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The Management of English Learning Assessment at High Schools in Tien Giang province, Vietnam: An Approach of the PDCA Cycle

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Abstract

This paper investigates the management of students' English learning assessment at high schools through the PDCA (Plan, Do, Check, Act) cycle. The sampling for the study includes 418 educators and 1829 students randomly taken from 10 out of 38 high schools in Tien Giang province, Vietnam. The study also exploites mixed methods to collect quantitative data through questionnaires and qualitative ones through in-depth interviews on ten school leaders and teachers. The results reveal that Cronbach's alpha of items was greater than 0.7. Remarkably, a majority of participants expressed their positive attitudes on employing the PDCA cycle in three stages of managing English learning assessment. The findings indicate that the PDCA cycle can contribute to enhancing the effectiveness of managing English learning assessment through four steps of planning, doing, checking and acting in each stage. The study also suggests employing the PDCA cycle in managing the English learning assessment at high schools in Mekong Delta, Vietnam for the further research.

Keywords: *English Learning Assessment; High School; Management; PDCA Cycle*

1. Introduction

In the context of increasingly deep integration with the region and the world, the innovation of testing and evaluation as well as the management these activities have become indispensable elements in educational reform in Vietnam, especially at the high school level. It contributes to improving the quality of teaching and learning in various subjects, including English, and ensuring to assess learners' abilities accurately. In recent years, the management of English learning assessment at high schools in Tien Giang province has not obtained significant results, particularly in improving the quality of English teaching and learning. The percentage of students achieving an average score in English from 2020 to 2025 is not high with 36.87%, 59.63%, 51.56%, 54.30%, 53.90%, and 52.61%, respectively (Tien Giang Service of Education and Training, 2025).

One of the shortcomings in this area is that the management of testing and evaluation has not met the practical requirements yet. Central Committee (2013, p.1) confirms that educational management still has many weaknesses. Educational methods, examinations, and evaluation of results are outdated and lack reality. These limitations and weaknesses come from various factors. Particularly, educational management quality, inspection and supervision have not been paid much attention yet. School administrators and teachers have not fully recognized and implemented the view on education and training as “a top national priority” (Central Committee, 2025, p.1). Anxiously, there is a slow change in their mindset on educational management and development. This leads to a situation that the quality of education in many high schools is low. Evidently, many students obtain very high English scores in class, but their graduation exam results are very low. This occurs in many places throughout the nation, including Tien Giang province.

Besides, Pham (2015) identifies failures in managing student learning assessments at high schools. Primarily, administrators and teachers do not really pay attention to learning assessment innovation. Second, English teachers frequently miss required standards and do not get enough professional training on skills, methods for effective evaluation. Finally, the management process does not get adequate oversight. Schools fail to implement rigorous supervision and analyze students’ learning results, thereby preventing the identification of weaknesses and the implementation of necessary improvements.

Additionally, Tran (2018) pointed out that the shortcomings in the management of English learning assessments are in four functional aspects. First, regarding *planning*, school leadership demonstrates a lack of strategic prioritization, directly resulting in the ineffective implementation of assessment schemes. Second, the *organization* of these activities has not gained a high result due to the neglected teacher training and overlapping responsibilities among staff members. Third, principals’ *direction* at high schools is often in a passive state. They fail to engage proactively with establishing the documentation systems necessary to guide improvements. Finally, the *inspection* mechanism is not rigorous, leaving schools without efficient plans for adjustments. Also, head teachers do not fully utilize their professional managerial capacity, and administrators have failed to reinforce the monitoring of teachers' assessment practices. Thus, these issues hinder the overall quality and accuracy of English education assessment.

Deriving from the previous issues, the study explores the management of English learning assessment via the PDCA cycle as an urgent solution meeting the requirements of students' learning assessment management at high schools. The study is conducted with three pivotal questions:

(1) What contents are assessed in English learning at high schools in Tien Giang province?
(2) How is the management of English learning assessment conducted at high schools in Tien Giang?
(3) To what extents can the PDCA cycle enhance the management of English learning assessment at high schools in Tien Giang?

2. Literature Review

2.1. Some Definitions

- *Assessment in Education*:

According to Black and William (1998, p. 2), assessment in education is "all activities performed by teachers and students when self-assessing, providing information to be used as feedback to adjust the teaching and learning activities in which they participate." Meanwhile, Nguyen and Dao (2015, p. 33) defined, "Assessment in education is the process of systematically collecting, synthesizing, and interpreting information about the subject to be assessed to gain a deeper understanding and use this information to make decisions about students, programs, schools, or to formulate educational policies." Thus, assessment in education is the process of collecting and processing information about the achievement level of learners compared to the goals and requirements of the educational program to enhance the effectiveness of teaching and learning for both teachers and students.

- *Management in Education:*

Stoner *et al*. (2003) stated that management in education is the process of planning, organizing, directing, and supervising the efforts of members within an organization and the use of other organizational resources to achieve the organization's predetermined goals. More clearly, Nguyen *et al.* (2015, pp. 15-16) confirmed that "management in education is the process of performing, in a directed and lawful manner, the functions of planning, organizing, directing, and controlling in order to achieve the educational goals". Thus, management in education is the purposeful influence of the managerial subject on the managed object to achieve the goals through the functions of planning, organizing, directing, and controlling.

- *PDCA Cycle:*

According to Moen and Norman (2009), the PDCA cycle is a four-step model for problem-solving includes planning (defining a problem and a hypothesis about possible causes and solutions), doing (implementing), checking (evaluating the results), and acting or action (back to plan if the results are unsatisfactory or standardization if the results are satisfactory). The PDCA cycle emphasized the prevention of error recurrence by establishing standards and the ongoing modification of those standards. Similarly, Li *et al.* (2014), Dinh and Duong (2024), the PDCA cycle involves identifying the problem, designing and testing the solution, evaluating the results, and implementing or adapting changes. In other words, the PDCA cycle is a continuous loop that provides a simple and effective approach with solving problems and improving the process of management.

2.2. The English Learning Assessment at High Schools

Several studies on English learning assessment have been conducted by many authors, including Black and William (1998) and Dolin et al. (2018). One of the prominent features of assessment is towards students' learning and experiences they have, to adjust teaching activities and improve students' learning. The study by Black and William (1998) is based on more than 250 articles on assessing students' learning results. The data showed that approximately 50% of the studies had a mean effect value of 0.92 in the experimental group compared to 0.42 in the control group. This demonstrates the effectiveness of frequent in-class assessment.

Another study selected for synthesis was the work of Whiting *et al.* (1995). The authors and colleagues conducted a linear study with over 7000 high school students participating. They used a learning method directly related to testing and frequent feedback for students. Learners were required to achieve high scores on their tests, at least 90%, before allowed to move on to the next learning task. The results showed that students in Whiting's classes consistently scored higher on summative tests, final

exams, and subject averages compared to students in other classes of the same cohort. Noticeably, the number of students retaking exams decreased significantly and had more positive attitude towards their studies.

In addition, another study was implemented by Bangert-Drowns *et al.* (1991). This work conducted a synthetic analysis of 40 studies on the impact of frequent classroom testing, showing that performance improved significantly when testing frequency increased to a certain level, but if the level exceeded 1 to 2 tests per week, students' performance could decline again. The study results also indicated that some short tests were more effective than long ones. These authors added that when students were given a short test after each lesson, they performed significantly better than when there were no tests.

It can be seen that these studies highlight the current state of learning assessment in different regions of the world. They reflect research results on aspects of the assessment frequency, the length of test, its contents, and feedback between teachers and students.

2.3. The Management of English Learning Assessment at High Schools

In the research on managing English learning assessment at high schools, Nguyen (2020) identifies barriers to effective teaching and learning management, primarily deriving from outdated infrastructure, insufficient teaching equipment, and a gap between staff capacity and evolving educational requirements. These shortcomings have negative effects on the student learning assessment. To address these issues, the author employs the Total Quality Management model as a strategy of establishing long-term development plans, creating good management systems, fostering an organizational quality, and executing a standardized implementation model. Especially, school leaders are urged to apply the management functions (planning, organization, inspection, and continuous adjustment) to the assessment process to make it more reliable and efficient across high schools.

Remarkably, Le and Pham (2020) analyzed competency-oriented assessment management through its four functions. In the *planning* phase, the principal designs professional activities and assessment schedules, while head teachers manage lesson observations and teacher records. *Organization* is the second phase involving the principal delegating specific oversight responsibilities to the School Management Board. During the *directing* stage, the principal guides teachers on objective, competency-based evaluations and identify learning barriers. Finally, *inspection* requires leaders to check educational plan implementation to facilitate adjustments. This structured approach ensures that assessment is not only an administrative requirement but also a strategic tool for developing students' potential. By integrating these functions, school leaders can effectively transfer from the traditional testing system to the comprehensive evaluation one.

In general, some previous studies mainly focus on managing students' English learning assessment with the functional approach. However, there are few studies deeply exploring the application of the PDCA cycle in managing this activity at high schools. Their drawback is in lacking improvements in their loops (Le & Pham, 2020). Therefore, understanding and applying the PDCA cycle to the management of English learning assessment at high schools makes it more effective.

2.4. The Management of English Learning Assessment according to the PDCA Cycle

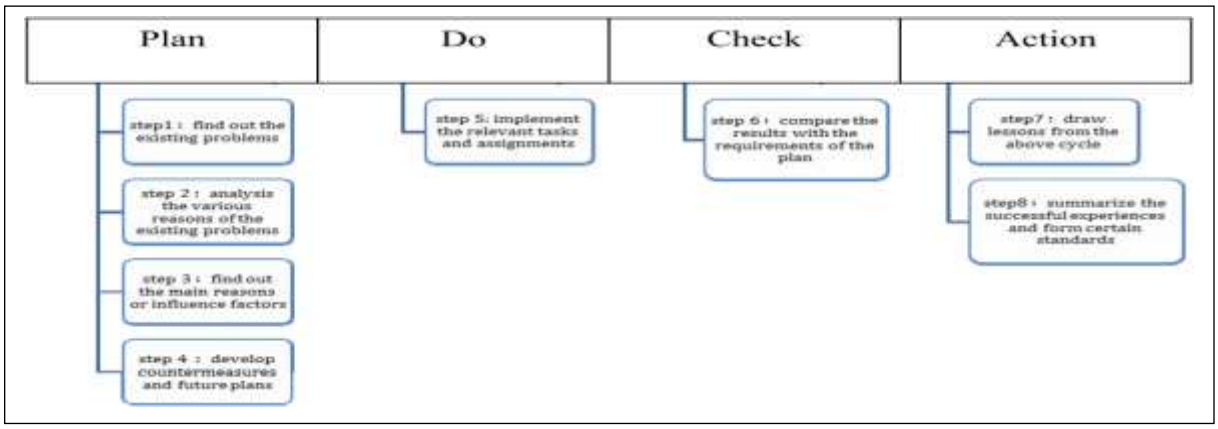
According to Li *et al.* (2014), the learning assessment management through the four-stage PDCA cycle prioritizes the continuous quality improvement. Particularly, the '*Planning*' stage focuses on goal setting and problem diagnosis. Then, administrators analyze existing assessment issues, identify main

causes, and develop strategic measures for conducting the next phase. The '*Planning*' stage establishes the theoretical foundation for what needs to be achieved.

In the '*Doing'* stage, schools implement the specific tasks and measures formulated during planning. This involves conducting feasible solutions and selecting optimal strategies to adjust the assessment process effectively (Moen *et al.*, 2012). Meanwhile, the '*Checking'* stage serves as the evaluative bridge, where implemented activities are compared with the initial requirements. Teachers observe the efficacy of pilot solutions, determine if desired goals were met, and decide if further refinement is necessary (Deming, 1993).

Finally, the '*Acting'* stage focuses on school success and its shortcomings. Leaders summarize successful experiences and identify incomplete areas to inform the next cycle. As emphasized by Deming (1993), this stage requires returning to the planning phase to address persistent issues, ensuring the management of English assessments remains a dynamic, iterative process of growth. By integrating these stages, the management of this activity becomes more effective. The PDCA cycle can be illustrated in Figure 1.

Figure 1. Four stages of the PDCA cycle in managing English learning assessment (Li et al., 2014)



In summary, managing English learning assessment via the PDCA cycle involves identifying limitations to make continuous improvements. By treating the cycle as a never-ending circle, educators implement some changes to enhance the quality and effectiveness of assessment activities, ensuring sustained progress in student learning.

3. Research Methodology

3.1. Research Instruments

To investigate the English learning assessment management, this study uses the questionnaire and the in-depth interview. The former targets educators and students to gather quantitative data while the latter involves experts and staff to get qualitative ones. According to Creswell and Creswell (2018), these instruments are selected for their capacity to efficiently collect standardized, large-scale data that support descriptive and explanatory analysis. This approach facilitates the identification of variable correlations and ensures the generalizability of findings through statistical processing.

3.2. Research Population and Sample

The study was conducted across 38 high schools divided into 5 clusters in Tien Giang province during the 2023–2024 academic year. By using a random cluster sampling selection among five groups,

where two schools were selected. The result is that there were 1,829 students and 418 educators chosen. As noted by Thomas (2021), this selection process ensures maximum accuracy and minimizes bias within available resources. By representing diverse school clusters, the sample provides a solid foundation for generalizable findings regarding the management of English learning assessments in the region. Table 1 shows detail information about the sample.

Table 1. Number of students at ten selected high schools

Clusters	Selected schools	Grade 10	Grade 11	Grade 12	Total	Total in each cluster	% in each cluster	N^0 participated
1	School 1	569	457	487	1513	2314	15.43	357
	School 2	285	260	256	801			120
2	School 3	629	611	611	1851	3750	25.01	149
	School 4	663	620	616	1899			68
3	School 5	673	670	658	2001	2742	18.29	548
	School 6	266	241	234	741			117
4	School 7	530	481	434	1445	3166	21.12	162
	School 8	582	581	558	1721			102
5	School 9	625	612	605	1842	3022	20.15	103
	School 10	425	394	361	1180			103
Total		**5247**	**4927**	**4820**	**14994**	**14994**	**100**	**1829**

3.3. Research Methods

This study employed mixed methods to achieve its research objectives. To collect quantitative data, questionnaires were distributed to participants to gather information on the assessment contents, the assessment management, and the use of the PDCA cycle in the learning assessment management. This provides empirical information to answer the research issues and draw valuable conclusions (Creswell & Báez, 2021). For the qualitative research method, the study used the in-depth interview on ten educators to clarify the research issues that the quantitative method has not fully been obtained (Creswell & Creswell, 2018).

3.4. Data Analysis Methods

The study used the SPSS 27.0 software to analyze quantitative data. Initially, this software ran Cronbach's alpha to check the reliability (Hair *et al.*, 2019) of each group's items. Later, it was used to run mean scores, standard deviations and percentage, which describes variables' numerical data through a frequency distribution.

3.5. Ethical Considerations

When conducting this research, ethical principles were seriously considered. All participants were clearly explained about the purpose of the research and provided their voluntary consent. Also, they can withdraw from the study any time if they desire. Importantly, their personal information was kept entirely confidential and removed from the report. The manuscript has never submitted to other journals and institutions so far.

4. Research Results

4.1. The Contents of English Learning Assessment at High Schools

The results in Table 2 in Appendices show that both the leader/teacher group and the student one yielded a high coefficient with Cronbach's alpha of 0.977. Since these values exceed the standard threshold of 0.7, the internal consistency of the questionnaire items is high reliable (Hair *et al.*, 2019; Adamu, 2025).

Besides, data reveal a strong consensus regarding the contents of English learning assessments. Educators reported an overall mean of 4.01, while students closely followed at 3.99, indicating that both groups generally agreed with the current assessment contents. While standard deviations of the educator group ranged from 0.758 to 0.926 in comparison with those of the student one from 0.782 to 0.929, a low variance showing that opinion across both large sample sizes was consistent and stable.

A detailed look at the results reveals that the assessments based on general education themes with M=4.09/4.04 and on language skills with M=4.06/4.04. Most stakeholders agreed that tests were scientifically sound, confidential, and followed approved matrices (M=4.02/4.02). Also, the contents appeared well-structured, covering core knowledge from lessons/units (M=4.03/4.01) while maintaining a balanced difficulty level that spread from basic recognition to application (M=3.91/3.93).

These figures indicate that the English learning assessment process is tightly integrated with the official learning program. When test contents are realistic and relevant to the curriculum, students show higher motivation to engage with and complete their evaluations. The high levels of agreement across all eleven items emphasize that the assessment contents maintains a stable standard for measuring student competency.

Remarkably, in the interview, the specialist of English from the Tien Giang Service of Education and Training confirms that learning assessment contents were strictly conducted according to the general education program, prioritizing the four language skills to ensure 12th graders achieve the required B1 proficiency level. Adhering to Ministry of Education and Training (MOET) formats, tests were regularly updated and kept confidential to maintain objectivity and fairness. The test contents with multiple-choice and writing sections covered fundamental knowledge, meeting the requirements of educational reform at high schools.

4.2. The Management of English Learning Assessment at High Schools

Table 3 in Appendices indicate high internal consistency of the three management stages: Preparation for English learning assessment, implementation of its assessment, and the use of its results. Cronbach's alpha values at 0.954, 0.936, and 0.963 respectively exceed the 0.7 threshold, showing high reliability (Hair *et al.*, 2019) of items in three stages of the English learning assessment management in high school settings.

4.2.1. Preparation for English Learning Assessment

The results in Table 3 indicate that educators actively engage in tasks of designing assessment plans (M = 4.14) and developing precise test matrices (M = 4.13). The highest level of agreement involves organizing the implementation of summative assessment (M = 4.18), adjusting teaching, learning and assessment activities and marking instructions (M = 4.17), alongside establishing formal assessment procedures (M = 4.16). Besides, schools emphasize professional training suitable with the MOET guidelines (M = 4.16) and ensure that necessary technological facilities are ready in use (M = 4.15).

Moyo (2024) noted that these data reflect a positive and consistent attitude on preparatory duties. By focusing on both pedagogical design and infrastructural readiness, these schools establish a reliable framework for upcoming evaluations accurately and foster students obtain their learning goals.

In an interview, the specialist of English emphasized that careful preparation is a key for the successful learning assessment. Especially, a standardized matrix is used across grades 10 through 12 with a balanced score ratio of 20% for each language skill and language knowledge. The test structure is strictly categorized into recognition (40%), understanding (30%), low application (20%), and high application (10%). By stipulating exact structures and providing sample questions, schools remain consistent and objective for designing and implementing assessments fairly and effectively for all students throughout the province.

4.2.2. Implementation of English Learning Assessment

The implementation of English learning assessment is characterized by high levels of efficiency and consistency. Data indicate that educators effectively use students' English learning results to adjust and improve English teaching and learning activities (M = 4.18). Meanwhile, they hold meetings to draw lessons from English learning assessment activities (M = 3.96). Significant attention is also directed toward managing technological facilities (M = 4.16) and the precise marking of student work (M = 4.17). Similarly, a strong emphasis is on gathering feedback to refine pedagogical strategies (M = 4.17). These efforts align with findings by Maphosa et al. (2024), who emphasizes that authentic assessments are essential for helping students achieve higher learning results.

Besides, in the interview, school leader 6 highlights a shift in English assessment from traditional evaluations to modern ones. Following MOET guidelines, the schools encourage teachers to foster the student engagement by diversifying assessment formats. This modern approach provides learners with opportunities to demonstrate their competence, addressing the limitations of testing styles. Some teachers have successfully integrated these changes into the curriculum, but remain uneven. Despite their low adoption, these teachers keep a supportive environment that prioritizes student motivation and continuous improvement.

4.2.3. Use of English Learning Results

The use of results is in a high utility but shows a little bit variance in its administrative application. Using results to improve teaching and learning activities reached the highest mean score (M=4.18) However, this stage contains the lowest mean score in the entire table: holding meetings to draw lessons (M=3.96). While still positive, this decrease reveals that the reflective aspect of the assessment cycle is slightly less emphasized than the direct reporting of results to families (M=4.06). Similarly, using results to adjust school policies (M=4.01) indicates that while classroom-level changes are immediate, systemic strategic shifts are slower. Despite these variances, the stage proves that its data are effectively used to identify student weaknesses (M=4.03) and propose necessary facilities/repairs (M=4.06) to sustain the learning environment.

In the interview, school leader 7 emphasizes that assessment results are used to bridge learning gaps, especially at schools with lower entrance benchmarks. By linking main course instruction with supplemental classes, teachers develop a deeper understanding of student needs, allowing for personal knowledge reinforcement. This approach enables teachers to adjust their methods for each class, also enhancing the overall quality of English instruction. Besides, school leader 5 highlights significant challenges in using results for professional development, noting that current training modules are often overwhelming. Because most training is conducted online with excessively long contents, teachers find it difficult to effectively absorb and apply new assessment strategies.

4.3. The Management of English Learning Assessment according to the PDCA Cycle

4.3.1. Managing the Preparation for English Learning Assessment through the PDCA Cycle

Managing the English learning assessment preparation demonstrates high statistical reliability across all four stages. With Cronbach's alpha values ranging from 0.861 to 0.964 (in Table 4 in Appendices), significantly exceeding the 0.7 threshold, which confirms strong internal consistency and a reliable research instrument (Hair *et al.*, 2019).

a. Planning Stage

In the '*Planning' stage*, educators demonstrate a high level of preparation, with mean scores ranging from 3.95 to 4.13. Specifically, planning for mid-term test matrices received the highest level of agreement (M = 4.13, SD = 0.452), with 78% of participants supporting this item. While planning for the overall academic year's summative assessment was the lowest (M = 3.95), its data still indicate a strong commitment to organizing assessment criteria and marking guides in advance. This phase ensures that the technical requirements for testing are clearly mapped out before implementation begins.

In the interview on planning the preparation for the English learning assessment, school leader 3 highlights the principal's central role in the planning phase, which involves drafting an annual English assessment plan aligning with MOET's Circular No. 22. Teachers provide feedback on this draft to ensure a regulatory compliance. The principal formally assigns professional groups to develop test matrixes and specifications with a strict cognitive weight distribution: recognition (40%), understanding (30%), and application (30%). This structured approach utilizes diverse methodologies, including essays and multiple-choice questions, to comprehensively evaluate various language skills.

b. Doing Stage

The '*Doing' stage* shows a stronger execution with mean scores exceeding 4.10. The practical implementation of designing mid-term questions and marking criteria are the most prominent (M = 4.19), showing that teachers are active in the creation of assessment materials. Construction of matrices for end-term tests also indicates high compliance (M = 4.15), with nearly 95% of approval. These results reveal that the plans are effectively transferred into particular assessment tools, maintaining a high standard of professional output throughout the academic year.

In the interview, school leader 4 emphasized that their English assessment plan aligns with MOET's Circular No. 22 regulations. Through collaborative discussion, the form teacher and their colleagues reached an agreement on assessment contents based on textbook themes. This process includes developing standardized matrixes and specifications for each grade level appropriate with the general education program.

c. Checking Stage

The 'Checking' stage is marked by low standard deviations (ranging from 0.398 to 0.448), indicating a remarkably unified approach among staff. The highest mean score in the entire table falls into the checking, approving of end-term test questions and marking guides (M = 4.20). With 100% of the agreement from participant, it is clear that the review process is rigorous and comprehensive, ensuring that all assessment materials meet standards given.

Through the interview, school leader 2 highlighted a rigorous review process where the form teacher adjusts matrixes and specifications before drafting test questions. This fosters slight changes for necessity, accuracy, and objectivity. Assessments prioritize core knowledge, while marking guidelines are checked for clarity and scientific precision to maintain standardized evaluation quality.

d. Acting Stage

Finally, the '*Acting' stage* focuses on refinement and continuous improvement. While mean scores remain positive, between 3.98 and 4.06, they are slightly lower than the implementation and checking phases. Improving the annual summative assessment plan received the most support in this category (M = 4.06). Interestingly, 2.2% of participants indicated a need for more progress in improving end-term marking guides. This shows that while the system is excellent at executing and checking, there is a minor opportunity to further enhance how feedback is used to update and perfect the assessment matrices and specifications.

In the interview, school leader 8 stated that his school adjusts a plan for diagnostic assessment, formative and summative ones with particular timelines. This helps teachers actively teach and consolidate lessons for students conveniently. Teachers can unify the key contents to assess their students, develop test matrixes and specifications, build test questions and their answer keys/marking guidelines, and keep them confidentially.

It can be seen that managing the preparation for English learning assessment through the PDCA cycle is highly effective with an overall mean of 4.09. The system gains an excellent level, particularly in the 'Checking' and 'Doing' phases, ensuring that assessments are both scientifically designed and rigorously reviewed. By maintaining high internal consistency across all stages, the PDCA cycle provides a professional structure guaranteeing the quality of English evaluations at high schools.

4.3.2. Managing the Implementation of English Learning Assessment through the PDCA Cycle

Managing the implementation of the English learning assessment through the PDCA cycle is conducted with four stages of *'Planning, Doing, Checking, and Acting'*. The results of each stage are stated in Table 5 in Appendices and clarified as the followings.

a. Planning Stage

In the '*Planning'* stage (α = 0.959), educators display a strong consensus of items. Particularly, the highest agreement level reached 94.8% for planning the scoring of summative tests (M = 4.25), closely followed by the scheduling and student listing processes (M = 4.24, 93.8%). Planning for feedback collection also showed significant prominence (M = 4.25), highlighting a focus on instructional adjustment. However, planning for technological infrastructure and equipment received the lowest approval at 84.2%. As Greany and Brown (2017) indicate schools prioritizing the planning steps are better at mitigating implementation hurdles. Overall, the high mean scores express that school leaders successfully establish a comprehensive roadmap for assessment.

b. Doing Stage

The '*Doing'* stage (α = 0.921) represents the highest level of practical success in the cycle. Notably, the organization of exam rooms and student lists achieved a remarkable approval of 100% (M = 4.43). Other tasks, such as managing test security and invigilation, obtained near-total agreement at 99.6%. Even the items with the lowest scores, such as supervision and scoring (M = 4.39), still maintained an impressive approval rate (97.8%). This indicates that principals are good at executing the logistical aspects of the English assessment process. The narrow standard deviations across this stage reflect a highly consistent experience among staff in the active implementation widely supported by the educational community.

c. Checking Stage

During the '*Checking'* stage (α = 0.940), the focus on quality control remains rigorous and transparent. Test security and storage achieved absolute consensus at an agreement level of 100% (M = 4.43). Educators also showed high levels of approval for checking invigilation (M = 4.35, 97.4%) and

scoring procedures (M = 4.24, 97.4%). In contrast, checking the rescoring process for students was less prominent, 91.7%. Despite this minor decrease, the overall mean scores remain high.

d. Acting Stage

In the '*Acting'* stage (α = 0.955), the cycle focuses on refining and improving existing assessment forms. The most successful aspect involves improving exam room arrangements and scheduling, which gained 97.4% for satisfaction (M = 4.19). Other aspects of invigilation (M = 4.14) and supervision (M = 4.13) also show steady commitment to improvement. However, this stage highlights a challenge regarding facilities; improving equipment and information technology systems received the lowest satisfaction at 81.6% (M = 3.95). While most educators remain satisfied with the adjustments, the lower scores in scoring and rescoring improvements (M = 4.08 and 4.05, respectively) reveal that the feedback loop for technical and material resources is the most difficult to fully optimize within the school's current management framework.

It can be seen that managing the implementation of English learning assessment through the PDCA cycle at high schools is effective, with the high overall score (M = 4.23). The system is quite good in the stages of *'Doing'* and *'Checking'*, where logistical precision and quality control reach nearly 100% agreement. While the *'Acting'* stage expresses low technological and facility improvements, the general management of the process is highly professional. This approach ensures that English learning assessments are conducted with fairness, security, and a clear orientation toward continuous improvement.

4.3.3. Managing the Use of English Learning Results through the PDCA Cycle

Managing the use of English learning results is also conducted through four stages of the PDCA cycle. Particularly:

a. Planning stage

In the *'Planning'* stage (α = 0.963), educators demonstrate a clear focus on collaborative support. The highest agreement level (86.6%) was observed for the parent-meeting plan to assist weak students (M = 3.95). In contrast, planning staff meetings to draw lessons from assessments received the lowest approval (80.0%), stating a slightly weaker emphasis on formal internal review sessions. Other vital tasks, such as planning facility repairs (M = 3.94) and analyzing score distributions (M = 3.91), show consistent moderate support. This indicates that while school leaders are proactive in designing support systems, there is a gap in strengthening the planning for further improving educational results.

b. Doing stage

The *'Doing'* stage (α = 0.955) highlights a practical commitment to resource management and student feedback. The item with the highest approval (88.0%) involved organizing the purchase or repair of facilities for English learning (M = 3.97), showing that logistical support is efficiently conducted. Conversely, adjusting school policies based on results received the lowest agreement (78.2%). Educators showed rather strong participation in correcting tests and explaining weaknesses to students (M = 3.94, 86.1%). Overall, the high mean scores in this phase (over 3.90) show that educators are effectively taking actions on student tutoring and professional training to enhance the learning quality.

c. Checking Stage

During the *'Checking'* stage (α = 0.958), the focus on quality control and validation remains steady. The most prominent item was checking test corrections (87.3%), reflecting a high value of the feedback accuracy given to students. However, checking the facility repairs and supplementation had the lowest agreement (75.1%), indicating that equipment repairs are less prioritized at many schools. Holding staff meetings and result analyses both maintained around 85% of approval. This shows that the management

system is reliable in monitoring how assessments are processed and shared, ensuring that the feedback provided both students and staff a necessary adjustment.

d. Acting Stage

In the *'Acting'* stage (α = 0.960), the cycle moves toward long-term refinement with more varied levels of satisfaction. Improving professional development for staff achieved the highest satisfaction (85.2%, M = 3.93), showing a strong desire for continuous growth. On the other hand, improving facilities received the lowest support at 62.0% (M = 3.65), with nearly 30% of participants showing hesitation or disagreement. Efforts to improve the result analysis and update school policies were about 70% of approval. While the positive attitude on training is encouraging, the lower scores for infrastructure and policy updates reveal that the '*Acting'* phase faces hurdles due to the limit of budget or administrative shifts.

From data above, it can be seen that managing the use of English learning results through the PDCA cycle is generally effective, with the overall score of 3.87. The schools are good at planning parent involvement and executing immediate feedback. However, the transformation from *'Checking'* to *'Acting'* reveals a gap in facility and policy improvement. While educators are highly motivated to improve their professional skills, the management framework addresses the slow pace of material and systemic updates.

5. Findings and Discussions

5.1. The Contents of English Learning Assessment at High Schools

From data analysis above, it can be found that the English learning assessment contents are highly consistent at schools. Quantitative data shows strong agreement between educators and students, reflecting a unified perspective on the current evaluation contents. Prominent trends highlight a deep commitment to curriculum alignment, particularly in assessments tightly connected with general education themes and language skills. Besides, stakeholders recognize that tests are scientifically structured and follow approved matrices, ensuring a balanced distribution of difficulty from recognition to application. Qualitative insights show that English learning assessments are designed to develop student competencies and meet the national English proficiency standards. This relevance to the official program boosts student motivation. Overall, the findings show that high schools maintain a standardized, professional, and transparent environment that accurately measures language proficiency for students.

5.2. The Management of English Learning Assessment at High Schools

Management of assessment preparation is implemented with systematic rigor and high professional standards. Educators actively engage in designing plans and precise test matrices while prioritizing the creation of marking instructions. Noticeably, a standardized score ratio for language skills is equal, establishing a reliable, objective framework meeting national competency requirements.

Besides, the implementation stage demonstrates high efficiency and a change toward innovative practices. Schools effectively organize summative evaluations and maintain strict supervision. While technology management and marking remain strong, leaders encourage a shift from a traditional test structure to a diverse one. Although adoption speeds are different among staff, they still foster student engagement and motivation.

Additionally, the use of leaning results prioritizes in adjusting teaching activities and identifying student weaknesses. While reporting to stakeholders is consistent, collaborative reflection through

meetings shows a slight decrease. Schools successfully use results to bridge learning gaps through supplemental instruction although the professional training is often hindered by the online modules. To enhance the quality of managing English learning assessment, Aureada (2021) notes that school leaders need to increase monitoring of the teaching and learning through classroom observations, technical assistance, regular discussion, and teaming with teachers.

5.3. The Management of English Learning Assessment through the PDCA Cycle

The *'Planning'* stage demonstrates a positive tendency, but it reveals gaps in a long-term strategic design. While it maintains an agreement of around 90% in preparation and implementation, percentage of using learning results slows down to 82.07%. A notable weakness exists in planning for the annual summative assessment design and the requested rescoring organization. These trends indicate that while short-term planning is stable, some school leaders overlook the comprehensive planning required to fully integrate assessment results into next academic cycles. Tran (2018) confirmed that the planning development for the learning assessment has not received adequate attention and is not synchronized.

Conversely, the *'Doing'* stage is the strongest in this cycle with the highest levels of agreement. The implementation reaches a peak of 98.79% and remains the leading step in the preparation and result-using phases. Educators show high satisfaction with the actual exam organization and the data process. This prominent tendency indicates that high schools are capable of doing logistical tasks and standardizing the English learning assessments.

Besides, the *'Checking'* stage serves as a reliable quality control mechanism, gaining the second-highest position in the management cycle. It reaches its maximum effectiveness in the preparation phase with 97.2% of agreement. This proves that schools are careful in examining test matrices and specifications. Although the use of results remains at 83.30%, there is slightly less focus on purchasing facilities. Overall, the results reflect a consistent professional commitment to monitoring standards appropriate with schools' regulations.

Finally, the *'Acting'* stage is the weakest phase in the management cycle, yielding the lowest percentages among phases (71.31%). Significant challenges appear in improving technical equipment and information technology systems (81.60%) due to the budget constraint, a major limitation for most high schools (Tran, 2018). Also, there is a lack of emphasis on improving test specifications or exploiting student learning results to refine teaching methods. While schools make plans and do them well, they struggle to complete the cycle through changing feedback into meaningful resource improvements.

6. Conclusion and Recommendations

6.1. Conclusion

6.1.1. The Contents of English Learning Assessment at High Schools

The contents of English learning assessments demonstrate a high degree of institutional consistency and curriculum alignment. Educators and students share a unified perspective on scientific evaluations tightly connected to general education themes. Dolin *et al.* (2018) indicate that test contents, language use, and test familiarity will benefit students already familiar with the test format. Scherer and Leshner (2021) add that the high level of satisfaction on the assessment contents contributes to supporting students' learning and enhancing their overall performance. By prioritizing the four language skills and maintaining a balanced difficulty range, from recognition to application, the assessments can meet a national proficiency framework, which boosts student motivation and accurately measures their language competency.

6.1.2. The Management of English Learning Assessment at High Schools

Management practices are characterized by high professional standards during the preparation and implementation phases. Schools are good at designing precise test matrices and maintaining operational efficiency with rigorous supervision. While there is a positive shift toward innovative, diverse assessment formats to foster student engagement, the change remains uneven among staff due to the limited capacity of the teaching staff (Nguyen, 2020). While assessment results are effectively used to bridge learning gaps for weaker students, the use of results is still a limit because some educators do not pay much attention to assessment activities, especially teaching method innovation (Pham, 2015).

6.1.3. The Management of English Learning Assessment through the PDCA Cycle

The application of the PDCA cycle reveals a good management in implementation but a weak one in a complete feedback loop. The *'Doing'* and *'Checking'* stages remain the most prominent, ensuring high quality control. However, the *'Planning'* stage shows gaps in long-term strategic design. Tran (2018) noted that the planning development for learning assessment does not receive an adequate attention, so the effectiveness of implementation in some aspects is still low. Besides, the *'Acting'* stage is the weakest link. According to Tran (2018), it lacks a strong support from educational forces inside and outside the schools. Budget constraints and a lack of emphasis on technical upgrades also hinder the ability of meaningful assessment improvements, leaving the management cycle partially incomplete regarding systemic refinements. Nguyen (2020) identified that the biggest difficulty at most schools is out-datedness facilities for teaching, learning and assessment.

6.2. Recommendation

6.2.1. The Contents of English Learning Assessment at High Schools

To maintain high levels of consistency, teachers should strictly use assessment materials appropriately with national competency-based standards. In reality, there are some assessment contents that are not suitable with what students have learnt in classes and test formats. Chan and Lam (2010) find that semester assessments are often separate activities, mainly low-level knowledge and skills. Duong (2016) shows that many assessment contents can lead to inaccurate perceptions on students' abilities. Thus, it is essential to provide teachers with updated sample questions and scientific matrices in testing students. Test contents should regularly be conducted appropriately with themes in the learning program. Diversifying writing and speaking tasks within the assessments will further support the goal of achieving a standard for all graduates.

6.2.2. The Management of English Learning Assessment at High Schools

School leaders should focus on balancing the innovative speed across their teaching staff by providing more manageable and practical professional development. Instead of overwhelming online modules, schools should implement direct training courses for the staff, regular discussions, and technical assistance (Aureada, 2021). Enhancing educators' awareness on learning assessments contributes to evaluating students' competency exactly (Pham, 2015). By fostering a collaborative environment, administrators encourage the staff to change from the traditional testing format to the modern one. They need to enhance "the quality of feedback" (Torres, 2019, p. 7), a key for the successful learning assessment.

6.2.3. The Management of English Learning Assessment through the PDCA Cycle

To strengthen the management cycle, schools must prioritize the *'Acting'* stage by allocating budgets for repairing equipment and upgrading information technology systems. Leaders should move beyond data collection and focus on exploiting results to refine teaching methods and improve test specifications in the assessment process. Besides, a comprehensive plan for the entire academic year is necessary to integrate annual summative designs. By increasing the loop between checking and acting, schools can improve student learning results. Muljawan *et al.* (2023) indicated that the more consistent the quality cycle is, the more successful the learning assessment management becomes.

6.3. Further Research

The next phase of the study will focus on '*The management of English learning assessment at high schools in Mekong Delta, Vietnam according to the PDCA cycle*' because it is conducted in provinces, firstly, having some similar features on education and socio-economic development; secondly sharing similar aspects of educational investments for Mekong delta.

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Declaration: The authors declare the use of Artificial Intelligence (AI) in writing this paper. In particular, the authors used Gemini Google for polishing writing language. The authors take full responsibility in ensuring proper review and editing of contents generated using AI.

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Appendices

Table 2. The contents of English learning assessment at high schools

Items	Administrators and teachers (N = 418)							Students (N = 1829)						
	α = 0.977		%					α = 0.977		%				
	M	**SD**	**1**	**2**	**3**	**4**	**5**	**M**	**SD**	**1**	**2**	**3**	**4**	**5**
1.1. The assessment contents include core knowledge of each unit.	4.03	0.862	2.9	1.7	13.4	53.8	28.2	4.01	0.836	2.5	1.6	14.5	55.1	26.2
1.2. The assessment contents mainly focus on language skills and knowledge of students.	4.06	0.758	1.2	2.9	10.3	60.5	25.1	4.04	0.782	1.4	2.5	13.1	57.2	25.8
1.3. The questions of test spread from easy to difficult levels: Recognition, understanding, application.	3.91	0.926	3.6	3.3	16.0	52.4	24.6	3.93	0.904	3.0	3.7	15.3	53.0	24.9
1.4. The assessment contents are based on needed-meeting requirements on skills and knowledge for each form.	4.00	0.919	3.3	2.9	13.2	51.2	29.4	3.99	0.882	2.7	3.0	14.2	52.6	27.6
1.5. The test's contents are tightly based on the learning program.	3.99	0.926	3.6	2.6	14.1	51.0	28.7	3.92	0.929	3.1	4.5	15.3	51.5	25.6
1.6. The assessment contents are based on themes, topics of the general education curriculum.	4.09	0.768	1.2	2.2	11.7	56.5	28.5	4.04	0.794	1.4	2.6	13.5	55.9	26.6

1.7. The assessment contents are suitable with the subject's own features.	4.06	0.806	1.9	1.4	13.9	54.5	28.2	4.03	0.802	1.9	1.8	14.2	55.9	26.2
1.8. The test's structure is based on the approved matrix.	4.02	0.806	1.7	2.9	12.7	57.2	25.6	4.02	0.802	1.5	2.8	13.6	56.2	25.9
1.9. The test's contents cover main issues of the program.	3.94	0.879	2.6	3.1	16.7	52.9	24.6	3.95	0.877	2.5	3.4	16.0	53.2	24.9
1.10. The test's contents are made sure to be exact, scientific and confidential.	4.00	0.919	3.3	2.9	13.2	51.2	29.4	4.00	0.879	2.7	2.8	14.4	52.6	27.6
1.11. Summative assessment is held simultaneously for each form.	4.01	0.888	2.6	3.1	13.9	51.7	28.7	3.94	0.884	1.8	5.3	15.5	51.9	25.5
Overall score	**4.01**	**0.860**	**2.54**	**2.64**	**13.55**	**53.90**	**27.36**	**3.99**	**0.852**	**2.23**	**3.09**	**14.51**	**54.10**	**26.07**

Table 3. The management of English learning assessment at high schools

Stages	Items	Administrators and teachers (N = 418)						
		M	SD	%				
				1	2	3	4	5
(1) α = 0.954	2.1. Designing an English learning assessment plan (including formative and summative assessment for language skills and knowledge).	4.14	0.622	0	0	13.4	59.6	27.0
	1.2. Designing matrixes and specifications for English tests	4.13	0.620	0	0	13.6	60.0	26.4
	2.3. Designing questions and answer keys/ marking instructions for English tests.	4.17	0.626	0	0	12.4	57.9	29.7
	2.4. Constructing procedures for students' English learning assessment.	4.16	0.633	0	0	13.2	57.4	29.4
	2.5. Giving professional training on English assessment to administrators and teaching staff according to MOET guides.	4.16	0.634	0	0	13.2	57.4	29.2
	2.6. Preparing equipment, facilities and information technology systems for students' English learning assessment activities.	4.15	0.616	0	0	12.4	59.8	27.8
(2) α = 0.936	2.7. Organizing the implementation of summative assessment.	4.18	0.482	0	0	4.3	73.7	22.0
	2.8. Organizing the supervision of students' English learning assessment.	4.14	0.468	0	0	4.8	76.1	19.1
	2.9. Organizing the arrangement of equipment, facilities, and information technology systems for students' English learning assessment activities.	4.16	0.477	0	0	4.8	74.9	20.3
	2.10. Organizing marking and correcting test papers for students.	4.17	0.479	0	0	4.3	74.2	21.5
	2.11. Organizing feedback collection on students' English learning assessment to adjust teaching, learning and assessment activities.	4.17	0.480	0	0	4.3	73.9	21.8
(3) α = 0.963	2.12. Using students' English learning results after each stage to adjust and improve English teaching and learning activities.	4.18	0.516	0	0	5.7	70.1	24.2

	2.13. Using students' English learning results after each assessment stage to adjust and improve school policies and strategies.	4.01	0.726	0	2.4	18.4	54.5	24.6
	2.14. Holding meetings to draw lessons from English learning assessment activities.	3.96	0.695	0	2.4	19.1	58.9	19.6
	2.15. Analyzing mid-term and end-term tests to help students identify their weaknesses for their next improvement.	4.03	0.729	0	2.2	18.4	53.3	26.1
	2.16. Reporting English learning results to related stakeholders (students, families, etc.).	4.06	0.750	0	2.4	18.2	50.7	28.7
	2.17. Providing professional training on English learning assessment for administrators and teaching staff.	4.06	0.709	0	1.2	18.7	53.1	27.0
	2.18. Adjusting and improving assessment activities appropriate with regulations and students' real performances.	4.06	0.745	0	2.2	18.2	50.7	28.9
	2.19. Proposing the purchase, supplementation or reparation of facilities for English teaching, learning and assessment activities.	4.06	0.747	0	2.4	17.7	51.2	28.7
Overall score		**4.11**	**0.619**	**0**	**0.9**	**12.38**	**61.44**	**25.37**

Note: - *Stages: (1) Preparation for English learning assessment; (2) Implementation of English learning assessment; (3) Use of English learning results*

Table 4. Managing the preparation for English learning assessment through the PDCA cycle

Steps	Items	Administrators and teachers (N = 418)						
		M	SD	%				
				1	2	3	4	5
Plan α = 0.861	3.1. Planning the construction of the summative assessment design for the academic year.	3.95	0.514	0	0	15.6	73.4	11.0
	3.2. Planning the matrix design and test specifications for mid-term tests.	4.13	0.452	0	0	4.5	78.0	17.5
	3.3. Planning the matrix design and test specifications for end-term tests.	4.08	0.479	0	0	7.9	76.6	15.5
	3.4. Planning the assignment of designing questions and marking guides/ assessment criteria for mid-term tests.	4.00	0.521	0	0	13.4	73.0	13.6
	3.5. Planning the assignment of designing questions and marking guides/ assessment criteria for end-term tests.	4.06	0.488	0	0	8.9	75.8	15.3
Do α = 0.920	3.6. Implementing the construction of the summative assessment plan for the academic year.	4.10	0.546	0	0	10.5	69.4	20.1
	3.7. Implementing the construction of the matrixes and specifications for mid-term tests.	4.13	0.452	0	0	4.5	78.0	17.5
	3.8. Implementing the construction of the matrixes and specifications for end-term tests.	4.15	0.468	0	0	4.5	75.8	19.6
	3.9. Implementing the assignment of designing questions and marking guides/assessment criteria for mid-term tests.	4.19	0.452	0	0	2.4	75.8	21.8
	3.10. Implementing the assignment of designing questions and marking guides/assessment criteria for end-term tests.	4.17	0.484	0	0	4.5	73.7	21.8
Check α = 0.960	3.11. Checking the summative assessment plan for the academic year.	4.12	0.416	0	0	3.3	81.3	15.4
	3.12. Checking the matrixes and specifications for mid-term tests.	4.13	0.448	0	0	4.3	78.2	17.5
	3.13. Checking the matrixes and specifications for end-term tests.	4.09	0.409	0	0	4.3	82.5	13.2

	3.14. Checking and approving questions and marking guides/assessment criteria for mid-term tests.	4.15	0.416	0	0	2.2	80.4	17.5
	3.15. Checking and approving questions and marking guides/assessment criteria for end-term tests.	4.20	0.398	0	0	0	80.4	19.6
Act α = 0.964	3.16. Improving the summative assessment plan for each academic year.	4.06	0.488	0	0	8.9	75.8	15.3
	3.17. Improving the matrixes and specifications for mid-term tests.	3.98	0.603	0	0	19.4	63.6	17.0
	3.18. Improving the matrix and specifications for end-term tests.	4.04	0.552	0	0	13.2	69.4	17.5
	3.19. Improving the questions and marking guides/assessment criteria for mid-term tests.	4.02	0.534	0	0	13.2	71.5	15.3
	3.20. Improving the questions and marking guides/assessment criteria for end-term tests.	3.98	0.609	0	2.2	13.2	69.4	15.3
Overall score		**4.09**	**0.486**	**0**	**0.11**	**7.94**	**75.10**	**16.86**

Table 5. Managing the implementation of English learning assessment through the PDCA cycle

Steps	Items	Administrators and teachers (N = 418)						
		M	SD	%				
				1	2	3	4	5
Plan α = 0.959	4.1. Planning the organization of printing, copying, securing and storing summative assessment tests appropriately with school regulations.	4.23	0.751	2.6	0	3.6	59.6	34.2
	4.2. Planning the organization of arranging exam rooms, test schedules, student lists, examiner lists, supervisor lists, and support staff lists for summative assessment tests.	4.24	0.770	2.9	0	3.3	58.2	35.6
	4.3. Planning the organization of invigilation for summative assessment tests.	4.28	0.787	2.9	0	3.6	53.3	40.2
	8.4. Planning the organization of supervision for summative assessment tests.	4.21	0.710	1.7	0.7	4.5	60.8	32.3
	4.5. Planning the organization of scoring summative assessment tests.	4.25	0.813	2.6	2.6	0	56.9	37.9
	4.6. Planning the organization of rescoring tests upon student request.	4.01	0.834	2.6	2.6	10.5	59.6	24.7
	4.7. Planning the arrangement of equipment, facilities and information technology systems for students' English learning assessment activities.	4.03	0.783	2.6	0	13.2	59.8	24.4
	4.8. Planning the organization of collecting student feedback on their English learning assessment to adjust teaching, learning and assessment activities.	4.25	0.759	2.6	0	3.6	57.4	36.4
Do α = 0.921	4.9. Organizing the printing, copying, securing and storing of summative assessment tests appropriately with school regulations.	4.34	0.508	0.2	0	0.2	64.8	34.8
	4.10. Organizing the arrangement of exam rooms, schedules, student lists, examiner lists, supervisor lists and support staff lists for summative assessment tests.	4.43	0.496	0	0	0	56.9	43.1
	4.11. Organizing invigilation for summative assessment tests.	4.33	0.507	0.2	0	0.2	65.2	34.4
	4.12. Organizing supervision for summative assessment tests.	4.39	0.532	0	0	2.2	56.2	41.6
	4.13. Organizing the scoring of summative assessment tests.	4.39	0.531	0	0	2.2	56.7	41.1
	4.14. Organizing the rescoring of tests upon student request.	4.35	0.508	0	0	1.4	61.8	36.8

	4.15. Arranging equipment, facilities, and information technology systems to serve students' English learning assessment activities.	4.39	0.531	0	0	2.2	56.5	41.3
	4.16. Implementing the collection of student feedback on their English learning assessment to adjust teaching, learning and assessment activities.	4.30	0.504	0.2	0	0.7	67.5	31.6
Check α = 0.940	4.17. Checking the organization of printing, copying, securing, and storing summative assessment tests appropriately with school regulations.	4.43	0.496	0	0	0	56.7	43.3
	4.18. Checking the organization of arranging exam rooms, schedules, student lists, examiner lists, supervisor lists and support staff lists for summative assessment tests.	4.33	0.522	0	0	2.6	62.2	35.2
	4.19. Checking the organization of invigilation for summative assessment tests.	4.35	0.530	0	0	2.6	59.6	37.8
	4.20. Checking the organization of supervision for summative assessment tests.	4.30	0.562	0	0	5.3	59.6	35.1
	4.21. Checking the organization of scoring summative assessment tests.	4.24	0.708	2.6	0	0	65.1	32.3
	4.22. Checking the organization of rescoring tests upon student request.	4.16	0.639	0	2.6	5.7	64.7	27.0
	4.23. Checking the arrangement of equipment, facilities and information technology systems for students' English learning assessment activities.	4.13	0.524	0	0	7.9	70.8	21.3
	4.24. Checking the collection of student feedback on their English learning assessment to adjust teaching, learning and assessment activities.	4.27	0.588	0	0.7	5.3	60.5	33.5
Act α = 0.955	4.25. Improving the organization of printing, copying, securing and storing summative assessment tests appropriately with school regulations.	4.11	0.506	0	0	7.9	73.2	18.9
	4.26. Improving the organization of arranging exam rooms, schedules, student lists, examiner lists, supervisor lists and support staff lists for summative assessment tests.	4.19	0.456	0	0	2.6	75.6	21.8
	8.27. Improving the organization of invigilation for summative assessment tests.	4.14	0.521	0	0	7.7	71.1	21.2
	4.28. Improving the organization of supervision for summative assessment tests.	4.13	0.533	0	0	8.4	69.8	21.8
	8.29. Improving the organization of scoring summative assessment tests.	4.08	0.588	0	0	13.4	64.8	21.8
	4.30. Improving the organization of rescoring tests upon student request.	4.05	0.577	0	0	14.4	66.5	19.1
	8.31. Improving the arrangement of equipment, facilities and information technology systems for students' English learning assessment activities.	3.95	0.652	0	2.6	15.8	65.3	16.3
	4.32. Improving the collection of student feedback on their English learning assessment to adjust teaching, learning and assessment activities.	4.05	0.580	0	0	14.6	66.3	19.1
Overall scores		**4.23**	**0.603**	**0.74**	**0.37**	**5.18**	**62.59**	**31.12**

Table 6. Managing the use of English learning results through the PDCA cycle

Steps	Items	Administrators and teachers (N = 418)						
		M	SD	%				
				1	2	3	4	5
Plan α = 0.963	5.1. Planning the analysis of assessment results/score distribution after each assessment stage to adjust teaching and learning activities as well as support learners.	3.91	0.741	2.6	0	16.3	65.6	15.5
	5.2. Planning the organization of the teaching staff meetings to draw lessons from students' English learning assessment activities.	3.90	0.702	1.4	1.4	17.2	65.6	14.4
	5.3. Planning the correction of summative assessment tests for students and indicating their weaknesses.	3.92	0.712	1.9	0.5	16.7	65.6	15.3
	5.4. Planning the organization of the weak students' parent meetings to discuss some measures supporting them.	3.95	0.686	2.4	0.2	10.8	72.7	13.9
	5.5. Planning professional development and training on assessment for the school administrators and teaching staff.	3.91	0.732	2.4	0.2	16.5	65.6	15.3
	5.6. Planning the adjustment and improvement of school policies and strategies.	3.86	0.663	2.6	0	13.9	75.4	8.1
	5.7. Planning the purchase, supplementation or repair of facilities for English teaching, learning and assessment activities.	3.94	0.665	1.0	1.0	16.5	66.0	15.5
Do α = 0.955	5.8. Analyzing assessment results, score distribution after each assessment stage to draw lessons for adjusting teaching and learning activities as well as supporting learners.	3.94	0.698	2.6	0	12.0	72.0	13.4
	5.9. Organizing the teaching staff meetings to draw lessons on students' English learning assessment activities.	3.91	0.598	1.0	1.4	12.9	75.4	9.3
	5.10. Organizing the correction of summative assessment tests for students, indicating their weaknesses.	3.94	0.707	2.9	0	11.0	72.7	13.4
	5.11. Organizing the weak students' parent meetings to discuss some measures supporting them.	3.85	0.607	1.0	1.7	16.3	73.7	7.3
	5.12. Organizing professional development and training on assessment for the school administrators and teaching staff.	3.94	0.697	2.6	0	11.6	72.2	13.6
	5.13. Organizing the adjustment and improvement of school policies and strategies.	3.78	0.741	2.6	2.9	16.3	70.1	8.1
	5.14. Organizing the purchase, supplementation or repair of facilities for English teaching, learning and assessment activities.	3.97	0.625	1.8	0.2	10.0	75.1	12.9
Check α = 0.958	5.15. Checking the analysis of assessment results, score distribution after each assessment stage to draw lessons for adjusting teaching, learning activities and supporting learners.	3.89	0.736	2.6	2.6	9.6	73.7	11.5
	5.16. Checking the organization of the teaching staff meetings to draw lessons on students' English learning assessment activities.	3.89	0.719	2.4	2.6	9.3	74.4	11.3
	5.17. Checking the organization of correcting summative assessment tests for students, indicating their weaknesses.	3.92	0.705	2.4	2.2	8.1	75.3	12.0
	5.18. Checking the organization of the weak students' parent meetings to discuss some measures supporting them.	3.91	0.709	1.9	1.4	14.4	68.7	13.6
	5.19. Checking the professional development and training on assessment for the school administrators and teaching staff.	3.92	0.710	2.6	0	13.6	70.2	13.6

	5.20. Checking the adjustment and improvement of school policies and strategies.	3.86	0.741	2.6	2.9	10.8	73.0	10.7
	5.21. Checking the purchase, supplementation, repair of facilities for English teaching, learning and assessment activities.	3.78	0.668	0	5.5	19.4	67.0	8.1
Act α = 0.960	5.22. Improving the analysis of assessment results, score distribution after each assessment stage to draw lessons for adjusting teaching, learning activities and supporting learners.	3.74	0.800	2.6	2.9	24.1	58.9	11.5
	5.23. Improving the organization of the teaching staff meetings to draw lessons on students' English learning assessment activities.	3.75	0.788	2.4	2.9	23.6	59.6	11.5
	5.24. Improving the organization of correcting summative assessment tests for students, indicating their weaknesses.	3.73	0.796	2.6	2.9	24.4	59.1	11.0
	5.25. Improving the organization of the weak students' parent meetings to discuss some measures supporting them.	3.76	0.821	2.6	2.9	24.4	56.5	13.6
	5.26. Improving the professional development and training on assessment for the school administrators and teaching staff.	3.93	0.706	2.6	0.2	12.0	71.5	13.7
	5.27. Improving the adjustment and improvement of school policies and strategies.	3.77	0.704	0.2	4.1	25.4	59.3	11.0
	5.28. Improving the purchase, supplementation, repair of facilities for English teaching, learning and assessment activities.	3.65	0.626	0	2.6	35.4	56.5	5.5
Overall score		**3.87**	**0.707**	**2.01**	**1.61**	**16.16**	**68.26**	**11.95**

Note: *M; mean; SD: standard deviation; 1: strongly disagree; 2: disagree; 3: neutral; 4: agree; 5: strongly agree*