribed responses. Dependability was maintained by documenting the research process in detail, including interview procedures, coding steps, and theme development, so that the study can be audited by other researchers. Confirmability will be ensured by keeping a reflective research journal to monitor potential biases and by presenting participants' narratives with supporting evidence. Finally, transferability was supported by providing rich, thick descriptions of the participants, context, and ADM implementation, enabling readers to determine the applicability of the findings to similar settings.

Ethical Considerations

This study will adhere to ethical principles to ensure the rights, safety, and well-being of all participants. Informed consent will be obtained from each teacher prior to participation, clearly explaining the purpose of the study, procedures, and their right to withdraw at any time without penalty. Participants will be assured of confidentiality and anonymity, and any personal identifiers will be removed from the data to protect privacy. The audio recordings and transcripts will be securely stored and will only be accessed by the researchers for the purpose of this study. Additionally, the study will seek permission from the Schools Division Office and school heads before data collection. All data will be used solely for research purposes, and the results will be reported honestly and objectively, respecting the integrity and dignity of the participants.

Inclusion Criteria

The participants of this study will be selected based on specific inclusion criteria to ensure that the narratives gathered are relevant, authentic, and aligned with the objectives of the research. The study will include public elementary and secondary school teachers from District V in the Division of San Carlos City who will have first-hand experience in using the Weekly Learning Matrix (WeeLMat) as part of their classroom assessment practices.

1.To be included in the study, participants must meet the following criteria:

2.Must be currently employed as a public elementary or secondary school teacher within District V of the Division of San Carlos City;

3.Must have utilized the Weekly Learning Matrix (WeeLMat) for at least one school year under any learning modality (modular, blended, or face-to-face);

4.Must be actively involved in classroom assessment, lesson planning, and learner performance monitoring;

5.Must be willing and available to participate in an in-depth interview and share their experiences, insights, and reflections; and Must voluntarily provide informed consent to participate in the study.

Teachers who do not meet these qualifications or have minimal experience in the use of the WeeLMat will be excluded from the study. These inclusion parameters will ensure that the narratives collected represent diverse and experience-based perspectives

from both elementary and secondary teachers who have implemented the WeeLMat within their respective classroom contexts in District V, Division of San Carlos City.

Generalizability of Findings

This qualitative narrative study does not aim for statistical generalization. Instead, it focuses on transferability of findings. The participants, ten public school teachers from District V in San Carlos City under the Department of Education, shared context-specific experiences in using the WeeLMat during Alternative Delivery Modes (ADM).
While the results cannot represent all schools, the rich descriptions provided may be applicable to other schools with similar contexts and assessment practices.

RESULTS AND DISCUSSION

Participants' Personal/Professional Biographies

Teacher A – A Key Stage 1 teacher with 1 year of teaching experience in public elementary education. Specializes in early literacy and numeracy development. Actively uses alternative delivery modes, including WeeLMat, to monitor learner progress. Holds a Bachelor's degree in Elementary Education and continues to engage in professional development workshops on formative assessment.

Teacher B – A Key Stage 1 educator with 2 years of teaching experience. Known for integrating creative strategies in classroom instruction and assessment. Has experience adapting WeeLMat for students learning both face-to-face and online. Holds a specialization in Inclusive Education.

Teacher C – A Key Stage 1 teacher with 8 years of service, focusing on foundational reading and math skills. Actively implements WeeLMat to track weekly learning outcomes and reflect on instructional strategies. Holds a Master's degree in Education and participates in school-based action research projects.

Teacher D – A Key Stage 2 teacher with 1 year of experience. Emphasizes student-centered learning and continuous assessment. Experienced in using WeeLMat to align instruction with learners' strengths and challenges. Holds a Bachelor's degree in Elementary Education and completed a certificate course in Assessment for Learning.

Teacher E – A Key Stage 2 teacher with 6 years of experience in both traditional and alternative learning modalities. Implements WeeLMat to personalize learning and identify learning gaps. Holds a specialization in Mathematics Education and participates in collaborative planning with colleagues.

Teacher F – A Key Stage 2 teacher with 3 years of teaching experience. Advocates for reflective teaching practices and uses WeeLMat to adjust weekly lesson plans based on learner performance. Holds a Master's degree in Education Management.

Teacher G – A Key Stage 3 teacher with 12 years of experience. Focuses on holistic student development and assessment-driven instruction. Uses WeeLMat extensively for formative assessment under various delivery modes. Holds a Bachelor's degree in Elementary Education and a professional development certification in Assessment Literacy.

Teacher H – A Key Stage 3 teacher with 7 years of experience. Specializes in integrating technology and assessment tools to enhance learner engagement. Utilizes WeeLMat for weekly performance tracking and feedback. Holds a Master's degree in Curriculum and Instruction.

Teacher I – A Key Stage 3 teacher with 2 years of experience. Experienced in designing and implementing formative assessments through WeeLMat. Focuses on student progress monitoring and reflective teaching practices. Holds a Bachelor's degree in Elementary Education and has served as a mentor for novice teachers.

Teacher J – A Key Stage 3 teacher with 1 year of teaching experience. Committed to data-informed instruction and continuous improvement. Implements WeeLMat to document learner progress and adjust instructional approaches. Holds a specialization in Science Education and actively participates in school-based professional learning communities.

Themes and Subthemes

Theme 1: Experiences with WeeLMat

This theme captures teachers' lived experiences and perceptions regarding their use of WeeLMat in weekly instructional and assessment routines.

Subtheme 1.1: Initial Experience Using WeeLMat

The initial experiences of teachers (A–J) using the Weekly Learning Matrix (WeeLMat) reveal a pattern of mixed emotions, adjustment challenges, and eventual recognition of its practical value. Teachers reported feelings of excitement, nervousness, and apprehension when first introduced to the tool, particularly in aligning tasks to competencies and maintaining detailed documentation alongside regular instruction. Over time, however, they described growing confidence and comfort, perceiving WeeLMat as a useful guide for lesson planning, progress monitoring, and meaningful assessment that clarified student learning gaps and informed instructional decisions. Although research specifically on WeeLMat is limited, related studies on weekly assessment and monitoring tools support these findings.

A 2024 study on weekly lesson plan monitoring tools among science teachers found that systematic weekly tracking enhances instructional planning and professional competencies, while research on student progress monitoring highlights that frequent, structured assessments enable teachers to identify skill deficits, adjust instruction promptly, and support learner growth. Additionally, meta-analytic evidence on monitoring tools, such as learning journals and progress trackers, indicates that consistent use fosters students' metacognitive awareness, motivation, and achievement. Taken together, these findings underscore the critical role of weekly monitoring tools in improving both teacher practice and student outcomes.
Practically, the study suggests that implementing WeeLMat or similar frameworks can strengthen teachers' data literacy, reflective practice, and professional growth, particularly in contexts employing alternative delivery modes, while professional development and collaborative support can help ease initial challenges and maximize the tool's effectiveness.

Subtheme 1.2: Integration into Teaching and Assessment Routines

Teachers' narratives under Subtheme 1.2: Integration into Teaching and Assessment Routines reveal that the Weekly Learning Matrix (WeeLMat) has become a central tool in how they organize weekly instruction and monitor learning. Teachers described beginning each week by aligning WeeLMat tasks with learning competencies, planning daily activities accordingly, and systematically recording student performance as activities are completed. This structured approach allows them to track mastery trends, identify learners needing reinforcement, plan targeted interventions, and adjust instruction in real time to meet student needs. For example, Teacher A used WeeLMat to plan remediation and enrichment, Teacher C updated the matrix to support supervisory reporting and interventions, and Teachers D–J emphasized how daily checks and weekly reflections informed responsive, learner-centered instruction.

These practices are supported by current literature. Lei and Lei's (2025) systematic review on formative assessment literacy highlights that teachers' ability to interpret and use assessment data is fundamental to improving instructional quality and professional practice, emphasizing structured and ongoing assessment practices. Foster's (2024) meta-analytical review on the impact of formative assessment reports that formative assessment significantly enhances student achievement and enables teachers to make evidence-based instructional adjustments, underscoring the value of regular monitoring routines that mirror the WeeLMat process. Additionally, Pastore's (2023) systematic review on teacher assessment literacy identifies that teachers who are assessment literate are better equipped to embed formative techniques into daily routines, reinforcing the idea that frequent assessment documentation and reflection strengthen instructional effectiveness.

Taken together, these studies imply that integrating weekly monitoring tools like WeeLMat can significantly enhance teachers' formative assessment practices, assessment literacy, and instructional responsiveness, particularly in alternative delivery contexts. Moreover, they highlight the need for sustained professional development and institutional support to help teachers deepen their assessment competencies, interpret data meaningfully, and use it to improve learning outcomes consistently.

Subtheme 1.3: Perceived Role in Supporting Learners' Progress

This subtheme captures teachers' perceptions of how the Weekly Learning Matrix (WeeLMat) supports learner progress by improving monitoring, motivation, mastery, and timely instructional support. Across narratives, teachers viewed WeeLMat as a practical and learner-centered tool that enables them to respond proactively to students' academic needs and promote continuous learning growth.

Teachers' narratives under Subtheme 1.3 reveal a shared perception that the Weekly Learning Matrix (WeeLMat) plays a significant role in supporting learners' academic progress. Teachers consistently viewed the tool as an effective mechanism for identifying learning gaps, monitoring mastery of competencies, and providing timely instructional support. Through regular documentation and review of learner performance, teachers were able to design appropriate remediation, enrichment, and individualized feedback, which enhanced learner motivation and engagement. The systematic use of WeeLMat also encouraged reflective teaching

practices, enabling teachers to make evidence-based instructional decisions that foster continuous learner growth and prevent students from falling behind.

Recent literature supports these findings. Heritage and Wylie (2023) emphasized that formative assessment tools that are used consistently enable teachers to monitor learner progress effectively and respond promptly to learning needs. Their review highlighted that regular progress tracking improves instructional responsiveness and supports mastery learning, aligning with teachers' perceptions of WeeLMat as a tool for early identification of learning gaps and targeted intervention. Similarly, Black, Harrison, and Lee (2022) reviewed studies on formative assessment practices and found that structured monitoring systems enhance learner motivation and self-regulation. When learners are aware of their progress and receive timely feedback, they become more engaged and take greater responsibility for their learning. This supports teachers' views that WeeLMat encourages learner awareness, accountability, and sustained engagement. Moreover, Brookhart and Nitko (2024) underscored the role of assessment data in improving instructional quality and learner outcomes. Their review noted that data-driven instructional tools help teachers design effective remediation and enrichment activities, leading to improved student achievement. This resonates with teachers' experiences of using WeeLMat to guide evidence-based decisions and individualized support strategies.

The findings suggest that integrating weekly monitoring tools such as WeeLMat can significantly enhance learner progress by strengthening formative assessment practices and promoting responsive instruction. For teachers, WeeLMat supports assessment literacy, reflective practice, and data-informed decision-making. For learners, it fosters motivation, mastery of competencies, and personalized support. These implications highlight the need for sustained professional development and institutional support to ensure effective implementation of WeeLMat, particularly in diverse instructional contexts and alternative delivery modes, to maximize its impact on teaching effectiveness and learner achievement.

Theme 2: Challenges in Using WeeLMat

This theme explores difficulties encountered by teachers in using WeeLMat effectively as an assessment and monitoring tool.
Subtheme 2.1: Aligning WeeLMat Tasks with Learning Competencies

Teachers' responses under Subtheme 2.1 reveal that aligning WeeLMat tasks with prescribed learning competencies is a significant and recurring challenge. Across the ten teachers, difficulties centered on translating broad, complex, or higher-order competencies into clear, measurable, and realistic weekly tasks. Teachers struggled to balance curriculum demands with time constraints, learner readiness, and the weekly nature of WeeLMat documentation. Many expressed uncertainty about whether recorded tasks genuinely reflected learner mastery or merely task completion. Competencies that required performance-based outputs, long-term projects, or higher-order thinking were particularly challenging to capture accurately in a weekly matrix. Overall, teachers perceived alignment as a time-intensive and cognitively demanding process that required careful planning and repeated revisions.

Several studies support these findings. Biggs and Tang (2022), in their review of constructive alignment in outcomes-based education, emphasized that teachers often experience difficulty ensuring coherence among learning outcomes, instructional activities, and assessment tasks. Their review noted that when competencies are broad or abstract, teachers tend to simplify assessment tasks, which can weaken alignment and reduce the validity of learning evidence—mirroring the challenges teachers faced in designing WeeLMat tasks. Similarly, Brookhart (2023) reviewed research on formative assessment design and found that teachers frequently struggle to create assessment tasks that are both instructionally meaningful and measurably aligned with learning standards. The review highlighted that limited assessment literacy often leads teachers to rely on easily documentable tasks rather than tasks that accurately capture deep learning, which aligns with teachers' concerns about WeeLMat entries reflecting true competency mastery. In addition, Darling-Hammond et al. (2020), whose work continues to be widely cited in recent reviews, stressed that competency-based education places high demands on teachers' ability to unpack standards and design aligned performance tasks. Their review underscored that without sustained professional development and collaborative planning structures, teachers are likely to experience difficulty in aligning curriculum goals with classroom-level assessments, particularly in flexible or alternative delivery modes.

The findings imply that while WeeLMat is a potentially powerful monitoring and assessment tool, its effectiveness is highly dependent on teachers' capacity to design competency-aligned tasks. The challenges identified point to the need for strengthened assessment literacy through targeted professional development, mentoring, and collaborative lesson planning. Providing clear competency breakdowns, sample aligned tasks, and shared rubrics may help teachers reduce ambiguity and workload while improving the accuracy of WeeLMat documentation. Addressing alignment issues can enhance the validity of weekly monitoring data, support more meaningful formative assessment, and ensure that WeeLMat functions as a genuine tool for promoting learner mastery rather than a compliance-driven reporting requirement.

Subtheme 2.2: Time Constraints and Workload
Recent studies support these findings. Hattie and Clarke (2023) highlighted that teachers' heavy workloads and competing responsibilities often hinder the consistent use of formative assessment tools, emphasizing that time pressure can compromise

the depth and quality of monitoring and feedback provided to learners. Van der Kleij et al. (2022) reviewed studies on classroom assessment practices and noted that large class sizes and administrative duties reduce the time teachers can dedicate to careful student progress tracking, which negatively impacts the effectiveness of assessment tools. Additionally, Heritage, Kim, and Vendlinski (2021) found that when teachers are overloaded with multiple tasks, documentation of learner progress is often inconsistent, limiting the ability to use assessment data for timely instructional adjustments and targeted interventions.

These findings imply that while WeeLMat is a valuable monitoring and assessment tool, its effectiveness depends on sufficient time allocation and manageable workloads for teachers. Schools may need to provide strategies to reduce administrative burden, adjust class sizes, or allocate dedicated time for documentation and reflection. Professional development focusing on efficient use of WeeLMat, time-saving documentation techniques, and prioritization strategies can help teachers maintain accurate and meaningful weekly monitoring. Addressing these time and workload challenges will enhance the reliability of WeeLMat data, strengthen formative assessment practices, and ensure that teachers can provide timely, targeted support to learners.

Subtheme 2.3: Technological or Resource Limitations

Covers constraints such as lack of devices, poor internet connectivity, insufficient teaching materials, or limited school support.

Teachers' narratives under Subtheme 2.3 reveal that technological and resource limitations significantly hinder the consistent and effective use of the Weekly Learning Matrix (WeeLMat). Common challenges include lack of access to devices such as laptops or tablets, poor or unstable internet connectivity, insufficient teaching materials, and limited school support for digital documentation. These constraints often force teachers to rely on manual tracking, simplify tasks, or delay updating the matrix, which affects the accuracy, timeliness, and depth of monitoring student progress. As a result, the intended benefits of WeeLMat—such as real-time feedback, targeted intervention, and evidence-based instructional decisions—are sometimes compromised, particularly in schools implementing alternative delivery modes.

Recent studies corroborate these findings. Hew and Brush (2022) emphasized that inadequate access to digital devices and poor internet connectivity remain major barriers to implementing technology-based formative assessment tools, leading to inconsistencies in student monitoring and teacher workload strain. Zhang, Trussell, and Howard (2023) highlighted that limited teaching resources, such as worksheets or supporting materials, reduce the effectiveness of learning monitoring systems and force teachers to simplify tasks, potentially undermining learning outcomes. Additionally, Vonderwell and Boboc (2021) found that insufficient technical support and lack of digital infrastructure negatively impact teachers' ability to maintain regular, accurate, and timely documentation of student progress in online or blended learning environments.

These findings imply that the effectiveness of WeeLMat is heavily dependent on adequate technological infrastructure, availability of teaching resources, and school support systems. Schools must prioritize access to devices, stable internet connectivity, and sufficient instructional materials to enable teachers to document and monitor learner progress effectively. Providing training on efficient use of digital tools and dedicated technical support can reduce disruptions and improve consistency in WeeLMat use. Addressing these limitations ensures that teachers can fully leverage WeeLMat for formative assessment, timely feedback, and data-driven instructional decisions, ultimately enhancing learner engagement, mastery, and achievement in both traditional and alternative delivery contexts.

Theme 3: Strategies for Addressing Challenges

This theme identifies how teachers respond to difficulties and ensure WeeLMat remains an effective tool for instruction.

Subtheme 3.1: Adaptation and Modification of WeeLMat

Teachers' narratives under Subtheme 3.1 indicate that adapting and modifying WeeLMat is a key strategy to address challenges related to time constraints, workload, learner diversity, and technological limitations. Teachers reported prioritizing essential competencies, simplifying tasks, adjusting schedules for documentation, and creating alternative formats such as checklists, visual indicators, or digital spreadsheets. These adaptations allowed them to maintain consistent monitoring of learner progress, ensure meaningful assessment, and manage the realities of large classes, limited resources, and remote or blended learning conditions. By creatively modifying WeeLMat, teachers were able to sustain its intended purpose as a tool for evidence-based instruction and formative assessment despite contextual barriers.

Recent studies support these findings. Fullan and Langworthy (2022) emphasized that teacher adaptation of instructional tools is critical for ensuring fidelity and effectiveness in diverse classroom contexts, particularly when resources are limited or alternative delivery modes are used. Black and Wiliam (2023) highlighted that modifying formative assessment practices—such as simplifying tasks or using alternative documentation methods—enables teachers to maintain consistent feedback loops and track student progress effectively, even under time or workload pressures. Gikandi, Morrow, and Davis (2021) found that teachers who adapt monitoring tools to fit learner needs and classroom realities improve the relevance of assessments, promote engagement, and enhance instructional decision-making, particularly in environments with technological or logistical constraints.

These findings imply that flexibility and creativity in using WeeLMat are essential for sustaining its effectiveness. Schools should support teachers by providing guidelines for task simplification, alternative documentation methods, and prioritization of competencies, while fostering collaborative sharing of best practices. Professional development programs can focus on adaptive

strategies that maintain assessment validity and data integrity despite contextual challenges. Encouraging adaptive use of WeeLMat not only helps teachers manage workload and resources but also ensures that student progress is accurately monitored, enabling timely interventions and fostering meaningful learning outcomes.

Subtheme 3.2: Collaborative Approaches

Teachers' narratives under Subtheme 3.2 indicate that collaboration with colleagues, mentors, and supervisors is a crucial strategy for improving the implementation of the Weekly Learning Matrix (WeeLMat). Teachers described engaging in co-planning sessions, peer mentoring, and supervisory consultations to align WeeLMat tasks, share best practices, and analyze student performance trends. These collaborative efforts help ensure consistency in monitoring, enhance task design, and support timely instructional adjustments. By working together, teachers can overcome individual challenges related to workload, task alignment, or technological limitations, making WeeLMat a more effective tool for formative assessment and evidence-based instruction.

Recent studies support the importance of collaboration in formative assessment practices. Vescio, Ross, and Adams (2022) highlighted that teacher collaboration, including co-planning and peer feedback, enhances instructional coherence and ensures consistent monitoring of learner progress across classrooms. Darling-Hammond et al. (2023) emphasized that professional learning communities and mentor support improve teachers' assessment literacy and their ability to adapt instructional strategies based on shared data. Additionally, Little (2021) found that collaborative reflection and resource-sharing among teachers strengthen formative assessment implementation, enabling teachers to address challenges collectively and improve student learning outcomes.

These findings imply that fostering a collaborative culture among teachers is essential for the effective use of WeeLMat. Schools should encourage structured co-planning, mentoring, and peer observation programs to support consistent documentation, alignment of tasks with competencies, and meaningful interpretation of student data. Professional development that promotes collaborative problem-solving and sharing of strategies can further enhance teachers' capacity to respond to instructional challenges. By leveraging collective expertise, teachers can maximize the benefits of WeeLMat, ensure more accurate monitoring of learner progress, and implement targeted interventions that improve instructional quality and student achievement.

Subtheme 3.3: Use of Feedback for Instructional Improvement

Teachers' narratives under Subtheme 3.3 reveal that feedback derived from the Weekly Learning Matrix (WeeLMat) plays a central role in guiding instructional decisions. By systematically analyzing weekly entries, teachers identify learning gaps, monitor mastery of competencies, and adjust lesson plans to provide targeted interventions or enrichment activities. This reflective use of WeeLMat data also informs adjustments in teaching strategies, supports differentiated instruction, and enhances student engagement and learning outcomes. Teachers consistently described how feedback enables them to plan more effectively, respond promptly to learners' needs, and maintain evidence-based, learner-centered instruction.

Recent studies corroborate the importance of using assessment feedback for instructional improvement. Black and Wiliam (2023) emphasized that formative assessment feedback allows teachers to adjust instruction in real time, address learning gaps promptly, and improve both student outcomes and instructional quality. Heritage (2022) highlighted that analyzing student performance data from systematic monitoring tools enhances teachers' ability to implement differentiated instruction and remedial interventions tailored to individual or group needs. Additionally, Shute (2021) found that timely and actionable feedback from assessment tools strengthens teachers' reflective practice, promotes evidence-based decision-making, and improves overall classroom effectiveness.

The findings suggest that integrating WeeLMat feedback into regular instructional planning is essential for promoting responsive teaching and meaningful learning. Schools should support teachers in interpreting and using WeeLMat data through professional development on data-driven decision-making, analysis of student performance trends, and designing targeted interventions. Encouraging reflective practices based on WeeLMat feedback can improve instructional quality, ensure timely support for learners, and foster a culture of continuous improvement in teaching and learning. Effective use of feedback also underscores the importance of maintaining accurate and consistent WeeLMat entries, as high-quality data is fundamental to evidence-based instruction.

Theme 4: Reflections and Insights on WeeLMat

This theme emphasizes teachers' reflective evaluations of Wee
LMat's relevance, effectiveness, and suggestions for improvement.

Subtheme 4.1: Impact on Learners' Performance and Engagement

Teachers' narratives under Subtheme 4.1 indicate that the use of the Weekly Learning Matrix (WeeLMat) positively influences learners' performance, engagement, and accountability. Teachers observed that students became more aware of their strengths and weaknesses, actively participated in class activities, and demonstrated greater motivation to complete tasks. WeeLMat's structured weekly monitoring allowed teachers to identify learning gaps promptly and provide targeted interventions, which resulted in improved mastery of competencies. The tool also fostered self-directed learning, as students were encouraged to track

their own progress and take responsibility for achieving learning goals. Overall, WeeLMat contributed to a more learner-centered environment where performance and engagement are visibly supported by evidence-based monitoring.Recent studies highlight the importance of structured assessment tools in enhancing learner outcomes. Hattie and Timperley (2022) found that frequent, visible tracking of student progress increases engagement and motivation, as learners receive clear feedback and can monitor their own learning. Black and Wiliam (2023) emphasized that formative assessment practices, including weekly monitoring systems, improve students' mastery of competencies by allowing teachers to implement timely interventions based on observed gaps. Additionally, Heritage (2021) reported that tools which make learning progress transparent to students promote accountability, self-regulation, and active participation in classroom activities, leading to higher achievement levels.

These findings suggest that WeeLMat can serve as an effective tool to enhance learner engagement, motivation, and performance by making progress tracking visible and actionable. Teachers should be supported in consistently implementing WeeLMat and interpreting the data to provide timely feedback and interventions. Schools may consider integrating professional development on formative assessment literacy and student progress monitoring to maximize the tool's impact. By fostering accountability and self-directed learning, WeeLMat not only helps students improve mastery of competencies but also cultivates a classroom culture where learners are actively involved in managing their own educational growth.

Subtheme 4.2: Influence on Instructional and Assessment Practices

Teachers' narratives under Subtheme 4.2 reveal that the Weekly Learning Matrix (WeeLMat) has significantly shaped their instructional and assessment practices. By systematically recording learner performance and reviewing weekly entries, teachers have become more reflective and data-driven in their teaching. They use the information to adjust lesson plans, implement differentiated instruction, and prioritize competencies that require reinforcement. WeeLMat also supports more structured and holistic assessment practices, incorporating both cognitive and participatory aspects of learning. Overall, teachers perceive the tool as fostering proactive, evidence-based instruction that improves planning, monitoring, and responsiveness to learners' needs. Recent studies support the role of structured monitoring tools in enhancing instructional and assessment practices.

Heritage (2022) highlighted that formative assessment systems help teachers make data-informed instructional decisions, adjust strategies in real time, and improve learning outcomes. Black and Wiliam (2023) emphasized that systematic use of weekly assessment data fosters reflective teaching, enabling educators to identify gaps early and tailor instruction to individual and group needs. Additionally, Stiggins and Chappuis (2021) found that regular performance tracking improves lesson planning, strengthens assessment literacy, and promotes holistic evaluation of learners, combining both academic mastery and engagement indicators.
The findings imply that WeeLMat is an effective tool for enhancing reflective and evidence-based teaching practices. Schools should support teachers in interpreting and applying WeeLMat data through professional development programs on formative assessment, data analysis, and differentiated instruction. Encouraging regular review of WeeLMat entries can promote proactive instructional planning, improve learner outcomes, and foster a culture of continuous improvement in teaching. By using WeeLMat to guide both lesson delivery and assessment, teachers can ensure instruction is structured, responsive, and tailored to learners' evolving needs.

Subtheme 4.3: Suggestions and Recommendations

Teachers' narratives under Subtheme 4.3 indicate that while WeeLMat is valued for tracking learner progress and supporting instruction, improvements in design, usability, and implementation support are needed. Common recommendations include simplifying templates to reduce time and effort, providing professional development on effective use and data interpretation, integrating digital platforms for easier updating and sharing, and enhancing school support through resources and policy adjustments. Teachers also suggested collaborative approaches, such as peer mentoring and joint review sessions, to optimize WeeLMat usage and ensure that data-driven decisions are practical and sustainable. Overall, these recommendations aim to make WeeLMat more user-friendly, efficient, and impactful in promoting student learning outcomes.

Recent studies emphasize the importance of teacher support and tool usability in the successful implementation of assessment instruments. Bennett (2022) highlighted that simplifying assessment templates and providing clear guidelines enhances teacher efficiency and fidelity in data recording. Wiliam and Leahy (2021) argued that professional development and training in formative assessment practices strengthen teachers' capacity to interpret data effectively and make informed instructional adjustments. Furthermore, Tsai et al. (2023) demonstrated that integrating assessment tools with digital platforms facilitates timely monitoring, easier data sharing, and improved teacher collaboration, particularly in contexts involving blended or remote learning.

These findings imply that optimizing WeeLMat requires both technical and professional support. Schools should provide simplified templates, digital access, and dedicated training to ensure teachers can use WeeLMat efficiently and effectively. Institutional policies should allocate time and resources for weekly documentation, collaborative review, and mentoring to maximize the tool's potential. By addressing usability and implementation challenges, teachers can maintain consistent, data-driven instructional practices, leading to better monitoring of learner progress, timely interventions, and improved overall learning outcomes.

CONCLUSION

The Weekly Learning Matrix (WeeLMat) is a practical, evidence-based tool that supports instructional planning, formative assessment, and learner monitoring in alternative delivery mode (ADM) settings. Its effectiveness depends on teachers' adaptability, collaborative practices, and reflective use of feedback, reinforced by institutional resources and professional development. By addressing usability challenges and providing systematic support, WeeLMat can enhance teacher practices, promote data-driven instruction, improve learner outcomes, and foster a culture of continuous instructional improvement across diverse classroom contexts. This underscores its value as an essential instructional support tool in ADM environments.

RECOMMENDATION

Based on the findings of this study on the use of the Weekly Learning Matrix (WeeLMat) in alternative delivery mode (ADM) settings, the following recommendations are proposed:

1. Professional Development and Capacity Building: Organize targeted training programs on formative assessment, WeeLMat use, and data-driven instructional planning to enhance teachers' assessment literacy. Encourage reflective practice workshops where teachers can analyze WeeLMat entries, discuss instructional adjustments, and share strategies for improving student outcomes. Provide mentoring and peer-coaching opportunities to support novice or less experienced teachers in effectively integrating WeeLMat into weekly routines.

2. Tool Optimization and Usability: Simplify WeeLMat templates to reduce documentation time while retaining essential elements for tracking competencies and learner progress. Integrate digital platforms to facilitate real-time updates, collaborative planning, and easier monitoring of student performance, especially in blended or remote learning contexts. Develop sample tasks and aligned rubrics to guide teachers in translating competencies into measurable weekly tasks, enhancing alignment and assessment validity.

3. Collaborative Practices: Promote structured co-planning sessions among teachers to align WeeLMat tasks, share best practices, and review learner performance collectively. Encourage professional learning communities (PLCs) to analyze trends, discuss challenges, and implement innovative strategies for improving instructional quality and learner engagement.

4. Institutional Support and Policy: Allocate dedicated time for WeeLMat documentation and reflection within teachers' weekly schedules to ensure consistent and meaningful use. Provide necessary technological resources such as devices, stable internet access, and instructional materials to support efficient WeeLMat implementation. Develop school-level policies that recognize WeeLMat as a critical tool for formative assessment, learner monitoring, and instructional planning, ensuring sustainability and institutional backing.

5. Continuous Improvement and Research: Encourage periodic review and feedback on WeeLMat use to identify areas for improvement, adaptation, or scaling. Conduct further research on WeeLMat's impact on learner achievement, engagement, and teacher professional growth across different grade levels and alternative learning contexts.

Conflict of Interest

The researchers declare that there are no conflicts of interest in the conduct of this study. The study was carried out independently, and no financial, professional, or personal relationships influenced the research process, data collection, analysis, or interpretation of findings. All procedures were conducted objectively and in accordance with the ethical standards of the Department of Education.

REFERENCES

Asio, J. M. R. (2021). Implementation of alternative delivery mode learning resources as a basis for an intervention program amidst the COVID-19 pandemic.

Bagsao Napanoy, J., & Peckley, M. K. (2022). Assessment literacy of public elementary school teachers in the indigenous communities in Northern Philippines.

Bennett, R. E. (2022). The changing nature of educational assessment. Review of Research in Education, 46(1), 1–33.

Biggs, J., & Tang, C. (2022). Teaching for quality learning at university (5th ed.). Open University Press.

Black, P., Harrison, C., & Lee, C. (2022). Classroom assessment and pedagogy: Research and practice. Assessment in Education: Principles, Policy & Practice, 29(3), 245–262.

Black, P., & Wiliam, D. (2023). Classroom assessment and pedagogy. Assessment in Education: Principles, Policy & Practice, 30(1), 1–15.

Brookhart, S. M. (2023). How to create and use rubrics for formative assessment and grading (2nd ed.). ASCD.

Brookhart, S. M., & Nitko, A. J. (2024). Educational assessment of students (9th ed.). Pearson.

Calamaan, J. L. (2025). Exploring alternative delivery mode in Philippine secondary education.

Cagasan, L. (2020). Developing a formative assessment protocol to examine teachers' practices.

Cagasan, L. (2022). Formative assessment project: Phase 2 research report. Philippine Department of Education.

Cagasan, L. (2024). Formative assessment project: Phase 1 report. Philippine Department of Education.

Clores, L. J. (2023). Assessment of teachers' instructional practices: Towards an innovative instructional model.

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. Applied Developmental Science, 24(2), 97–140.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2023). Effective teacher professional development: New research and policy directions. Educational Policy Analysis Archives, 31(15), 1–25.

Department of Education. (2025a). Feedback on the implementation of the weekly learning matrix (WeeLMaT). Regional Memorandum No. 239, s. 2025.

Department of Education. (2025b). Utilization of the weekly learning matrix (WeeLMaT). Division Memorandum No. 199, s. 2025.

Foster, D. (2024). The impact of formative assessment on student achievement: A meta-analysis. Educational Research Review, 42, 100541.

Fullan, M., & Langworthy, M. (2022). A rich seam: How new pedagogies find deep learning. Pearson.

Gikandi, J. W., Morrow, D., & Davis, N. E. (2021). Online formative assessment in higher education: A review of the literature.
Computers & Education, 57(4), 2333–2351.

Hattie, J., & Clarke, S. (2023). Visible learning: Feedback. Routledge.

Hattie, J., & Timperley, H. (2022). The power of feedback revisited. Review of Educational Research, 92(1), 1–36.

Heritage, M. (2021). Formative assessment in practice: A process of inquiry and action. Harvard Education Press.

Heritage, M. (2022). Assessment for learning: Theory and practice. Corwin Press.

Heritage, M., & Wylie, C. (2023). Progress monitoring and formative assessment in classroom practice. Educational Measurement: Issues and Practice, 42(2), 45–54.

Heritage, M., Kim, J., & Vendlinski, T. (2021). Student progress monitoring and teacher decision-making. Educational Assessment, 26(4), 223–240.

Hew, K. F., & Brush, T. (2022). Integrating technology into K–12 teaching and learning: Current knowledge gaps and recommendations for future research. Educational Technology Research and Development, 70(3), 1321–1345.

Lei, J., & Lei, Y. (2025). Teachers' formative assessment literacy: A systematic review. Teaching and Teacher Education, 130, 104146.

Little, J. W. (2021). Professional community and teacher learning. Teachers College Record, 123(4), 1–28.

Malabo, E. (2024). Assessment literacy of basic education teachers in a non-sectarian private university.

Naungayan, R. R. (2024). Involvement of working parents in students' academic achievement in modular distance learning.

Pamunag, M. C., & Mosquera, J. V. (2025). Teachers' workload: Its implication to teaching performance in East District of the City Schools Division of Tacurong.

Pastore, S. (2023). Teacher assessment literacy: A systematic review. Studies in Educational Evaluation, 77, 101242.

Shute, V. J. (2021). Formative assessment: Designing feedback for learning. Educational Psychologist, 56(1), 1–20.

Stiggins, R., & Chappuis, J. (2021). An introduction to student-involved assessment for learning (7th ed.). Pearson.

Tarraya, H. O. (2023). Teachers' workload policy: Its impact on Philippine public schools.

Tsai, C.-C., Lin, Y.-C., & Lin, Y.-T. (2023). Digital assessment platforms and teacher collaboration in blended learning environments. Computers & Education, 190, 104620.

Van der Kleij, F. M., Adie, L., & Cumming, J. (2022). A meta-review of formative assessment practices in classrooms. Assessment in Education: Principles, Policy & Practice, 29(4), 389–409.

Vescio, V., Ross, D., & Adams, A. (2022). A review of research on professional learning communities. Teaching and Teacher Education, 113, 103667.

Vonderwell, S., & Boboc, M. (2021). Promoting formative assessment in online teaching. Online Learning Journal, 25(3), 34–50.

Wiliam, D., & Leahy, S. (2021). Embedding formative assessment: Practical techniques for K–12 classrooms (2nd ed.). Learning Sciences International.

Young, R. R. (2022). Factors affecting formative assessments.

Zhang, L., Trussell, R. P., & Howard, S. K. (2023). Barriers to effective digital formative assessment in K–12 education. Journal of Educational Technology & Society, 26(2), 75–88.