



**LEARNING ASSESSMENT AND PERFORMANCE OF GRADE 10
STUDENTS IN TVE IN THE NEW NORMAL**

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Technical and Vocational Education includes education, training, skill development, and performance in occupational domains, production, services, and lives (TVE). In general education, practical skills, technology, and sciences relate to economic and social issues (UNESCO, 2015). More than 1 billion kids globally are afflicted by the COVID-19 pandemic. In this new normal education, learning is often remote, via TV, radio, or online. According to Margo et al. (2020), remote learning is difficult for TVE students since practical skills are acquired in school-based workshops. TVE relies on learning-by-doing, which affects student performance. Given that there is no baseline, the new normal requires a monitoring method for student learning outcomes. Assessment is vital to measuring TVE students' academic involvement. Hence, this study intended to identify the learning assessment and performance of grade 10 students in TVE in the new normal in Godofredo M. Tan Integrated School of Arts and Trades in San Narciso, Quezon SY 2021-2022. Specifically, the study aimed to determine the perception of the learners on learning assessment in terms of test materials, classroom set-up, and teacher's attitude, the performance of the learners in terms of written test and performance test, and assess if there is a significant relationship between the learning assessment factors and learners' performance. To assess the following variables, the researcher made use of a descriptive correlational research design and mean analysis and Pearson-r correlation as statistical treatments. The results revealed that there was no significant relationship between the learning assessment factors and learners' performance however it was found that the respondents agreed that the learning assessment was aligned with the test materials, classroom set-up, and teacher's attitude, and the learners were able to perform excellently in the written test and performance test given by the teachers.

Keywords: *New Normal, Perception, Performance Test, Practical Skills, Teachers, Written Test*

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1. Introduction

Education, training, and skill development and performance in a range of occupational domains, production, services, and lives are referred to as Technical and Vocational Education (TVE). The study of acquiring practical skills, technologies, and sciences in general education relates to diverse economic and social areas (UNESCO, 2015). However, Technical and Vocational Education (TVE) is affected by the COVID-19 pandemic, including more than 1 billion students globally. In this new normal education, learning is frequently done remotely, for example, via the television, radio, or online platform.

According to Margo et al. (2020), in this new teaching mode, remote learning is difficult for the students who take TVE as practical skills are developed through hands-on experience in school-based workshops. Furthermore, the performance of students is afflicted by the changes of mode of teaching as TVE is dependent on learning-by-doing. During the new normal set-up, a monitoring mechanism is demand to for learning outcomes of the students given that there is no baseline accessible. That is why the assessment procedure is essential to measure the engagement of students in their academic progress, specifically in TVE.

When it comes to teacher evaluation in Technical Vocational Education, classroom assessments by teachers have a significant impact on student learning (Absolum et al., 2017). Assessments by teachers are very crucial for improving student learning and performance. Notably, when they provide formative feedback and help students understand their learning techniques, with the new normal education, there will be hindrances in assessing the performance of students. Through a classroom assessment, the evaluation of competencies by assessing teachers that cannot be easily quantified via external, standardized assessments is also possible. Continuously evaluating students' skills and performance tasks gives a variety of information that teachers can use to track student progress in response to their learning requirements and development (Clarke, 2012).

A variety of assessments is implemented to determine the learning capacities of students in school, specifically in TVE. As the teachers teach, assessments for learning give them a clear picture of student learning and understanding, allowing them to alter anything from classroom management techniques and strategies to their lesson plans in real-time. Learners are getting engaged in learning when they are assessed as students. It emphasizes problem-solving

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techniques, and critical thinking abilities, and promotes students to set realistic objectives for themselves and track their progress constructively (Kampen, 2021).

Kampen (2021) mentioned six types of assessment in a classroom. These are diagnostic, formative, summative, ipsative, norm-referenced, and criterion-referenced assessments. The most common among these assessments are diagnostic, formative, and summative assessments.

In accordance with Kampen (2021), formative assessments assist teachers in understanding what students are learning while teaching and give them the knowledge they need to improve their teaching tactics. Formative assessments allow teachers to monitor how students' knowledge develops and changes in real-time in the classroom. Formative assessments include portfolios, group projects, class discussions, and progress reports. Moreover, the teacher will acquire the information to understand student knowledge and engage the entire classroom if diagnostic assessments are structured around the teacher's lesson. Diagnostic tests can also be used to track a student's progress. Consider administering the same test at the end of the unit to allow students to assess their learning abilities. Diagnostic exams involve short quizzes, journal entries, and student interviews. Furthermore, summative assessments are used to assess student learning progress. Standardized tests are summative evaluations that provide information to you, your school leaders, and your district officials. Different assessments aid in the shaping of the learning process at every stage and provide information about student learning, particularly in TVE.

Technical vocational school's skill competence assessment is a critical phase to complete the learning process at vocational school. The implementation of skill competence aspect covering materials, methods, strategies, tools, and assessors need to be designed and optimized concerning technical vocational school. This study aims to provide assessment guidelines for grade 10 students' performance in TVE in the new normal of education. As a result, assessment guidelines are an essential aspect of instruction. The assessment rules make it apparent to the students what they should do. It demonstrates how the students might indicate that they have met the learning objectives. It also lists variables that instructors will consider while grading students' performance.

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Background of the Study

In the Philippines, there are various technical vocational schools. Technical vocational schools offer technical-vocational education that focuses on providing students with the skills and information to succeed in the workplace. It incorporates formal, non-formal, and informal learning strategies. TVE is also recognized as a critical instrument for achieving social fairness, inclusivity, and long-term development (UNESCO, 2015).

One of the schools in the Philippines that offer this kind of subject is Godofredo M. Tan Integrated School of Arts and Trades. TVE allows students to apply what they have learned in an interdisciplinary and cross-curricular way while also incorporating what they've learned from their personal experiences. Investigation, enunciation, and portability should be generally upheld in the new TVE educational program. Permitting students to get to technical-vocational education through an adaptable educational program approach enables more students to extend their insight and range of abilities and explore and access a more extensive scope of professional choices (Manitoba Education and Training, 2018).

The researcher proposed this study to point out the learning assessment and performance of the grade 10 students in Godofredo M. Tan Integrated School of Arts and Trades in San Narciso, Quezon. In particular, the focus of this study is the subject Technical Vocational Education which is present to the school. However, the occurrence of COVID-19 changes the learning assessment and performance of students in the school. The sudden changes made a massive impact on how the teachers assessed the performance of the grade 10 students and how the students learned in the new normal.

According to Embibe for Education Administration (2021), there are a few challenges in the assessment process of the education system. Grading, change in examination pattern, teacher's assessment issues, technological issues, lack of training, cost of investment, lack of policy, administration issues, and social/ethical issues. For better practice, the issues raised should be evaluated and implemented. The assessment system is critical to their self-development and confidence. As a result, pupils should receive appropriate evaluations based on their hard effort and academic performance.

Different assessment methods frequently serve multiple functions and involve a large number of students. Assessments such as summative, formative, and diagnostic assessments

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have the advantage of being able to assess students' different learning competencies and skills in TVE. Various forms of assessments can aid in the understanding of student progress in a variety of ways. This knowledge can help you improve your teaching tactics and lead to varied adaptations. As a result, most teachers recognize the need for diverse learning assessments in the classroom. Various assessments have long been thought to be tied to and occurring inside the teacher-student interaction. The emphasis on technical vocational education and training has shifted from curricular content to outcomes or competencies. As stated by Gillis and Griffin (2016), a learning assessment should at a minimum accurately describe the purpose of the assessment; use a suitable approach to obtain evidence of learning; interpret the evidence against the learning standards; make a judgment to infer learning; and record and report the assessment outcomes.

The changes in learning assessment and performance of the students became the interest of the researcher. The researcher wanted to determine the performance of grade 10 students in TVE. Additionally, the researcher intended to recognize the learning assessment of teachers for the performance of grade 10 students and the perceptions of students in the different learning assessments in TVE in the new normal.

Theoretical Framework

The theories involved in this study are related to the learning assessment and performance of grade 10 students in TVE in the new normal. The following theories are Vygotsky's Zonal Proximity Development Theory and Kolb's Experiential Learning Theory.

Vygotsky's Zonal Proximity Development Theory is mainly about the path between the proper developmental level as measured by autonomous learning and the degree of potential improvement as determined by problem-solving under adult instruction or in cooperation with more competent peers has been described as the zone of proximal development (ZPD) by Lev Vygotsky (1896–1934), a Soviet psychologist and social constructivist (Vygotsky, 1978, p. 86). The gap between one's current developmental level as assessed by solo solving problems and one's prospective developmental level as determined by problem-solving under adult supervision or in cooperative with more competent peers".

Classroom assessment is a collaborative effort including both teachers and students. It is an essential component of both teaching and learning. When teachers attempt to holistically measure learners' existing and emerging capacities while empowering them to take responsibility

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in the process, they give an appropriate assessment. This perspective acknowledges the diversity of students in the classroom, the need for diverse methods of assessing their varying talents and learning potentials, and the importance of students as co-participants in the assessment process. At the heart of this evaluation approach is the recognition and attentive analysis of the learners' zone of proximal growth (Vygotsky, 1978). Learners' capacity to shift from guided to independent displays of information, comprehension, and abilities, as well as their ability to transfer this knowledge, understanding, and competence to new contexts, depends on appropriate evaluation. Assessment, in this view, helps students acquire higher-order thinking abilities and 21st-century skills. As a result, this assessment perspective recognizes the interconnectedness of education and assessment. Everyday teaching includes an assessment, which expands on the activities currently in place in the K-12 curriculum.

Kolb's experiential learning theory has two components: a four-stage learning cycle and four distinct learning styles. Kolb's theory is heavily influenced by the learner's internal cognitive processes. According to Kolb, learning entails the acquisition of abstract concepts that can be used in a variety of contexts. New experiences, according to Kolb's idea, offer the drive for the emergence of new concepts. When a person learns effectively, they go through a cycle of four stages: (1) having experiential learning, (2) observing and reflecting on that experience, (3) forming abstractions (analysis) and sweeping generalizations (conclusions), and (4) applying those abstract ideas and assertions to test a hypothesis in future cases, resulting in new life experience.

During studying, learning theory emphasizes how students accumulate, process, and store knowledge. Comprehension, or a world viewpoint, is gained or altered, and knowledge and skills are kept, all of which are influenced by cognition, emotional, and contextual variables, as well as previous experience.

Vygotsky's Zonal Proximity Development Theory is defined as what a student can do without the assistance of their parents and what they can do with the guidance of an adult. Since the mode of instruction is changed into new normal education, the performance in TVE is affected as it requires on-hand experience. The guidance of the parents is also a factor in the skill performance of students. With that being said, the assessment procedure might be changed to flexible guidelines. Kolb's experiential learning theory and Learning theory have the same ground in learning. The two theories will serve as a basis for the learning capabilities of the students and how they cope with the new mode of teaching.

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Statement of the Problem

This study intended to identify the learning assessment and performance of grade 10 students in TVE in the new normal in Godofredo M. Tan Integrated School of Arts and Trades in San Narciso, Quezon SY 2021-2022. Specifically, it sought answers to the following questions:

1. What is the perception of learners on learning assessment in terms of:
 - a. Test materials;
 - Validity
 - Reliability
 - Flexibility
 - Fairness
 - b. classroom setup;
 - c. teacher's attitude?
2. What is the performance of the learners in terms of:
 - a. written test;
 - b. performance task?
3. Is there a significant relationship between the learning assessment factors and learners' performance?

Research Methodology

Research Design

Descriptive correlational research was the research design used in this investigation. A descriptive correlational study aimed to discover factors that have some relationship. A change in one causes a difference in the other, focusing on the learning assessment and performance of grade 10 students in TVE in the new normal. Descriptive correlational research is used to describe variables and the natural correlations between and among them. In addition, the researcher used Pearson r to measure the relationship between two quantitative variables; the learning assessment and the performance of grade 10 students in TVE in the new normal.

Respondents of the Study

The study was conducted in the vicinity of Godofredo M. Tan Integrated School of Arts and Trades. The respondents of this study were composed of 145 grade 10 students in School Year 2021-2022. The primary purpose of selecting the respondents and locale is that this school is considered to be the biggest techvoc high school in San Narciso District and one of the few

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existing techvoc DepEd schools in the Division of Quezon alongside Manuel S. Enverga Memorial School of Arts and Trade (MSEMSAT), Lamon Bay School of Fisheries (LBSF) and Bondoc Peninsula Agricultural High School (BPAHS).

Research Instrument

The researchers used an online survey as the research instrument in gathering data in conducting the research. The online survey is aligned with the objectives of this study. This research instrument comprised of questions to gather and collect data from the respondents. It was a self-made questionnaire by the researcher and inputs were taken from the review of related literature and studies. The online survey was divided into two parts:

Part I focused on the demographic profile of the respondents which includes their age, sex, parents' educational attainment, parents' occupation, and family monthly income.

Part II of the online survey comprised the perceptions of grade 10 students in TVE in the new normal of education in terms of knowledge of test materials, classroom setup, and teacher's attitude. In terms of knowledge of test materials, the students were asked 20 survey questions. It involved five (5) items for validity, reliability, flexibility, and fairness. In terms of a classroom setup and teachers' attitudes, each variable was composed of ten survey questions.

The research instrument underwent validation through the help of three (4) experts; one (1) school principal, one (1) head teacher, one (1) master teacher of English, and one (1) master teacher of TVE.

Research Procedure

In accomplishing this study, the following procedures or steps were considered and followed:

Primarily, the researcher sought permission from the schools division superintendent of the Division of Quezon to allow her to conduct and pursue her study. After the validation of the research instrument of three (4) experts; one (1) school principal, one (1) head teacher, one (1) master teacher of English, and one (1) master teacher of TVE, the researcher sought permission from the School Principal of Godofredo M. Tan Integrated School of Arts and Trades, San Narciso, Quezon for the pilot testing and conducting the study. Twenty (20) Grade 10 students who are not included as the respondents were used in the conduct of the pilot testing. The questionnaire

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was also subjected to Cronbach's Alpha to test its reliability. After the pilot testing, approval of the Oral Examination Committee has pursued the final approval of the questionnaire.

Permission from the principal of the Godofredo M. Tan Memorial School of Arts and Trade was sought to allow the researcher to administer the questionnaire to Grade 10 techvoc students as the respondents of the study. After giving the approval, the researcher asked the respondents to answer the validated questionnaire through a social platform so as to prevent or minimize the health hazards brought by the pandemic of COVID-19.

The respondents were given enough time to carefully and concisely answer the distributed instrument. Retrieval of the questionnaire from the students was done after the time given to the respondents to answer the questionnaire. After gathering the necessary data, appropriate statistical treatment was applied and results were presented, analyzed, and interpreted.

Statistical Treatment of Data

The researcher used statistical measures and tools in summarizing, presenting, analyzing, and interpreting the data gathered. Particularly, the researcher used the mean and SD analysis, frequency-percentage distribution, and Pearson-r correlation in order to analyze the data collected.

To answer sub-problem 1, mean and SD analysis was applied to know how the respondents perceived the learning assessment in terms of test materials, classroom setup at teachers' attitude.

To answer sub-problem 2, frequency and percentage distribution were employed to determine the performance of the respondents in terms of written tests and performance tasks.

To answer sub-problem 3, the researcher utilized Pearson-r correlation to determine if the learning assessment is significantly related to the performance of the respondents.

Findings and Discussion

This chapter presented the results of the study. The data gathered were analyzed and interpreted so that conclusions and recommendations could be drawn.

I. Perception of the Learners on Learning Assessment

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This part shows the perception of the learners on learning assessment in terms of validity, reliability, flexibility, fairness, classroom set-up, and performance task. Each variable was assessed using five (5) indicators that describe the learning assessment based on the variables presented.

Table 1. Perception of the Learners on Learning Assessment in terms of Validity

Indicators	Mean	SD	Verbal Interpretation
1. The assessment used by the teacher covers all the performance criteria of the competency	4.09	0.93	Agree
2. The assessments are not self-made by the teachers. It is from the school guidelines	4.06	1.03	Agree
3. The teacher uses assessments that match the way those skills are used in the workplace	4.10	0.92	Agree
4. The assessment procedures utilized by the teacher are proper and truthful to the standard assessment	4.27	0.92	Agree
5. The procedure of assessment clearly defines and identifies the learning outcomes of the student	4.20	0.92	Agree
Overall	4.14	0.66	Agree

Legend: 4.50-5.00 = Strongly Agree; 3.50-4.49 = Agree; 2.50-3.49 = Moderately Agree; 1.50-2.49 = Disagree; 1.00-1.49 = Strongly Disagree

Table 1 shows the perception of the learners on learning assessment in terms of validity which gained an overall mean of 4.14 and a standard deviation of 0.66. This was provided with an interpretation that the respondents agreed that the learning assessment provided by the teachers was valid. This indicates that the assessment used by the teachers is valid since it covers all the performance criteria of the competency and it measures what it is supposed to measure.

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Among the following statements provided, statement no. 4 gained the highest computed mean of 4.27 which was interpreted to be agreed upon by the respondents. Specifically, this means that the respondents agreed that the assessment procedures utilized by the teacher are proper and truthful to the standard assessment hence, indicating that the learning assessment was valid. The result implies that the teachers were able to provide the students with the necessary learning assessment which were aligned to the standard assessment provided hence, deeming it valid.

Consequently, among the five (5) indicators, the lowest computed mean was from statement no. 2 which acquired a computed mean of 4.06 and provided an interpretation that the respondents agreed with the given statement. To further explain, it was agreed by the respondents that the assessments are not self-made by the teachers. It is from the school guidelines hence, indicating that the learning assessment was valid. In addition, this means that the learning assessment provided among the students follows the school guidelines making it valid. Moreover, this was not formulated by the teachers hence, making the learning assessment to be in line with the school guidelines and having no errors.

Using the concept of authenticity in a test entail using the test to accomplish an assignment in a realistic setting. Thus, authenticity can be demonstrated in a test as follows: a) contains as much fundamental English as possible; b) contains contextualized components; c) has significant, relevant, real-life subjects; d) provides some thematic arrangement to items, such as a storyline or episode; and e) contains assignments that match real-life assignments (Brown, 2016).

Table 2. Perception of the Learners on Learning Assessment in terms of Reliability

Indicators	Mean	SD	Verbal Interpretation
1. The assessment is updated to the newest format to assure its reliability	4.04	0.97	Agree
2. The directions and procedure of assessment are clear, efficient, appropriate, and well implemented.	4.25	0.90	Agree

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3. The phrasing and terminology used in the assessment are easy to understand	3.99	0.98	Agree
4. The assessment/performance criteria are free from ambiguity	3.89	0.97	Agree
5. The procedure of assessment is successful in applying the objective of teaching lessons	4.21	0.90	Agree
Overall	4.08	0.69	Agree

Legend: 4.50-5.00 = Strongly Agree; 3.50-4.49 = Agree; 2.50-3.49 = Moderately Agree;

1.50-2.49 = Disagree; 1.00-1.49 = Strongly Disagree

The table above shows the perception of the learners on learning assessment in terms of reliability which obtained an overall mean of 4.08 and a standard deviation of 0.69. This also gained an interpretation that the respondents agreed that the learning assessment was reliable. This means that the learning assessment used by the teachers is reliable since the items and questions are clear and made the instructions easily understood.

In correspondence to this, among the indicators displayed above, the statement which gained the highest computed mean was statement no. 2 which states that the directions and procedure of assessment are clear, efficient, appropriate, and well implemented. This obtained a computed mean of 4.25 and was agreed upon by the respondents. This further indicates that the learning assessment provided contains instructions that are easy to understand, appropriate, and properly applied hence, it was viewed to be reliable.

In addition to this, the lowest computed mean among the statements provided above was from statement no. 4 which gained a computed mean of 3.89 which was then interpreted as agreed upon by the respondents. This was provided with a statement that says that the assessment/performance criteria are free from ambiguity. This means that the learning assessment provided to the respondents was specific and provided with the necessary information there is.

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A reliable test must be consistent and reliable in terms of its stability and performance consistency (Badjadi, 2013; Genesee & Upshur, 2017). For instance, if a teacher delivers the same test twice to the same student or matched students, the results must be similar.

Table 3. Perception of the Learners on Learning Assessment in terms of Flexibility

Indicators	Mean	SD	Verbal Interpretation
1. The assessment is applicable to learners	4.26	1.00	Agree
2. The learners are involved in assessing their own performance	4.21	0.95	Agree
3. The learners are familiar with the types of assessment procedures.	3.92	0.97	Agree
4. The assessment is adjusted for the students who have difficulties in their modules (Lack of learning resources, late submission)	4.05	0.97	Agree
5. The assessment is responding to students' individual learning needs as well as the needs of the curriculum.	4.03	0.95	Agree
Overall	4.10	0.73	Agree

Legend: 4.50-5.00 = Strongly Agree; 3.50-4.49 = Agree; 2.50-3.49 = Moderately Agree; 1.50-2.49 = Disagree; 1.00-1.49 = Strongly Disagree

Table 3 provides the data on the perception of the learners on learning assessment in terms of flexibility. This was assessed using five (5) indicators which obtained an overall mean of 4.10 and was provided with an interpretation that the respondents agreed with the statements provided above. This implies that the learning assessment used by the teacher responds to learners' individual learning needs as well as the needs of the curriculum. It also means that the students can participate in their own learning.

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In relation to this, among the statements provided, statement no. 1 gained the highest computed mean of 4.26 which says that the assessment is applicable to learners. This was agreed upon by the respondents and indicates that since it was applicable to the learners, the learning assessment was said to be flexible. Furthermore, this implies that the learning assessment can be utilized by the students.

Consequently, the lowest computed mean among the statements presented above was from statement no. 3 which says that the learners are familiar with the types of assessment procedures. This acquired a computed mean of 3.92 and was interpreted to be agreed upon by the respondents. This indicates that the learning assessment was able to provide the learners with the instructions or processes that are common hence, they are aware of the types of the assessment procedures.

The examination includes information regarding a student's awareness, comprehension, perspective, and attitude toward learning. Teacher planning is predicated on assessment, which includes testing, that addresses the needs of children. In this vein, Brown & Abeywickrama (2016) and Sarcoban (2011) argue that standardized examinations are most commonly associated with concepts such as authenticity, reliability, relevance, and washback effect. They are elaborately discussed here.

Table 4. Perception of the Learners on Learning Assessment in terms of Fairness

Indicators	Mean	SD	Verbal Interpretation
1. The assessment is not biased. It applies to all Grade 10 students in TVE	4.09	1.03	Agree
2. The assessment is balanced for diverse types of learners	4.21	0.85	Agree
3. The evaluation is done with honesty and impartiality.	4.16	0.96	Agree
4. The assessment considers the learners' gender, cultural background, socio-economic status, abilities, and disabilities	4.02	1.09	Agree

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5. The teachers assess the modules and performance objectively, not subjectively. (Objective assessment is not influenced by the teachers' personal feelings)	4.10	1.00	Agree
Overall	4.11	0.64	Agree

Legend: 4.50-5.00 = Strongly Agree; 3.50-4.49 = Agree; 2.50-3.49 = Moderately Agree; 1.50-2.49 = Disagree; 1.00-1.49 = Strongly Disagree

The table above displays the perception of the learners on learning assessment in terms of fairness which acquired an overall mean of 4.11 and a standard deviation of 0.64. This was provided with an interpretation that the respondents agreed that the learning assessment displays fairness. It signifies that the learning assessment is fair for it is unbiased, familiar to all, and doesn't favor students of a particular background.

In connection to this, the learning assessment's fairness was assessed using five (5) indicators and among these five (5) indicators the highest mean obtained was 4.21 which was from statement no. 2. This was provided with a statement that says, the assessment is balanced for diverse types of learners. This was agreed upon by the respondents which further means that the learning assessment was able to provide information that is suitable for different kinds of learners. Moreover, since it provides information that is suitable for a diverse group of learners, this learning assessment displays fairness.

Subsequently, among the following indicators, the lowest mean obtained was 4.02 which was computed from statement no. 4 which states that the assessment considers the learners' gender, cultural background, socio-economic status, abilities, and disabilities. This indicates that the learning assessment is able to consider the student's characteristics hence, it is suitable for different kinds of students present in the educational institution which was then agreed upon by the respondents of the study.

Alternative assessment has been described as an alternative to standardized testing and all of its associated challenges "based on Richards and Renandya (2018). Alternative evaluation lacks even a single definition. "Alternative evaluations differ from conventional examinations in that they challenge students to demonstrate their skills.

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Table 5. Perception of the Learners on Learning Assessment in terms of Classroom Set-up

Indicators	Mean	SD	Verbal Interpretation
1. Use of social media in the classroom setting in assessing our learning capacity in TVE develops our honesty and self-reliance among us.	4.10	0.90	Agree
2. In the modular assessment and evaluation process, our teachers make sure that we understand fully what to do by giving explicit instructions before and after the administration of the test whether written or practice task	4.24	0.97	Agree
3. Our teachers give us enough time to finish the given test, accommodate our queries, and assisted us in understanding difficult content/ concepts in the test.	4.32	0.88	Agree
4. The teachers' feedback and comments on our performance and written test are discussed through messenger. It contains the remarks and the improvements the students need.	4.14	0.93	Agree
5. In a modular setting, we are satisfied and contented with the various assessments made by the teacher.	3.96	1.00	Agree
6. Standardized assessment is implemented to the written task using messenger (Summative Assessment) and is done systematically.	4.06	0.91	Agree
7. The evaluation for our performance tasks is established with criteria and rubrics utilizing messenger, and other forms of social media as the need arises.	4.00	0.94	Agree

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8. In learning assessment, our teacher ensures the coherence between the objects of the assessment (skills, knowledge), the teaching and assessment methods as well as the TVE modules (Coherence is the consistency of assessment)	4.15	0.93	Agree
9. Our teachers assure that the assessment criteria are used to evaluate our level of performance which is congruent to the learning competencies in TVL.	4.26	0.87	Agree
10. Close monitoring and evaluation of activities in the module to assure that we achieved the learning competencies in TVL are done periodically (The module should have provision for pretest, self-assessment, and posttest in each lesson; and the test items cover the essential competencies to be developed)	4.28	0.81	Agree
Overall	4.15	0.66	Agree

Legend: 4.50-5.00 = Strongly Agree; 3.50-4.49 = Agree; 2.50-3.49 = Moderately Agree; 1.50-2.49 = Disagree; 1.00-1.49 = Strongly Disagree

Table 5 displays the perception of the learners on learning assessment in terms of the classroom set-up. This was assessed using ten (10) indicators which obtained an overall mean of 4.15 and a standard deviation of 0.66. This also gained an interpretation that says that the respondents agreed with the statements provided above. This indicates that the learning assessment was appropriate for a classroom set-up where a modular setting is used and messenger is one of the means of communication where the teachers provide feedback, assisted, and accommodate queries from the learners.

In accordance with this, among the ten (10) statements displayed, statement no. 3 obtained the highest computed mean of 4.32. This states that the respondent's teachers give them enough time to finish the given test, accommodate their queries, and assisted them in understanding difficult contents/concepts in the test. Moreover, this implies that the teachers are present to guide the students on the given learning assessment and provide them with

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appropriate answers to their questions to acquire a clear understanding of the complicated contents present in the learning assessment.

Subsequently, the lowest mean obtained among the statements was acquired from statement no. 5 which says that in a modular setting, the respondents were satisfied and contented with the various assessments made by the teacher. This obtained a computed mean of 3.96 and was agreed upon by the respondents. This means that despite being agreed upon by the respondents, it was less favorable among the responses which indicates that the respondents were not highly satisfied on the assessments performed by their educators.

Schaap, Baartman, and de Bruijn (2012) argue that it is crucial that students in vocational education have the opportunity to learn in multiple regions, and that these students effectively consider differences and similarities between these regions in order to demonstrate their learning, skill performance, and prepare for future circumstances. In addition, it is considered that learning in vocational education differs from learning in academic contexts (Baartman & de Bruijn 2011).

Table 6. Perception of the Learners on Learning Assessment in terms of Teacher's Attitude

Indicators	Mean	SD	Verbal Interpretation
1. My teachers give a formal and order assessment of our performance	4.35	0.92	Agree
2. My teachers follow the criteria and standards in different types of assessment in evaluating our performance.	4.36	0.86	Agree
3. My teachers are not biased in assessing the performance of the learners. They assess their learning capacity in an equal way	4.21	1.03	Agree
4. Different types of assessments are utilized by my teachers depending on the test materials (Diagnostic, formative, summative assessment)	4.21	0.91	Agree

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5. My teachers inform us about how we perform in TVE	4.28	0.89	Agree
6. My teachers monitor our performance on a daily basis and adjust the assessment type based on what the students need to succeed	4.22	0.93	Agree
7. My teachers follow the procedure accordingly based on the assessment used to avoid misleading outcomes of our performance.	4.23	0.97	Agree
8. Prerequisites of the procedure of assessment (Preparation of the assessment environment, data media for the recording of the assessment data, etc.).	4.12	0.95	Agree
9. My teachers use performance levels: a rating scale that identifies our level of mastery within each criterion of assessment	4.14	0.94	Agree
10. Using rubrics as a guide in assessing the learners' performance. It will be easy for the teachers to identify the performance of each student and adjust their instruction appropriately	4.31	0.92	Agree
Overall	4.24	0.73	Agree

Legend: 4.50-5.00 = Strongly Agree; 3.50-4.49 = Agree; 2.50-3.49 = Moderately Agree; 1.50-2.49 = Disagree; 1.00-1.49 = Strongly Disagree

Table 6 presents the perception of the learners on learning assessment in terms of the teacher's attitude. This was provided with an overall mean of 4.24 and a standard deviation of 0.73. The teacher's attitude was evaluated using the ten (10) indicators presented above and was interpreted to be agreed upon by the respondents. This means that the teachers give formal and order of the learners' performance, and follow criteria and standards in different types of assessment. Also, the teachers monitor and give feedback regarding the performance. In addition, the teachers use scoring rubrics in assessing the learner's performance.

Based on the table, the highest computed mean among the ten (10) indicators was from statement no. 2 which says that the respondent's teachers follow the criteria and standards in

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different types of assessment in evaluating our performance. This statement gained a computed mean of 4.36 and was interpreted to be agreed upon by the respondents. This result indicates that the respondents perceive that their educators follow a certain standard and criteria in developing different learning assessments to assess the learner's academic performance. Through this, the learners can be evaluated by following a given criterion that the learner' can also use as a guide to performing better in the given learning assessment.

In addition, the lowest computed mean among the statements provided above was from statement no. 8 which states the prerequisites of the procedure of assessment (Preparation of the assessment environment, data media for the recording of the assessment data, etc.). This obtained a computed mean of 4.12 and was interpreted to be agreed upon by the respondents. The results imply that the educators were able to prepare the prerequisites of the process in generating the learning assessment.

The majority of teachers acknowledged that they possessed adequate assessment knowledge (Gullikson, 2016; Kennedy, 2019) and attributed this knowledge to experience and college education (Gullikson, 2016; Wise, Lukin, & Roos, 2017). Concerns of teachers on the manner of homeroom assessment varied marginally with subject areas and with grade levels (Stiggins & Conklin, 2018).

II. Level of Performance of the Learners

Table 7. Level of Performance of the Learners in terms of Written Test

Scores	Frequency	Percent	Verbal Interpretation
16-20	92	63.45	Excellent
11-15	43	29.66	Good
6-10	10	6.90	Fair
0-5			Poor
Total	145	100.00	

Legend: 16-20 = Excellent; 11-15 = Good; 6-10 = Fair; 0 - 5 = Poor

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Table 7 displays the level of performance of the learners in terms of written tests. A total of 145 learners were assessed on the written test wherein the majority of the respondents scored 16 – 20 which gained a frequency of 92 or 63.45%. This was rated excellent. Consequently, the minority of the respondents scored 6-10 which was rated fair, and obtained a frequency of 10 or 6.90%. Based on the results this implies that more than half of the respondents were able to perform excellently in the written test provided by the teachers. Consequently, only a few performed fair on the written test given by the teachers among the student respondents. This indicates that the students are able to answer the written test and gain favorable scores the test scores which then indicates that the given written test was taught among the students and is applicable in assessing their performance.

In connection with this, since it was viewed by the respondents that the learning assessment was valid, reliable, flexible, and fair, the result from the written test indicates that the learning assessment was able to provide the learners the necessary topics covered in their grade level and such topics were aligned and was present in the learning assessment thus, making the students to score high and was rated to be excellent in written tests.

A student's relational skills, relational abilities, decisive reasoning, and critical thinking skills distinguish them from other pupils. Academic ability is a more important criterion that schools look for. Hamzah and Abdullah (2017) suggested that a student's portfolio should include the standard prerequisites for each institution so that aspiring school administrators can find essential strategies to prepare for the job and assess their ability level (p. 688).

Table 8. Level of Performance of the Learners in terms of Performance Task

Scores	Frequency	Percent	Verbal Interpretation
61-70	46	31.72	Excellent
51-60	48	33.10	Excellent
41-50	41	28.28	Good
31-40	10	6.90	Fair
21-30			Poor

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11-20	Poor	
0-10	Poor	
Total	145	100

Table 8 presents the level of performance of the learners in terms of a performance task. A total of 145 respondents were assessed on their performance tasks through a 70-item score. Based on the table, the majority of the respondents were able to score excellently particularly, gaining a score of 51 – 70. While the minority of the respondents gained a score of 31 – 40 which was rated fair. The results from the assessment of the performance tasks of the students implied that the students were able to excellently perform in the given task. This further indicates that the students were familiar with the activity hence, it is suitable to be used in assessing the performance task of the students.

Generic skills are the skills that students need to become the next successful learners and specialists in their field of study, work, and other aspects of their lives (Allan & Clarke, 2019; Bennett, Dunne, & Carré, 2017; Biggs, 2019). They are an important outcome of high school education. The terminology employed to refer to generic talents varies from one country to the next. (NCVER, 2019). The terms include 'key capabilities', 'delicate skills', or 'employability skills' (Australia); 'key skills' or 'center skills' (United Kingdom); 'fundamental skills' (New Zealand); and 'essential skills', 'employability skills', or 'working environment ability' (Australia, United Kingdom, and New Zealand, respectively); and 'essential skills', 'employability skills', or (United States).

In connection with the result in table 8, since performance tasks assess the skills of the students, it is necessary for the students to develop their generic skills. Since such skills are necessary to be successful, these skills are taught and improved among the students. Through learning and improving their skills, a learning assessment in the form of a performance task would be helpful in assessing the developed skills of the students.

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PART III. Significant Relationship between the Learning Assessment Factors and Learners' Performance

Table 9. Relationship between Learning Assessment Factors and Learners' Performance

Learning Assessment Factors	Written Test	Performance Task
Test Materials		
Validity	-0.048	-0.071
Reliability	0.066	-0.023
Flexibility	0.013	-0.033
Fairness	0.007	-0.044
Classroom Set-up	0.028	0.016
Teachers' Attitude	-0.037	0.017

**. Correlation is significant at the 0.01 level (2-tailed).

Legend: .00 to ±0.2 very weak or no association 0.4 to ±0.6 moderate association

0.81 to 1.0 very strong association 0.21 to ±0.4 weak association 0.61 to ±0.8 strong association

Table 9 presents the relationship between the learning assessment factors and the learner's performance. This was assessed by determining the relationship of the learning assessment factors in terms of test materials as to; validity, reliability, flexibility, fairness, classroom set-up, and teacher's attitude toward the written test and performance task.

Based on the result, it was revealed that there was no significant relationship between the variables presented above hence, the null hypothesis is rejected. This indicates that there was no significant relationship between the learning assessment factors and the learner's performance.

The results imply that the learning assessment factors assessed by the respondents do not affect the performance of the learners. This means that the development of the learning

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assessment in accordance to test materials, classroom set-up, and teacher's attitude do not have any impact on the performance of the learners particularly, this does not correlate with the improvement of the performance of the learners.

To further elaborate on the results, some parents are responding to the module in a modular environment. If students need to clarify something, they cannot approach the teachers face to face; however, if the teachers are considerate and approachable, they will not be hesitant to approach them.

Regarding teachers' attitudes, because it is online/modular and they rarely encounter the teachers in person, they cannot determine the teachers' attitudes.

Students have no opportunity to see the teachers face to face, and they are unaware that their performance is often monitored by the teachers. There are reservations about the learners' performance.

Conclusion

Based on the results generated from the data gathered from the respondents it was revealed that the respondents agreed that the learning assessment was valid, reliable, flexible, and fair in terms of the test materials, and it was aligned with the classroom set-up and the teacher's attitude. Consequently, it was also revealed that the performance of the learners in written tasks and performance tasks was excellent however, it was found that there was no significant relationship between the learning assessment factors and the learner's performance, hence the hypothesis posited in the study was sustained.

Recommendation

Based on the findings of the study, the following recommendations were generated by the researcher:

1. The teachers should provide a different set of written tasks and performance tasks to determine if there might be a relation between the learning assessment factors and the performance of the students.
2. To further improve the performance of the students, the teachers can employ other learning strategies that may develop their skills.

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3. Other variables in determining the perception of the learners in the learning assessment can be used to further determine other variables that may impact the performance of the learners to further improve the learning assessment given to the students.

4. The learning assessment may be enhanced to further improve the performance of the students in terms of written tasks and performance tasks.



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