CHALLENGES OF TEACHERS IN ACADEMIC ASSESSMENT ON THE PERFORMANCE OF STUDENTS IN THE NEW NORMAL EDUCATION

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree, Master of Arts in Education, major in Elementary Education, this thesis entitled, "**CHALLENGES OF TEACHERS IN ACADEMIC ASSESSMENT ON THE PERFORMANCE OF STUDENTS IN THE NEW NORMAL EDUCATION**", has been prepared and submitted by MA. ETHEL A. OBIENA who, after having passed the comprehensive examination, is hereby recommended for Oral Final Defense

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DEDICATION

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THEL

ABSTRACT

This study aimed to determine the challenges of teachers in academic assessment in the new normal education of the District Daram I and II, Schools Division of Samar during the School Year 2022-2023. Additionally, it employed the quantitative approach utilizing the descriptive correlation design with comparative analysis. The study evaluated the personal characteristics of the teacher-respondents in terms of their age and sex, civil status, highest educational attainment, number of years in teaching, and challenges of teachers in academic assessment on the performance of the students in the new normal education.

The study accentuated how crucial it was to identify and deal with the problems found in order to improve teacher effectiveness in the assessment process during New Normal Education. To ensure confidence in the results, appropriate descriptive and inferential tools were utilized. The study revealed that teacher-respondents often perceived the academic performance of students as important and they often considered a favorable attitude toward academic assessment. In looking into the linear association in terms of the challenges in academic assessment on the performance of the students in the new normal education, the teachers considered them uncertain in terms of choice of alternative assessment, restrictions of utility of alternative evaluation techniques, evaluating student performance and success, and problems experienced in evaluating student success and performance.

Furthermore, in terms of the challenges in academic assessment on the performance of the students in the new normal education, the teachers considered

them uncertain in terms of choice of alternative assessment, restrictions of utility of alternative evaluation techniques, evaluating student performance and success, and problems experienced in evaluating student success and performance.

Moreover, in looking to the linear assessment between the factors that affected a teacher's performance during assessment, the teachers were assessed as to often affecting in terms of learner centeredness, improvement of learning outcomes, informs teaching and learning processes, and assessment embedded in learning.

Nonetheless, in associating between the challenges of teachers and factors that affect a teacher's performance during assessment, it was significant in age, sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching service, latest performance rating through IPCRF, perception on academic performance among Key Stage-2 students, and attitude toward academic assessment. On the other hand, in terms of relevant in-service training, it was found to be not significant.

Key Words: Challenges of Teachers, Academic Assessment, Performance of Students, New Normal Education

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

In the field of education, the academic evaluation is a crucial instrument for assessing students' development and comprehending the difficulties. Teachers have in creating productive learning settings. This thorough assessment not only determines students' academic ability but also offers insightful information about the instructional strategies teachers use. The evaluation takes a multipronged approach, exploring both the quantitative and qualitative facets of student performance, allowing for a more comprehensive view of each student's areas of strength and growth. Teachers, on the other hand, have the difficult task of modifying their methods of instruction to accommodate a wide range of learning requirements and the changing nature of education. This complex relationship between teaching dynamics and evaluation serves as the foundation for an educational system dedicated to ongoing development and the cultivation of a supportive, enriching academic journey for students and educators alike.

When feasible, the teacher should visit students at home who need remediation or help (Llego, 2021). On a regular basis, difficulties in applying the distance learning strategy developed (Dangle & Sumaoang, 2020). This asserted that the key challenges that occurred were the shortage of school finances in the creation and delivery of modules (Cardullo et al., 2021) added that teachers were caught off guard for emergency remote instruction owing to a lack of distant education expertise as well as computer literacy.

Indeed, the coronavirus disease 2019 (COVID-19) pandemic continuously impacts educational systems around the world and this paradigm shift is changing dramatically in the Philippines. With this, teachers' roles are critical in ensuring that students learn successfully. The occurrence of the COVID-19 put schools, teachers, students, parents, and other stakeholders to the test (OECD,2020).

Many school districts moved activities online in order to maintain instruction even when schools were closed (Organization for Economic Co-operation and Development, 2020). Aside from online learning, most public schools especially in remote areas employed modular instruction through printed self-learning modules.

Additionally, most students (Cos et al., 2021) and parents opted the modular distance learning among other alternative modalities. As a result, teachers' capacity to give high-quality training and preparation for students deteriorated. The pandemic drove teachers with a crucial role in facilitating and monitoring the student's development despite any challenges and changes in the educational platform, where learning occurs at home. Nevertheless, quality learning experiences do not occur only within the four walls of the classroom; learning can occur at any time and from any location (Pentang, 2021).

The pandemic tested the teachers' flexibility and adaptation in times of crisis. As a result, it motivated them to come up with innovative ways to interact with their learners. Teachers underwent training to equip them to provide better teaching in the face of the COVID-19 threat. Still, teachers could not simply ignore uncontrolled circumstances (Lagua, 2020). Despite the challenges, educators continued to make learning possible, doing everything they could to acclimate to the normal.

Teachers in the new normal face challenges brought by the COVID-19 pandemic which posted rapid adjustments in the educational system (Alvarez, 2021), including parents of the students (Guiamalon et al., 2021). Even though other countries have already been rid of the virus's menace, the Philippines remains one of the most seriously hit. The pandemic had a significant impact on education in the country, where academic institutions and schools encountered major adjustments. The pandemic caused hindrances to face-to-face education (Abbas, 2021).

The education sectors worked together to ensure the continuity of education and that every school continues to achieve its goal and vision of providing excellent education to every Filipino student (Dangle and Sumaoang, 2020). As a result, the Department of Education (DepEd) instituted DepEd Order Number 12 Series of 2020, which formulated new learning delivery modalities at all levels, as represented in the Learning Continuity Plan (LCP) for the School Year 2020-2021 up to the present (Guiamalon et al., 2021). Different learning modalities presented included online distance learning, blended learning, homeschooling, and modular distance learning in digital or printed format. Among the different modalities offered, the use of printed self-learning modules was the method used by most public schools. It was because only a few learners, especially in remote areas could access the internet since only a few have gadgets and there was a limited internet connection.

As schools around the world had closed due to coronavirus (COVID-19) pandemic, students, teachers, and parents were settling into the "new reality" for the foreseeable future. Many schools were implementing their distance learning

contingency plans, and connecting students and teachers through online platforms and tools. (World Bank Blogs, 2020). These were intended to reach all students needs to be able to continue learning.

National and local governments partnered with broadcasting service providers to deliver educational content via television and radio during dedicated hours. Under these unexpected circumstances, teachers and parents have had to quickly adapt to teaching in this new reality to ensure that students engage in learning (World Bank Blogs, 2020).

Learning assessment is a fundamental feedback mechanism in education, allowing all stakeholders of the learning process to understand what is being learned and where learning resources need to be focused. Assessment may take different modalities depending on its purpose. Along with high-stakes examinations and large-scale assessments, an example is a formative assessment, under normal circumstances, carried out by teachers in the classroom as part of the teaching process and encompasses everything from teacher observation to continuous feedback to homework. Formative assessment is particularly relevant to understand the learning needs of each and every student and to adjust instruction accordingly. In addition, teachers usually implement summative assessments whereby specific educational content is reviewed to determine the extent to which students reached the expected learning goals and acquired critical knowledge and skills (Tria, 2020).

Prior to the COVID-19 crisis, all modalities of learning assessment had been strongly dependent on students' physical presence – either for administration or for observing the learners' daily progress. Current school closures necessitate of

development of alternative approaches to delivering the critical feedback function of learning assessment. While all types of assessment of student learning are important, the need for formative assessment right now is particularly critical because learning needs to take place outside of the physical classroom, and teachers and parents-turned-teachers need to understand whether students are absorbing the content that is delivered to them in formats that differ from business-as-usual (Yumol, 2020).

In its commitment to ensure teaching and learning continuity while looking after the health, safety, and wellbeing of its learners, teachers, and personnel, the DepEd issued Department Order Number 012, Series of 2020 titled, “Adoption of the Basic Education Learning Continuity Plan {BE-LCP) for School Year (SY) 2020- 2021 in Light of the COVID-19 Pandemic.”

To supplement the said DO, the DepEd issued the Interim Policy Guidelines for Assessment and Grading in Light of The Basic Education Learning Continuity Plan (Enclosure No. 1) to provide guidance on the assessment of student learning and on the grading scheme to be adopted this school year. As DepEd pursued learning continuity, it was imperative for schools to take stock of assessment and grading practices that most meaningfully support learner development and respond to varied contexts at this time.

The policy is grounded on the following principles: Assessment should be holistic and authentic in capturing the attainment of the most essential learning competencies, assessment is integral for understanding student learning and development, a variety of assessment strategies is necessary, with formative assessment taking priority to inform teaching and promote growth and mastery,

assessment and feedback should be a shared responsibility among teachers, learners, and their families, and assessment and grading should have a positive impact on learning.

This policy was implemented in all public elementary and secondary schools nationwide for School Year 2020-2021. While Department Order Number 8, Series of 2015 titled, Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program is still in effect, provisions inconsistent with these new guidelines are suspended for this school year (DepEd Order No. 21, s, 2020).

Locally, Districts of Daram I and II reported the MPS in the School Year 2018-2019 was 85.92 or 85 percent containing the eight subjects (Filipino, English, Mathematics, Science, Araling Panlipunan, EPP/TLE, MAPEH, and ESP) in the School Year 2019 -2020 MPS result was 83.04 or 83 percent and on the other hand, School Year 2020-2021 MPS result was 80.66 or 80 percent data from the eight subjects respectively from the Districts of Daram I and Daram II were decreased. The decline from the succeeding years thus attributed to the COVID-19 pandemic where students opted to engaged in online learning and Modular Distance Learning in which students had faces numerous of challenges affecting their academic performance. In the investigation on the effects of COVID-19 on the performance of the students (Elhadary et al., 2020) revealed that the several factors influenced students' academic performance were anxiety, social problems, answering modules without discussion and the internet connection.

One of the teachers' abilities is to adapt in the face of adversity. Different challenges arise, particularly during this difficult time, and teachers are still adjusting to the new normal. As a result, teachers employ a variety of assessment

strategies to deal with the assessment difficulties they face. These standardized initiatives assist teachers in overcoming challenges and are a great help in improving the situation. With the foregoing facts and observations added from the literature concerning the experiences of schools in the Districts of Daram I and II, Schools Division of Samar, in this New Normal Education Scheme, this study determined the challenges of teachers. It also described the academic assessment on the performance of students in the new normal education, which aided in the resolution of issues that during the implementation of the new normal alternative learning modality.

Lastly, the researcher was prompted to conduct this study which aimed to suggest a plan of action to avoid these challenges based on the participants' ideas on implementing assessment on the academic performance in the Districts of Daram I and II, Schools Division of Samar.

Statement of the Problem

This study determined the challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education of the Districts of Daram I and II, Schools Division of Samar during the School Year 2022-2023.

Specifically, this study sought to answer the following questions:

1. What is the profile of the teacher-respondents in terms of the following variates:

    1.1 age and sex;

    1.2 civil status;

1.3 gross monthly family income;

1.4 highest educational attainment;

1.5 number of years in teaching service;

1.6 latest performance rating through IPCRF;

1.7 relevant in-service training;

1.8 perception on academic performance among Key Stage-2 students (Academic Performance Rating Scale by DuPaul et al.,1991); and

1.9 attitude toward academic assessment (Questionnaire for Academic Assessment by Sun & Sun, 2001)?

2. What challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education based on the teacher- respondents in terms of the following areas:

2.1 choice of alternative assessment;

2.2 restrictions of utility of alternative evaluation techniques;

2.3 evaluating student performance and success; and

2.4 problems experienced in evaluating student success and performance?

3. Is there a significant relationship between the challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education to the teacher-respondent variates based on terms of the foregoing areas?

4. What are the factors that affect a teacher's performance during assessment in terms of the following areas?

4.1 learner centeredness;

4.2 improvement of learning outcomes;

4.3 teaching and learning processes; and

4.4 assessment embedded in learning?

5. Is there a significant relationship between the factors that affect a teacher's performance during assessment to the teacher-respondent variates based on terms of the foregoing areas?

6. What intervention program may be derived based on the findings of the study?

Hypotheses

The following null hypotheses were tested based on the specific problems identified above:

1. There is no significant relationship between the challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education and to the teacher-respondent profile variates based on terms of the following areas:

1.1 choice of alternative assessment;

1.2 restrictions of utility of alternative evaluation techniques;

1.3 evaluating student performance and success; and

1.4 problems experienced in evaluating student success and performance.

2. There is no significant relationship between the factors that affect the teacher's performance during assessment and to the teacher-respondent profile

variates based on terms of the following areas:

2.1 learner centeredness;

2.2 improvement of learning outcomes;

2.3 teaching and learning processes; and

2.4 assessment embedded in learning.

Theoretical Framework

The study was anchored on Lev Vygotsky's Zone of Proximal Development theory (ZPD)(1978), the Mastery Learning Theory by Benjamin Bloom (1968), Assessment for Learning (AfL) theory by Black and Williams (1998), and Universal Design for Learning by Rose and Meyer (2002).

Zone of Proximal Development Theory by Lev Vygotsky (1978) centers on the idea that learning occurs most effectively when students engage in tasks slightly beyond their current ability, but within their potential to master with appropriate guidance and support. According to Vygotsky, the ZPD represents the difference between what a learner can achieve independently and what they can achieve with the assistance of a more knowledgeable individual, such as a teacher or peer. This study aims to explore how scaffolding within the ZPD—providing structured support to guide learning and gradually reducing it as the learner becomes more competent—impacts student performance and knowledge acquisition.

The research examined the relationship between tailored instructional support within the ZPD and academic outcomes, hypothesizing that students who receive targeted support will exhibit greater academic progress and mastery of

complex concepts compared to those who are below the standard measures.

Hence, the Zone of Proximal Development Theory by Lev Vygotsky was related to the present study as to the main component of this study which was drawn by performance outputs of the student-respondents.

Benjamin Bloom's mastery learning theory revolves around the premise that students achieve higher levels of academic performance and deeper retention of knowledge when they are provided with instructional strategies tailored to their individual learning needs. Mastery learning is characterized by students progressing at their own pace, frequent formative assessments, and targeted interventions to address learning gaps. This framework posits that when students receive mastery learning-based instruction, they are more likely to achieve proficiency in subject matter, leading to improved academic outcomes compared to traditional instructional methods. Additionally, this approach emphasizes the importance of providing continuous feedback and additional support to students as needed, thereby fostering a more personalized and effective learning experience. By investigating the impact of mastery learning on student achievement, this study aims to contribute valuable insights into the efficacy of educational strategies based on Bloom's theory and their potential applications in diverse educational settings.

The research examined the relationship between the implementation of mastery learning and academic performance, with the hypothesis that mastery learning environments result in better student outcomes through effective assessment.

This Benjamin Bloom's mastery learning theory signifies relevance to the

present study as the result was anchored to their observed outcomes, responses or performance of the student-respondents.

Assessment for Learning (AfL) theory by Black and Williams (1998) is based on the concept that formative assessment—assessment that occurs during the learning process rather than at the end of a unit or course—can significantly improve student learning outcomes. Black and Wiliam suggest that effective formative assessment involves providing students with constructive feedback that guides their learning, allowing them to identify their strengths and areas for improvement. Additionally, AfL emphasizes the importance of involving students in their own assessment, encouraging self-assessment and peer assessment as a means of developing metacognitive skills. By embedding assessment within the learning process, AfL creates opportunities for students to engage in continuous improvement and self-regulation. The theory also highlights the role of teachers in using assessment data to inform instruction and adapt teaching methods to better meet the needs of individual learners. Overall, the AfL framework underscores the transformative potential of formative assessment in promoting student achievement and fostering a culture of learning and growth.

On the other hand, to correlate the study to this, Assessment for Learning (AfL) theory by Black and Williams served as the framework as to the functional attitude of the respondents which led to a better performance.

Lastly, the Universal Design for Learning (UDL) is a theoretical framework rooted in the concept of creating inclusive educational environments that cater to the diverse needs of all students. Developed by Rose and Meyer at the Center for Applied Special Technology (CAST), UDL is guided by three core principles:

providing multiple means of representation, action and expression, and engagement. By offering various ways to present information, such as through text, audio, and visual aids, UDL ensures that all students can access and comprehend the curriculum.

Additionally, it encourages diverse methods for students to demonstrate their knowledge and skills, allowing them to choose approaches that align with their strengths and preferences. The framework also emphasizes fostering engagement by presenting learning activities that resonate with students' interests, cultural backgrounds, and learning styles. UDL's flexible approach to curriculum design not only supports students with disabilities but also benefits all learners by promoting equitable opportunities for success and lifelong learning.

Through the UDL framework related to this study, educators can create more inclusive learning environments that address the needs of all students, including those with disabilities, learning differences, or varying cultural backgrounds.

Conceptual Framework

Figure 1 shows the conceptual framework of the study which schematically illustrates the variates of the study and the relationship between the variates.

The base frame reflects the research environment and the respondents of the study who are the Key Stage-2 teachers in the Districts of Daram I and II, Daram, Samar.

The base frame is connected by a single-headed arrow pointing upward to the next bigger frame which contains the major variables of the study, both

independent and dependent variables. The three boxes are in place, at the left enclosed by the smaller frame that is vertically positioned represent independent variables, the profile of the teacher- respondents such as age and sex, civil status, gross monthly income, highest educational attainment, number of years in teaching, latest performance rating through IPCRF, relevant in-service training and perception on the academic performance among Key Stage-2 students.

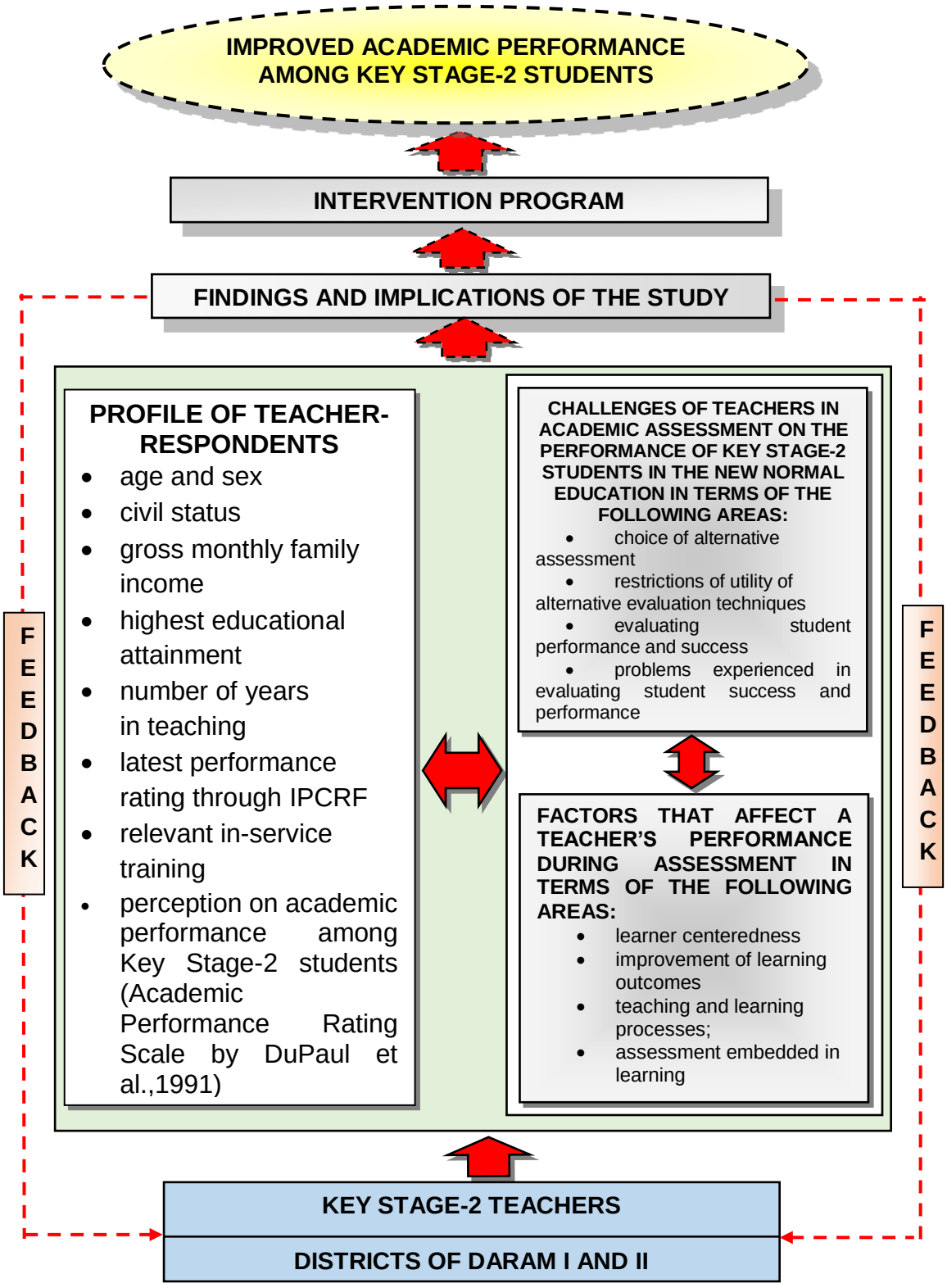
Moreover, the challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education in terms of the specified areas such as choice of alternative assessment, restrictions of utility of alternative evaluation techniques, evaluating student performance and success and problems experienced in evaluating student success and performance, shown in the upper smaller box at the right of the bigger frame. Likewise, the study assessed the factors that affect a teacher's performance during assessment in terms of learner centeredness, improvement of learning outcomes, teaching and learning processes and assessment embedded in learning, seen in the lower smaller box at the right of the bigger frame.

Also, the study determined the relationship between the challenges of teachers in academic assessment on the performance of Key Stage-2 student in the new normal education and their profile variates; and factors that affect a teacher's performance during assessment, as reflected by the double-directional arrows connecting the smaller frames in the bigger frame.

The end process of the research provided the findings and implications of the study, shown by the third smaller frame linked from the bigger frame by single-directional arrow, served as valuable inputs for the development of an intervention

Figure 1

The Conceptual Framework of the Study



program aimed at improving academic performance of Key Stage-2 students in the Districts of Daram I and II, Schools Division of Samar, as indicated by the fourth higher frame. The broken loops on either side of the bigger frame served as feedback mechanisms to ensure that there was an improved in academic performance of Key Stage-2 students as seen in the perforated shape arrow at the top of the schema.

Significance of the Study

The findings of the study provided broad and vital information regarding the challenges encountered as to academic assessment on the performance of Key Stage-2 students which would give significant benefits to the following: teachers, students, school administrators, education program specialist in testing and evaluation, DepEd key officials, the parents, and future researchers.

To the Teachers. The findings of this study would serve as guide for teachers on the appropriate practices to adapt to ensure delivery of quality education to the students. Hence, the assessment techniques would be applied in accordance to a particular situation.

To the Students. The results of this study would be beneficial to the student in having a favorable learning environment. Such atmosphere would give them motivation in improving their intellectual skills through the programs. The motivating factor that would start from the initiative of the teacher with the equity on assessing learning and would help the students to be more enthusiastic in the learning process.

To the School Administrators. The results of this study would serve as framework for various programs and strategies to be enhanced some basic to

advance assessment strategies and actions may be formulated to attain quality assurance and access of quality education.

To the Education Program Specialist in Testing and Evaluation. The result of the study would give the coordinator a broad side idea on assessment process, the coordinator plays a pivotal role in ensuring the effectiveness, fairness, and reliability of evaluation mechanisms. Understanding the intricacies of assessment is essential for designing and implementing evaluations that accurately measure student learning outcomes and provide meaningful data for decision-making. The coordinator must navigate various assessment tools, methodologies, and technologies, ensuring alignment with educational goals and standards.

To the DepEd Key Officials. The findings of this study would give input to the DepEd key officials on the working status of the schools in the district. Thus, this would give them more support to sustain the teamwork guidelines and policies for its effective implementation.

To the Parents. This study would encourage the parents to actively partake in their children's learning as worthy facilitators of learning at home.

To the Future Researchers. This study would help future researchers to conduct next level initiative on assessment practices during the new normal pacing of Education. Likewise, the results of this study would propel them to go into related area or they may study further about the implementation, sustainability, and impact of said topics. This would also provide future researchers a rich source of related studies and information regarding the assessment practices and modality as to the categories in research.

Scope and Delimitation

This study basically determined the challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education of the Districts of Daram I and II, Schools Division of Samar.

Hence, it included in the demographic profiling of teacher-respondents in their age, sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching, latest performance rating through IPCRF, relevant in-service training, and perception on academic performance among Key Stage-2 students involved in the study. Also, it included the main variable about the challenges encountered by and the factors that affected performance of the teachers in pursuing quality education through standard assessment techniques.

Finally, the study was conducted during the School Year 2022-2023.

Definition of Terms

The following terms were given conceptual as well as operational definitions to offer better understanding to the readers.

Academic Assessment. This term refers to the variety of instructional practices and strategies to meet students' individual learning needs (Patrinos, 2009:11). In this study, it refers to the instructional materials and technology used in program instruction by the teachers for effective transfer of learning to the students.

Academic Performance. This term refers to the extent to which a student, teacher or institution has attained their short or long-term educational goals1. It is typically measured by assessing a student's grades, test scores, and overall

academic accomplishments. The academic performance of the students also rely on a various socioeconomic variables like students' participation in the class, family pay, and teacher-student ratio, presence of qualified teachers in school and gender of the student (Gonzales et al., 1996; Goethals, 2001; Hanushek et al., 2002). Operationally, the term was used in the study to refer to the measure on how teacher-respondents apply various teaching strategies to the students.

Assessment. Conceptually, this term refers to the evaluation or estimation of the nature, quality, or ability of someone or something (Broadfoot & Nisbet, 2010). Operationally, this term served as the main tool to capture the results of this study.

Assessment Embedded in Learning. This refers to embedded assessments are assignments, activities, or exercises that are done as part of a class, but that are used to provide assessment data about a particular learning outcome. It can evaluate the student work, often using a rubric theoretical framework to create new forms of assessment, for example, embedded assessment (Wilson & Sloane, 2000) and balanced assessment (Shepard et al., 2017). Operationally, this term was used in this study to provide assessments suited to the students base on their assessed data.

Challenge. Conceptually**,** this refers to a stimulating task or problem looking for new challenges. A calling to account or into question and protest a challenge to unauthorized use of public funds. An exception taken to a juror before the juror is sworn a challenge of a prospective juror based on a specific cause or reason. (Gregorio, 1975:11-12). Operationally, it referred as one of the main variables in the study.

Choices of Alternative Assessment. This refers to those alternative or nonconventional forms of assessment that have emerged within classrooms. Alternative assessment has the potential to act as extensions of daily classroom activities, to focus on process and product, to motivate learners, and to allow learners to perform authentic activities in real-life situations and stated that reform resulting from testing is “an illusion that masks an intrusion of testing into good teaching” and, by the authors’ extension, diminishes the use of alternative assessment (Hoffman, Assaf, & Paris, 2001: 482). Operationally, the term was used in this study to determine the auxiliary assessment which will be useful in improving the performance of the students.

Evaluation. Conceptually, in an educational context, refers to a systematic and comprehensive process of assessing, appraising, and interpreting the effectiveness, quality, and outcomes of educational programs, strategies, or interventions. It involves the critical examination of various components, such as curriculum, instructional methods, and assessment practices, to determine their impact on student learning and overall educational objectives. Evaluation goes beyond the mere measurement of student performance; it encompasses a broader understanding of the educational environment, aiming to provide insights for improvement, decision-making, and accountability (Sharma, 2020). Operationally, in this study, it involved the systematic collection, analysis, and interpretation of data related to educational programs or activities. This process included the development and implementation of assessment tools, surveys, and other instruments designed to measure specific outcomes and indicators.

Evaluating Student Performance and Success. This refers to the

cumulative and often reveal what students have learned at the end of a unit or the end of a course. In addition, from the perspective of the teacher, another equally important function of student assessment is providing evidence necessary for decisions about student progress (Mavis, 2010). Operationally, the term was used in this study to determine whether the students can direct their study strategies and seek additional resources to improve their performance.

Improvement of Learning Outcome. This term refers to what students should be able to achieve by the end of a course. Learning outcomes are the first element to improve in course design because assessments and activities will subsequently align that collaborative learning is an education approach in learning process which involve students to work together in solving problems, completing assignments, and creating products. In this learning model, teachers play roles as facilitator in group discussion, consultant when conflict occur, and observer in group progress (Marjan & Ghodsi ,2011:1) Operationally, the term was used in this study to determine the changes of students' knowledge, skills, attitude or behaviors.

Individual Performance Commitment and Review Form. This term refers for an assessment tool for government employees to rate the work done by the teacher over a period of one year. There are two competencies included in IPCRF: functional and core behavioral competencies (Sabio & Manalo ,2020). In this study, set in the context of schools continuing effort to invest in teacher professional development (PD) to enhance educational standards and teachers' performance. Operationally, the term was used in this study to act as a guide for teachers and should be written before the start of classes and implemented and

evaluated at the end of the school year.

Intervention Program. This refers to measures the change in a situation or individual after a systematic modification has been imposed concerning intervention studies are conducted to evaluate the effectiveness of interventions in achieving desired outcomes and informing evidence-based practices, and it is a curriculum designed to achieve an end result, and it is made up of intervention strategies executed by an interventionist to fulfill the program's agenda and its include educational programs, new or stronger policies, improvements in the environment, or a health promotion campaign. Consequently, satisfaction depends on motivating factors (Ayalew et al., 2019). Operationally, the term was used to developed as an off-shoot of this study to improve the academic performance of the Key Stage-2 students.

Learner Centeredness. This refers to characterized by student participation and a focus on tailoring teaching methodologies to individual student needs, learning styles, skills, and goals. In this approach, teachers use casual conversation to ask students what they are learning and challenge learners' assumptions about learning and focused how to make students aware of what kind of learners they are and evoke the desire to develop learning skills (Matmuratova, 2020, p. 1). Operationally, the term was used in this study to recognize by the teacher-respondents the needs of the learners, their strength and capabilities so that they may able to perform well.

New Normal Education. Conceptually this term refers to a more technology-driven teaching and learning in a post-COVID context. It has been anticipated that education in the 'new normal' will never be the same as pre-

pandemic times (Kawachi et al, 2013). Operationally, this term refers to the current situation of the research study.

Restrictions of Utility of Alternative Evaluation Technique. This refers to typically require learners to reflect on their overall learning. These assessments involve real-world tasks that are complex and multifaceted. This indicated that while the workload that traditional evaluation bring on lecturers is stable, online evaluation has a fluctuated nature Tomei (2006). Operationally, the term was used in this study to determine what information and skills they need to use to solve a given problem.

Student Learning and Performance. This term refers to the manner by which learning is transferred to the students and how the students interact with the learning which is basically manifested by their academic rating (Patrinos, 2009:12). In this study, it refers to the same context defined conceptually.

Student Performance. Conceptually this term refers as measured using grade point average (GPA), high school graduation rate, annual standardized tests and college entrance exams. A student's GPA is typically measured on a scale of zero to four with higher GPAs representing higher grades in the classroom (Bozkurt & Sharma, 2020). Operationally, this term refers to as one of the variables used in this study.

Teacher. Conceptually the term used is defined as a person who teaches or instructs, especially as a profession; instructor (Evans, 2010). Operationally, this is the main respondent of this present study.

Teaching Performance. This term refers to how the teachers adopt measures to enhance their teaching competence such as the FDP assessment,

attending to various seminars and trainings, and other measures (Patrinos, 2009:14). In this study, it refers to the enhancement of the teachers' teaching competence through different means as one of the conditions of the ESC scheme such as in-house trainings and trainings conducted by the program implementers that focus on curriculum, instruction, and assessment.

Teaching and Learning Process. Conceptually, this term refers a combined process where a teacher assesses understanding needs, establishes particular learning objectives, formulates teaching and memorizing strategies, enforces a plan of work, and assesses the outcomes of the instruction. promote engaging and creative learning environment for the students of different learning styles (Singh, Malik, & Singh, 2016; Petty, 2009). Operationally, the term was used by the teacher-respondents to identify the strategies suited to the learners in achieving the aim of improving the academic performance of the students.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains materials reviewed from published and unpublished sources, theses, and dissertations, which are deemed related to the study to provide a strong justification and anchorage.

Related Literature

This section provides pertinent literature from books, newspapers, and other reading materials related to the problem.

Authentic assessment is intricate and multifaceted. Teachers must have understanding and abilities to reap the full benefits. They must be able to create tests that align with the intended learning goals, analyze and interpret student performance, and adjust classroom instruction in response to their findings. They also need to have a clear understanding of the expected learning outcomes (Stiggins, 1999). Collegial techniques have been recommended to support teachers in strengthening the ties between assessment and instruction, given the complexity of both endeavors (Fullan, 1993). Using student work as the focal point of teacher conversations on evaluation, direction, and learning is a particularly promising strategy (Lewis, 1998). The current study details teacher focus groups on assessment and lesson planning along with students' writing skills.

The literature mentioned involves teacher focus groups discussing assessment and lesson planning alongside students’ writing skills. Focus groups can be an effective method for gathering qualitative insights and fostering

collaborative problem-solving. However, the effectiveness of this approach depends on the structure and facilitation of the focus groups. They must be carefully managed to ensure productive discussions and actionable outcomes. While the article accurately describes the complexity of authentic assessment, it is also important to consider the feasibility of implementing such detailed practices in diverse educational settings. Teachers' capacity to adopt and sustain these practices can be influenced by workload, resources, and institutional support.

Furthermore, the related literature presents a comprehensive overview of the challenges and strategies related to authentic assessment. It effectively highlights the need for teacher expertise, collegial support, and the use of student work in discussions. However, it would benefit from further elaboration on how to address potential limitations and ensure that the insights from focus groups translate into meaningful changes in classroom practice.

While the article outlines important aspects of authentic assessment and proposes valuable strategies for improving assessment practices, it could benefit from a more detailed examination of practical applications and challenges. Incorporating real-world examples, providing deeper insights into the recommended strategies, and elaborating on the study's methodology would enhance its relevance and usefulness to educators seeking to implement authentic assessment practices. This literature provides a solid foundation for understanding the complexities of authentic assessment and the role of collegial techniques and student work in improving assessment practices. Expanding on practical applications, specific challenges, and methodological details would provide a more

comprehensive view and further support educators in navigating the intricacies of authentic assessment.

Teachers in the new normal face challenges brought by the COVID-19 pandemic which posted rapid adjustments in the educational system (Alvarez, 2021), including parents of the students. Even though other countries have already been rid of the virus's menace, the Philippines remains one of the most seriously hit.

The literature situates the discussion within the broader context of the global pandemic, offering a comparative perspective between countries that have managed to overcome the crisis and those still struggling, like the Philippines. This comparative approach helps to understand the severity of the situation in different regions. The literature's scope might be too broad without providing specific examples or detailed insights into the Philippine context. An in-depth analysis of how the situation in the Philippines differs from other countries could enhance understanding.

Moreover, Alvarez's (2021) related literature provides a valuable overview of the challenges faced by educators and parents in the context of the COVID-19 pandemic. However, to enhance its impact, the literature could benefit from more detailed evidence, specific examples, and actionable recommendations. Addressing these areas would offer a more comprehensive understanding of the issues and potential solutions in the educational sector during the pandemic.

One of the key components of the teaching-learning process is the connection that instructors' classroom assessment practices make between the curriculum, the instructional mechanism, and the learning outcomes of their

students. To improve student learning, teachers employ projects, group projects, Q and A sessions, presentations, and exams in the classroom. Through these exercises, students can strengthen their retention of the material, create new thought patterns, fire up their synapses, and feel more confident about their knowledge and abilities (Alkharusi, 2008).

The literature rightly emphasizes the importance of tailoring educational practices to the specific context of the Philippines. Contextual understanding can indeed enhance the effectiveness of teaching by making the content more relevant and engaging for students. This is especially crucial in diverse educational environments where cultural, economic, and social factors significantly impact learning outcomes. To enhance the analysis, the related literature could explore specific challenges experienced by educators in the Philippines and how the different assessment practices are adapted to address these challenges. It would also be beneficial to discuss how these practices compare to those in other countries with similar or different educational contexts.

However, while the related literature effectively highlights the importance of context in educational practices and the benefits of varied assessment methods, it would benefit from more specific examples, evidence, and a deeper exploration of the unique challenges and adaptations within the Philippine educational system.

In brief, it takes the lead when making decisions on instruction. With the use of these techniques, teachers can determine the learning preferences strengths, and weaknesses of their students, which leads to modifications in the teaching approach, medium, and channel. Additionally, it helps teachers identify their areas of strength and weakness in the classroom and gather pertinent data for making

judgments about student performance. Teachers' decisions may be influenced by student assessments and their comprehension of the material using subpar assessment instruments (Ateh, 2015).

The related literature highlights the importance of using assessment techniques to inform instructional decisions. It acknowledges that understanding students' learning preferences, strengths, and weaknesses enables teachers to tailor their teaching approaches effectively. It points out the value of assessments not only for understanding students but also for helping teachers recognize their strengths and weaknesses. This self-awareness is crucial for professional growth and improving instructional quality. The context of this reference is unclear. For a critical analysis, it would be helpful to have more information about Ateh's research, its findings, and how it supports or challenges the points made in the article. While the article suggests that using appropriate assessment tools is crucial, it does not explicitly detail how subpar assessment instruments can negatively affect decisions or student outcomes. A more detailed exploration of this impact would strengthen the argument.

Consequently, teachers must be conversant with the fundamental assessment instruments, concepts, techniques, and protocols. In the same situation, they must possess expertise in creating assessment instruments, creating rubrics, analyzing the findings, and applying the results in teaching. The basis for students' academic success is laid by assessment procedures, reflected in their written or oral exam scores. It demonstrates students' academic aptitude and inspires them to pursue additional education (Wiliam et al., 2004).

Referencing Wiliam et al. (2004) provides a scholarly underpinning to the

claims made in the article. This citation supports the argument with research findings on the importance of assessments in education. The text could benefit from a more detailed discussion of the cited work's findings and how they specifically support the points. Without additional context or specifics from Wiliam et al. (2004), it is unclear how directly their research supports the claims in the literature. Furthermore, relying solely on one source might limit the perspective offered. Including a broader range of references could provide a more balanced view.

In contrast, the related literature underscores the significance of assessment procedures in education, it would be strengthened by addressing the limitations and complexities associated with assessments, such as variations in educator expertise, the impact of evaluation on student motivation, and the broader context in which assessments are conducted. Additionally, a more detailed exploration of the cited research could enhance the credibility and depth of the analysis.

In addition, teachers play a crucial role in ensuring that students get the most out of the modules delivered to them during the pandemic. Tosun et al., (2021) noted the lack of experience among teachers towards the current situation. Regardless of circumstances, Pentang (2021) stated that teachers must use available and applicable pedagogy to effectively deliver the lessons. Despite the challenges posed by the COVID-19 pandemic, teachers continue to serve by developing modules that act as students' learning guides (Lapada et al., 2020).

Highlighting the development of learning modules as a response to the pandemic shows the proactive efforts of teachers to provide structure and

guidance. Modules serve as critical tools in managing learning outcomes in a remote setting, offering a semblance of continuity and organization. The article might benefit from a discussion on the effectiveness of these modules. Were they universally beneficial, or did some students or subjects face particular challenges? Including an evaluation of the impact of these modules on student learning could provide a more comprehensive view.

In addition, the literature underscores the importance of teacher adaptability and resourcefulness during the pandemic. However, to provide a more nuanced understanding, it could further explore the effectiveness of the pedagogical approaches and learning modules, the support systems for teachers, and the impact on students.

The pandemic has had a significant impact on education in the country, where academic institutions and schools encounter major adjustments. The pandemic caused hindrances to face-to-face education (Abbas, 2021;).

Yet, teachers face different challenges due to these abrupt changes in the new educational system. Modular instruction, as an alternative modality for learning continuity, resulted in various challenges. Still, teachers must keep track of their students' development and monitor the progress of their students. When feasible, the teacher should visit students at home who need remediation or help (Llego, 2021).

The pandemic caused hindrances to face-to-face education (Abbas, 2021; Cos et al., 2021). The education sectors work together to ensure the continuity of education and that every school continues to achieve its goal and vision of providing excellent education to every Filipino student (Dangle & Sumaoang,

2020). As a result, the DepEd instituted DepEd Order No.12 series of 2020, which formulated new learning delivery modalities at all levels, as represented in the Learning Continuity Plan (LCP) for the school year 2020-2021 up to the present (Guiamalon et al., 2021). Different learning modalities presented include online distance learning, blended learning, homeschooling, and modular distance learning in digital or printed format. Among the different modalities offered, the use of printed self-learning modules is the method used areas by most public schools. Due to limited access to the internet remotely only a few have gadgets among the students.

However, Malipot (2020) stressed that teachers also air their problems on modular distance learning such as reproduction costs and being forced to attend school as late as 11:00 p.m. to complete the printing on time. Macaraeg et al., (2021) mentioned that the country's Teachers Dignity Coalition claimed that modular distance learning has created extra workload, health risks, and additional expenses which causes teachers to beg for donations of bond paper and ink to print. These only evidently show that challenges do exist in the use of printed self-learning modules. Despite challenges that may impede their work, teachers cope with the new normal and complete their tasks (De Villa & Manalo, 2020).

While the literature highlights the dedication of teachers and their ability to cope, it is crucial to critically evaluate why these challenges persist and what systemic changes are necessary. The focus on teachers' coping mechanisms should be balanced with a call for reform and support from educational institutions and government bodies. The related literature effectively draws attention to the significant challenges experienced by teachers in the modular distance learning

environment. It underscores the need for systemic changes to alleviate the burdens placed on educators, ensuring they can perform their roles effectively without compromising their health and financial stability.

Cardullo et al., (2021) added that teachers were caught off guard by emergency remote instruction owing to a lack of distance education expertise and computer literacy. Indeed, the pandemic tests the teachers' flexibility and adaptation in times of crisis. As a result, it motivates them to provide innovative ways to interact with their learners. Teachers underwent training to equip them to provide better teaching in the face of the COVID-19 threat.

The analysis is highly relevant given the context of the COVID-19 pandemic, which has significantly disrupted traditional education systems. It acknowledges the immediate challenges faced by educators, making it timely and impactful. The statement may oversimplify the situation by suggesting a uniform lack of expertise among all teachers. It is important to consider that the level of preparedness and adaptability varied significantly among different educators and institutions.

Furthermore, Cardullo et al. (2021) provide a valuable perspective on the challenges faced by teachers during the pandemic and their subsequent adaptation. However, the analysis could be enhanced by addressing the effectiveness of the training provided, avoiding overgeneralization, incorporating specific examples, discussing long-term impacts, and considering broader contextual factors. Such an approach would offer a more comprehensive understanding of the complexities involved in emergency remote instruction and its implications for future educational practices.

The related literature might not fully account for broader contextual factors

such as socioeconomic disparities, access to technology, and institutional support. An expanded analysis should consider these broader factors, as they play a significant role in shaping teachers' experiences and the effectiveness of remote instruction. Understanding how these factors interact with the challenges and adaptations discussed would provide a more comprehensive view of the situation.

Besides, incorporating these enhancements would lead to a more robust and nuanced analysis of the challenges and adaptations associated with emergency remote instruction. By addressing the effectiveness of training, avoiding overgeneralization, including specific examples, discussing long-term impacts, and considering broader contextual factors, the article by Cardullo et al. (2021) could offer a more comprehensive understanding of the complexities involved and their implications for future educational practices.

Still, teachers cannot simply ignore uncontrolled circumstances (Lagua 2020). Despite the challenges, educators continue to make learning possible, doing everything they can to acclimate to the new normal. As a result, the Department of Education (DepEd) instituted DepEd Order Number 12, Series of 2020, which formulated new learning delivery modalities at all levels, as represented in the Learning Continuity Plan (LCP) for the School Year 2020-2021 up to the present (Guiamalon et al., 2021). Different learning modalities presented include online distance learning, blended learning, homeschooling, and modular distance learning in digital or printed format. Among the different modalities offered, the use of printed self-learning modules is the method used by most public schools. It is because only a few learners, especially in remote areas can access the internet since only a few have gadgets and a limited internet connection.

To sum up, investigating academic assessment involves traveling over conceptual terrain, practical complexities, and revolutionary possibilities. By exploring these areas, teachers can use assessment to improve student learning, promote a culture of continuous improvement, and eventually get students ready for success in a world that is changing quickly. Academic evaluation is a crucial topic of discussion as we work through the changing landscape of education and strive for educational excellence as a group. The foregoing citations strengthened the impact of service contracting as viewed by the several experiences, thus, these strengthened the rationale for the conduct of this study.

DepEd’s response demonstrates flexibility and a proactive approach to maintaining educational continuity during the pandemic. The effectiveness of these modalities can be hampered by the availability of resources, including printing materials and distribution logistics for modular learning. The literature effectively outlines the Department of Education’s response to an unprecedented challenge and provides a snapshot of the diverse learning modalities adopted. However, it could benefit from a more detailed analysis of the impact of these modalities on student outcomes and the broader implications for educational equity. Addressing the digital divide and ensuring adequate support for both educators and learners are crucial for the success of any new educational strategy.

The literature lacks a thorough examination of how each learning modality affects student outcomes. Understanding the effectiveness of online versus modular learning, for instance, would provide more insight into which methods are most beneficial and under what circumstances and it provides a comprehensive overview of DepEd's response to the pandemic and the various learning modalities

adopted. However, for a more holistic understanding, it would benefit from a deeper analysis of the impact on student outcomes, educational equity, and the support mechanisms for both educators and students. Addressing these areas could provide a clearer picture of the efficacy of these educational strategies and their long-term viability.

Particularly, every time a student answers a question offers feedback, or tries out a new word or structure, the teacher inadvertently evaluates the student's performance. Assessment is a continuous process that covers a much wider domain (Brown, Jul. 21st, 2012). Assessment is a form of evaluation of a student's performance that is used by professors or teachers to determine whether or not students understood a particular subject or if they needed to review or strengthen any areas of weakness in a particular foreign language. As a result, we develop what are known as formative and summative evaluation types of examinations.

The related literature could benefit from situating the discussion within a broader educational context. For example, exploring how continuous assessment practices align with educational standards, curriculum design, and student engagement strategies would provide a more comprehensive understanding. Additionally, considering how technology and new assessment tools impact formative and summative evaluations could offer valuable insights.

Furthermore, It provides a foundational understanding of the role of assessment in education could be enhanced by a deeper exploration of the distinctions between assessment and evaluation, practical strategies for implementing formative and summative assessments, and consideration of potential challenges and broader educational contexts.

Handog (2020) reported that a lot of Filipino students are facing difficulties with remote learning, and their parents are unable to afford smartphones, laptops, computers, and internet connections. While radio, television, and online technology have made things easier, nothing can replace a teacher's wish to meet their students in person again. As a result of the financial constraints, module-based learning has become an option for students (Punzalan, 2020). Numerous Filipino students are currently grappling with the challenges of distance learning, primarily because of the exorbitant costs of acquiring the technological tools necessary for their coursework.

The literature effectively brings attention to the critical issue of educational inequality exacerbated by remote learning challenges and it provides a balanced view by acknowledging both the benefits and limitations of alternative learning methods and module-based approaches. The literature could benefit from more detailed data or case studies to illustrate the extent of the impact on students and families. It lacks a discussion on potential solutions or ongoing efforts to address these challenges beyond mentioning the need for in-person interaction.

In summary, Handog's literature sheds light on significant issues faced by Filipino students during the shift to remote learning. It underscores the necessity for a multifaceted approach to addressing educational disparities, including financial support, enhanced technology access, and continued exploration of alternative learning methods.

In Indonesia, online learning faces difficulties and challenges due to three challenging aspects of online learning, according to 42.4 percent of students. Other issues raised by 21.5 percent of students included a lack of motivation, poor time

management skills, and a shortage of communication devices like smartphones. key factors: technology, students, and teachers. Access to the internet is the most Teachers were responsible for 36.1 percent of the problems, mainly due to inadequate explanations and the use of online teaching applications (Wisanti et al., 2021).

The utilization of technology in teaching and learning has been a valuable asset in the Philippines during the pandemic, as it has allowed for educational continuity. The Department of Education has implemented the basic education learning continuity plan (BE-LCP) for the 2020-2021 school year through the issuance of DepEd Order No. 12, s. 2020 in June 2020 in response to the COVID-19 public health emergency. The order suggests various learning modalities, including face-to-face, distance learning (online, modular, TV/Radio-based instruction), blended learning, and homeschooling. Technology is particularly evident in distance learning, including online TV and radio-based instruction. Additionally, blended learning also incorporates technology in the teaching-learning process.

The BE-LCP outlines a range of learning modalities to ensure educational continuity. This comprehensive approach reflects an understanding of the diverse needs and contexts of learners. However, the effectiveness of these modalities, particularly in rural or underserved areas, is not discussed. Further information on how well these plans are being implemented and the challenges faced would provide a fuller picture. The literature provides a snapshot of the challenges faced in online learning in Indonesia and the strategies implemented in the Philippines. While it identifies key issues such as technological limitations, teacher

effectiveness, and student engagement, it could benefit from a more detailed exploration of solutions and the practical impacts of the measures described. Additional data on the outcomes of these strategies and the ongoing challenges would offer a more comprehensive understanding of how these issues are being addressed in both contexts.

Summative assessments are used to measure what students have learned at the end of a unit, to promote and ensure students that they have met required standards on the way to earning certification for school completion. In contrast, formative assessments, according to CERI (2008), refer to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately.

The extract delineates the difference between summative and formative assessments. Summative assessments are portrayed as evaluative tools used at the end of a learning unit to gauge overall student learning and ensure standards are met. This aligns with common educational practices and provides a solid foundation for understanding their purpose. It provides a basic overview but lacks depth in explaining how these assessments impact student learning and instructional practices. For example, it does not delve into the specific benefits or limitations of each assessment type beyond their definitions.

In addition, understanding these assessment types can guide educators in providing appropriate feedback and support to students. Formative assessments, by identifying learning gaps, can lead to targeted interventions that improve student performance before final evaluations. The section effectively distinguishes between summative and formative assessments but would benefit from a more

detailed exploration of their practical applications, benefits, and limitations. By addressing these aspects, the analysis could provide a richer understanding of how these assessments function within the educational framework and impact student learning and teaching practices.

Moreover, exams and presentations in the classroom give students practical chances to use and replicate the knowledge and abilities they have acquired. Additionally, because these assessments require students to apply what they have learned in a variety of contexts, it also improves their critical thinking skills. Students are brought together and learn collaboration and coordination through Q and A sessions, group discussions, and group activities (Popham, 2003).

To sum up, investigating academic assessment involves traveling over conceptual terrain, practical complexities, and revolutionary possibilities. By exploring these areas, teachers can use assessment to improve student learning, promote a culture of continuous improvement, and eventually get students ready for success in a world that is changing quickly. Academic evaluation is a crucial topic of discussion as we work through the changing landscape of education and continue to strive for educational excellence as a group. The foregoing citations strengthened the impact of service contracting as viewed by the several experiences, thus, these strengthened the rationale for the conduct of this study.

The literature might benefit from acknowledging that not all exams and presentations are equally effective in promoting the practical application of knowledge. The quality of these assessments can vary significantly based on their design, the subject matter, and the criteria used for evaluation. Not all

assessments may be well-aligned with the intended learning outcomes. While exams and presentations can improve critical thinking, the extent to which they do so may depend on the level of challenge they present. For instance, lower-order exams that focus on rote memorization might not foster as much critical thinking as higher-order exams that require analysis and problem-solving.

Along with the related literature, it presents a strong case for the benefits of exams and presentations in terms of knowledge application, critical thinking, and collaboration, it could be strengthened by addressing potential limitations and providing more detailed support for its claims.

Assessment-driven instruction has been advocated for in recent educational reform initiatives (Arter & Stiggins, 1992). To plan effective instruction that meets the needs of individual students, teachers need feedback on student learning, which is what authentic assessment or assessment is an integral part of teaching (Paris et al., 1992;).

The strength of the related literature draws on foundational works that have helped shape contemporary views on assessment. These early references are significant because they established the groundwork for current assessment practices. While the weakness is the reliance on sources from the early 1990s might not fully capture the evolution of assessment practices and critiques that have emerged since then. The field has evolved with new research and technological advancements not reflected in these references.

Nevertheless, the literature provides a solid foundation for understanding the importance of assessment-driven instruction and authentic assessment. However, it would benefit from updating its references to include more recent

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The literature excerpt underscores that assessment is an ongoing and pervasive process in education, particularly in language learning. The assertion that "every time a student answers a question, offers feedback, or tries out a new word or structure, the teacher inadvertently evaluates the student's performance" captures a nuanced understanding of assessment as integral to teaching. However, the phrase "inadvertently evaluates" might be misleading. Ineffective teaching, and evaluation should be intentional and structured, even if it occurs continuously. The term "inadvertently" could imply a lack of deliberation, which is not necessarily the case in a well-managed classroom. The related literature rightly identifies the two primary types of assessment: formative and summative. Formative assessments are meant to provide ongoing feedback to improve learning, while summative assessments evaluate learning at a particular point. The distinction is critical, but the excerpt could benefit from a more detailed explanation of each type, including their respective roles and benefits in language acquisition.

Likewise, the literature provides a foundational view of assessment in language learning, emphasizing its continuous nature and the roles of formative and summative evaluations. For a more thorough analysis, it would benefit from elaborating on practical applications, addressing potential challenges, and incorporating a range of academic perspectives. By doing so, it would offer a richer and more nuanced understanding of how assessment can be effectively utilized to enhance both teaching and learning.

Consequently, teachers must be conversant with a wide range of fundamental assessment instruments, concepts, techniques, and connections that instructors' classroom assessment practices make between the curriculum,

the instructional mechanism, and the learning outcomes of their students. To improve student learning, teachers employ projects, group projects, Q and A sessions, presentations, and exams in the classroom. Through these exercises, students can strengthen their retention of the material, create new thought patterns, fire up their synapses, and feel more confident about their knowledge and abilities (Alkharusi, 2008).

In addition, teachers play a crucial role in ensuring that students get the most out of the modules delivered to them during the pandemic. Tosun et al., (2021) noted the lack of experience among teachers towards the current situation. Regardless of circumstances, Pentang (2021) stated that teachers must use available and applicable pedagogy to effectively deliver their lessons. Despite the challenges posed by the COVID-19 pandemic, teachers continue to serve by developing modules that act as students' learning guides (Lapada et al., 2020).

Highlighting the development of learning modules as a response to the pandemic shows the proactive efforts of teachers to provide structure and guidance. Modules serve as critical tools in managing learning outcomes in a remote setting, offering a semblance of continuity and organization. The study might benefit from a discussion on the effectiveness of these modules. Were they universally beneficial, or did some students or subjects face particular challenges? Including an evaluation of the impact of these modules on student learning could provide a more comprehensive view.

In addition, the literature underscores the importance of teacher adaptability and resourcefulness during the pandemic. However, to provide a more nuanced understanding, it could further explore the effectiveness of the pedagogical

approaches and learning modules, the support systems for teachers, and the impact on students.

Social-emotional, moral, and psychological development impacts and influences how young adolescents learn (Scales, 2010) and the lack of these supports can create academic challenges for young adolescents. Social experience and interactions, along with the growing and reorganizing neural networks occurring during adolescent brain development, facilitate learning for the notion that safe environments can further help to promote learning and positive young adolescents (Immordino-Yang et al., 2018). Research also supports the mental health of students (Aldridge & McChesney, 2018; Immordino-Yang et al., 2018). Additionally, social and emotional learning may buffer the negative effect that mental health issues have on the learning experiences of adolescents (Panayiotou et al., 2019). In conclusion, students with greater social-emotional competence were reported to experience fewer mental health difficulties and this in turn predicted higher academic attainment intervention exposure did not markedly influence the magnitude or statistical significance of these identified pathways. these findings indicate some possible revisions to our current understanding regarding the role of social-emotional competence in promoting academic attainment, as its contribution appears to lay primarily in buffering the adverse effects of mental health difficulties.

The related literature effectively integrates multiple dimensions of adolescent development for social, emotional, moral, and psychological and examines how these dimensions affect learning outcomes. This holistic view is beneficial for understanding the full scope of factors influencing academic

performance. The discussion is supported by research from various studies (Aldridge & McChesney, 2018; Immordino-Yang et al., 2018; Panayiotou et al., 2019), which provides a solid foundation for the arguments presented. This empirical backing strengthens the credibility of the claims about the importance of SEC and SEL. While the literature discusses the buffering effect of SEC and SEL, it could benefit from a deeper exploration of the specific mechanisms through which SEC influences mental health and academic performance. Understanding these mechanisms could provide more actionable insights for educators and policymakers.

Furthermore, the literature underscores the significant role of social-emotional competence in supporting academic achievement and mitigating mental health challenges in young adolescents. While the evidence supports the importance of SEC and SEL, there is room for a deeper exploration of intervention effectiveness and the mechanisms through which SEC influences academic outcomes. Revisions to intervention strategies and a broader understanding of SEC's role could enhance the effectiveness of educational and mental health support for adolescents. Overall, the findings contribute valuable insights into how educational practices can better support the development and learning of young adolescents

In conclusion, the review of related literature reveals that teachers face significant challenges in academic assessment during the new normal education period. The shift to remote and hybrid learning models has introduced complexities in maintaining academic rigor, consistency, and integrity in assessments. Despite these challenges, educators have shown resilience and adaptability in navigating

the evolving educational landscape. Addressing these challenges through professional development, collaboration, and the integration of innovative assessment methods is crucial for enhancing student performance and fostering an equitable learning environment.

Related Studies

The following studies have been reviewed since they have a significant bearing on the present study.

The study by Pentang (2022) titled, "Teachers in the New Normal: Challenges and Coping Mechanisms in Secondary Schools", stated that teachers encountered numerous challenges posed by the COVID-19 outbreak. Herewith, this study aimed to determine the challenges encountered by Filipino teachers in the new normal and their coping mechanisms. This study employed a qualitative inquiry to determine the challenges encountered and coping mechanisms employed by teachers amid modular instruction, involving 10 teachers from five secondary schools in the Philippines who participated voluntarily. Data were gathered through a written narrative from each participant and were analyzed thematically.

Moreover, themed findings showed that these teachers are greatly challenged in terms of learning quality transfer, module distribution and retrieval, students' difficulties in following instructions, power disruption, internet connection, and health risks posed by the pandemic. Nevertheless, these teachers dealt with these difficulties by employing their coping techniques. Teaching can be challenging and frustrating, especially in these difficult times, but as these teachers demonstrated, everything is possible. Hence, educators must be ready for any

situation that may arise. This situation is unlikely to get better anytime soon; instead, teachers will need to adjust to and accept this reality.

The study of Pentang is relatively correlated with the present study because both tackled challenges in the new normal education. They differ in the respondents used in the study because the previous study used high school teachers while the present utilized elementary teachers' specifically Key Stage-2 teachers only.

The study's emphasis on the need for educators to be adaptable and prepared for ongoing challenges is a practical takeaway. It highlights the importance of flexibility and resilience in teaching. The study does not provide specific recommendations for educational policy or institutional support. Detailed suggestions for addressing the identified challenges would enhance the study's practical impact.

Pentang's study offers a valuable perspective on the experiences of teachers during the pandemic, revealing significant challenges and highlighting their adaptive strategies. However, the small sample size and lack of detailed coping mechanisms and comparative analysis limit the generalizability and depth of the findings. For a more comprehensive understanding, future research should consider larger and more diverse samples, detailed exploration of coping strategies, and cross-regional comparisons.

Bayram (2021), from a study titled, "Challenges Secondary School Teachers Face During the Distance Education Process" stated the challenges faced by secondary school teachers during the distance education process. Maximum variation sampling, a purposive sampling method, was used in this

phenomenological study. Therefore, the sample consisted of 36 secondary school teachers of various branches (Turkish, Mathematics, Science and Social Studies teacher) who were working in three provinces (İstanbul, Diyarbakır, Ağrı) of Turkey. Thus, 12 secondary school teachers were selected Mathematics teachers, three Science teachers, and three Social Studies teachers. Data were collected through semi-structured interview forms. Teachers working in Diyarbakır and Ağrı provinces were interviewed face-to-face, and those working in Istanbul from each of three provinces including three Turkish language teachers, three were interviewed via teleconference. During the data collection process, depending on the participants' answers, additional questions were asked to obtain in-depth information.

Content analysis was applied to analyze the data. The findings were provided under 5 headings: technology-related challenges, teaching-related challenges, communication-related challenges, measurement and evaluation-related challenges, and challenges related to achieving learning goals. The findings were discussed under these 5 headings. Technology- and teaching-related challenges were the most significant results, and these challenges were found to differ from one province to another.

The study of Bayram was similar to the present study because of the main variable used which was the challenges experienced by the teachers in the new normal education, while they differed in the locality the study of Bayram was conducted in the foreign land while the present was conducted locally.

The study's findings suggest that technology and teaching-related challenges are most significant. This aligns with the broader literature on

distance education, which often emphasizes the need for improved technological resources and teaching strategies. The variation in challenges across provinces suggests that regional differences play a role in the effectiveness of distance education. This could imply a need for tailored support strategies that address specific regional needs.

Likewise, Bayram's study offers valuable insights into the challenges faced by secondary school teachers during distance education. While the study effectively identifies key issues and organizes them into meaningful categories, there are opportunities for enhancing the robustness of the findings through improved sampling and data collection methods.

Tosun, Mihci, and Bayzan, (2021) conducted a study titled, "Challenges Encountered by In-service K12 Teachers at the Beginning of the Covid-19 Pandemic Period: The Case of Turkey.", which stated that to describe the negative experiences encountered by in-service K12 teachers in Turkey concerning distance education, practices were applied urgently and compulsorily during the Covid-19 pandemic period. Analyses were carried out on the responses of teachers to determine the factors affecting them, to illustrate an example, and to try to understand the impacts of decisions taken by the Turkish Ministry of National Education during the initial stages of the pandemic. The study follows a descriptive survey model and employs quota sampling based on the first. level Nomenclature of Territorial Units for Statistics of Turkey. 1071 teachers participated in the study voluntarily during the 30 March June 2020 period by filling out a questionnaire form developed by the researchers. Quantitative and qualitative analyses of data were carried out via SPSS 24 and NVIVO 10 software, respectively.

Findings indicated that the most prominent problems reported by teachers are the lack of internet/device access by students and the lack of experience of teachers with distance education. Analyses of problem frequency based on demographics have revealed that female teachers were more likely to suffer from a lack of IT skills. Teachers in the age group of 41+, who belong to Generation X, also tend to experience more problems due to the lack of IT skills in comparison with their younger peers. Moreover, issues such as internet and infrastructure inadequacies experienced in rural regions, low participation rate of students in the online courses, indifference of parents, and failure of teachers to be sufficiently active in the system, were considered as problems by the teachers; and solutions suggestions have been presented accordingly.

Moreover, their similarities essentially, the qualitative research had trustworthiness approaches; credibility, dependability, confirmability, and transferability which were undertaken throughout the study process and they differed on the locality of the research study.

his finding highlights a critical issue of the digital divide that affects students' ability to participate in online education. The disparity in access to technology underscores systemic inequalities that can exacerbate educational inequities. Also, the study by Tosun, Mihci, and Bayzan offers valuable insights into the early challenges of distance education during the COVID-19 pandemic. Its findings highlight significant issues related to technology access, digital skills, and regional disparities, which are crucial for informing future educational policies and practices. Addressing these challenges will require targeted interventions and sustained support to enhance the resilience and effectiveness of educational systems in

times of crisis.

The study of De Villa and Manalo, (2020) titled, "Secondary Teachers Preparation, Challenges, and Coping Mechanism in the Pre-Implementation of Distance Learning in the New Normal" stated that the COVID-19 pandemic had resulted in drastic changes in education. Part of it was the shift from face-to-face classes to different learning modalities which include distance learning. Since education is believed to continue despite the circumstances, teachers prepare for modular and online distance learning. Teaching is possible, but, has challenges as well. Hence, this phenomenological research explored the lived experiences of secondary teachers in the Division of San Pablo City in the pre-implementation of distance learning in the new normal.

The participants were selected through purposive sampling and underwent one-on-one actual in-depth interview through video conference. The documented interviews were transcribed and coded. Categories were clustered; then, emerging themes were derived. Results identified three core themes related to preparation such as gathering resources and establishing practices, profiling learners, and capacity building for continuous learning and development; three core themes related to challenges such as complexity of assessment, difficulty in instructional delivery, and the digital divide; and five core themes related to coping mechanisms which include positive well-being, time management, openness to change, peer mentoring, and collaboration. Findings revealed that as education migrates to a new normal, teachers make necessary preparations to equip themselves with distance learning.

support to enhance the resilience and effectiveness of educational systems in

that it focused on the challenges of teaching under the new normal circumstances, hence, they differed from the main variable used by the previous research which had the main variable about challenges and coping mechanisms while the present study focused on the issues on academic assessment under the new normal education modality.

The study addresses a highly relevant issue given the global shift in education due to the pandemic. It provides insights into how teachers adjusted to the new normal, which is crucial for understanding the broader impact of COVID-19 on education. While, the study focuses on teachers from a specific region (San Pablo City), which may limit the generalizability of the findings. Different regions may have varying resources, support, and challenges that could influence teachers' experiences differently.

In summary, De Villa and Manalo's study provides valuable insights into the challenges and coping strategies of secondary teachers during the transition to distance learning. While the study is methodologically sound and timely, its findings might benefit from broader sampling and the inclusion of quantitative data and student perspectives to enhance generalizability and comprehensiveness. Future research could address these gaps to build a more complete picture of the impacts of distance learning on all stakeholders involved.

The study by Alvarez (2021) titled, "Issues and Concerns of Teachers In Mindanao State University-Sulu Towards Modular Distance Learning Approach: An Analysis" determined the demographic profiles of the respondents which are the teachers in Mindanao State University–Sulu according to gender and college, to identify the issues encountered by the MSU-Sulu teacher toward modular

distance learning approach, to distinguish the concerns of the MSU-Sulu teacher towards modular distance learning approach, to investigate the teaching preparations on the adaptation of modular distance learning approach, and to identify the significant difference of issues and concern of the MSU-Sulu teacher towards modular distance learning approach when they are grouped according to gender and college.

The study of Alvarez was related to the present study on the variable used under issues and concerns synonymous with challenging indicators but they differ in the scope of respondents used in both studies.

Understanding the demographic profiles provides context for interpreting the data. Gender and college affiliation might reveal different perspectives or needs among the teachers. Analyzing significant differences based on gender and college affiliation could reveal whether certain groups experience the MDL approach differently. This information can be critical for targeted interventions and support.

Alvarez's study provides a focused analysis of the challenges faced by teachers at MSU-Sulu in the context of modular distance learning. While it offers valuable insights into the specific issues and concerns of the teaching staff, the applicability of its findings to broader contexts and its methodological rigor would benefit from further scrutiny.

Accordingly, Sihombing and Fatra (2021) also reported that the students' difficulty was also caused by the teacher factor. A teacher must overcome all the problems that occur in online learning responsively so that the learning continues to achieve the targets set. The study of Choi, Robb, Mifli, and Zainuddin (2021)

learning. The use of student focus groups gave the researcher an alternative perspective with which to assess the satisfaction level, success, and quality of online learning programs during the COVID-19 pandemic. Results from the focus groups showed that for the success of online learning to become a reality, blended education should be considered to bolster learning.

Further, results showed that communication between teachers and students remains a very important factor for success, regardless of the class category incorporated. Several quantitative research studies were conducted about online learning and its significance during the pandemic. Based on the review, most of the quantitative research conducted in the five Southeast Asian nations was about the status or condition of resources required in online learning (i.e. electronic gadgets) and perceptions of learners, teachers, parents, and school administrators on the learning modality based from surveys that feature self-assessment tools. However, the researcher found more qualitative research studies on the abovementioned topic. Still, quantitative research is significant in assessing emerging topics due to the change in the fight against COVID-19.

Future quantitative research studies may focus on the vaccination rate of learners, schools' participation in face-to-face classes, and the involvement of learners, parents, and other stakeholders in the transition from purely online to physical classes. The previous study is similar to the present in the sense that both studies use qualitative approaches but they differ on the respondents involved.

The related study mentions a prevalence of qualitative research but does not sufficiently address how these findings compare with or complement quantitative research. Integrating findings from both research approaches could

offer a more comprehensive understanding of online learning challenges and successes.

Likewise, the related study effectively identifies some key factors impacting online learning during the COVID-19 pandemic, such as the role of teachers, the value of student feedback, and the potential benefits of blended education. However, it would benefit from a more detailed exploration of teacher-related challenges, a deeper analysis of quantitative research findings, and a more nuanced discussion of the Southeast Asian context. Addressing these areas could provide a more holistic view of the current state of online learning and inform more effective strategies for its improvement.

Anzaldo (2021) conducted a study titled, “Modular Distance Learning in the New Normal Education Amidst Covid-19" which stated that education in the new normal is a challenging task in the Philippines in an attempt to push through education amidst the deadly pandemic caused by COVID-19. The Department of Education (DepEd) and Commission on Higher Education (CHED) adopted and implemented the flexible model of blended learning despite many oppositions because of the risk of opening classes because of the virus. The different learning modalities are the following: Modular (Printed), Modular (Digitized), Online, Educational TV, Radio-Based Instruction, Home Schooling, and Blended Learning. In the cities where modern living was adopted students and learners have the privilege of having an internet connection at home. Online learning is implemented especially for high schools and colleges, but for those living in rural areas or provinces where internet connection was only available for a few, Modular Distance Learning was implemented. Modular Distance Learning is the use of

Modules made by teachers with different tasks and learning activities based on the essential learning competencies.

The study of Anzaldo was related to the present study on the methodology used and the data gathering procedure where both studies used survey questionnaires to gather certain data while both differed in the sense that they were conducted in a different locality.

Anzaldo's study is highly relevant given the unprecedented global situation caused by COVID-19. The focus on the Philippines provides valuable insight into how education systems in developing countries are adapting to such crises. The related study mentions the implementation of various learning modalities but does not delve deeply into their effectiveness or outcomes. A critical evaluation of student performance, engagement, and educational quality across these modalities would provide a more comprehensive understanding of their impact.

Furthermore, Anzaldo's study provides a valuable overview of how the Philippine education system has adapted to the challenges posed by COVID-19. However, for a more robust understanding, it would benefit from a deeper analysis of the effectiveness of various learning modalities, stakeholder perspectives, and specific implementation challenges. Addressing these aspects would offer a more complete picture of the new normal in education and its potential long-term effects.

A study conducted by Castroverde and Acala (2021) with the title, "Modular Distance Learning Modality: Challenges of Teachers in Teaching Amid the Covid-19 Pandemic", espoused challenges of teachers in the use of modular distance learning modality amidst the pandemic and how teachers cope with these challenges. This study was a qualitative research that employed the

phenomenological research design to determine the challenges encountered by teachers in the use of modular distance learning modality. The study was conducted among teachers in different public secondary schools within Tacloban City. Ten (10) professional public secondary teachers were approached to request their voluntary involvement as key participants through convenience sampling. The through a survey, particularly using a semi-structured questionnaire with open-ended questions.

Colaizzi's method was used in the interpretation of data. The challenges of teachers were identified based on how they plan, prepare, and distribute modules, monitor students' learning, check, and evaluate outputs, and provide feedback on students' performance. Furthermore, teachers used various ways to cope with the challenges encountered in modular distance learning modality such as time management, innovating teaching strategies, adapting to the changes brought by the new normal trend in education, being flexible, providing alternative plans, being optimistic, patient, and equipping oneself with the necessary skills for the new normal ways of education. Various stakeholders need to work and plan for alternatives on different issues that may arise as they are involved in the teaching-learning process considering all the limitations in these trying times.

However, the difference between the study of Castroverde and Acala to the present study was in the methodology applied the present study used the quantitative research design while the previous study conducted a qualitative research approach.

In addition, to their similarities essentially, the qualitative research has to demonstrate trustworthiness in providing rigor and strength to the study

validity and reliability in all stages including data collection, data analysis, and descriptions (Speziale & Carpenter, 2007; Vivar et al., 2007). Trustworthiness approaches; credibility, dependability, confirmability, and transferability were undertaken throughout the study process.

The study addresses a critical issue of contemporary significance: the challenges of teaching during a pandemic. Modular distance learning has become increasingly relevant as educational institutions worldwide adapt to new modes of instruction due to COVID-19. The study's sample size of ten participants, while manageable for a qualitative study, may limit the generalizability of the findings. Additionally, convenience sampling can introduce bias, as it may not fully represent the broader population of teachers in Tacloban City.

Likewise, Castroverde and Acala's study offers valuable insights into the experiences of teachers using modular distance learning during the COVID-19 pandemic. While the study's phenomenological approach is well-suited to exploring these experiences, the research could benefit from a larger sample size, clearer data analysis methods, and a broader comparative context. Addressing these aspects in future research could enhance the understanding of the challenges and strategies associated with distance learning and contribute to more effective educational practices in similar contexts.

A different study by Pentang (2021) titled, "Impact Assessment and Clients' Feedback Towards Mathematics Project Implementation", stated that the Western Philippines University – College of Education's Project MATHEMATICS (Mathematics Enhanced Mentoring, Assistance, and Training to In-need and Challenged Students) was implemented as part of the Adopt-a-School Program to

address the mathematical needs of Laura Vicuña Center – Palawan youths. To evaluate the extent of the project implementation, the study assessed its impact through the feedback gathered from the clients served. It specifically described the quality of project implementation, determined the attainment of project objectives, and enumerated client feedback.

Moreover, a concurrent triangulation mixed-method research design was used with 32 clientele samples selected purposively. The study utilized a survey, problem set test, and focus-grouped interview to obtain data pertinent to the study's objectives. The findings revealed an aspirational quality of the implemented project, improved mathematical performance, and the client's desire for ongoing mentoring. The implications and limitations of the study are discussed, along with recommendations for future extension projects, monitoring and evaluation, and re-planning activities.

The above-mentioned study of Pentang was related to the present study from the variable used such as the previous study used challenges variates and they differed in the sense that the study of Pentang focused on Mathematics as the subject matter while the present study focused on the challenges encountered by the teacher in assessing their academic output under the new normal education.

The study by Cahapay (2021) titled, "Reshaping Assessment Practices in a Philippine Teacher Education Institution during the Coronavirus Disease 2019 Crisis." stated that the assessment practices in a Teacher Education Institution (TEI) in the Philippines during the Coronavirus Disease 2019 (COVID-19) crisis. The results showed that assessment practices were contextually reshaped as classes were suspended when assessment evidence could not be computed;

limited internet connectivity posed logistical issues to moving to online assessment; and the institutional tradition of maintaining quality drew a major concern.

As a consequence, changes were evident in the grading component solely focusing on student attendance; grading system shifting to descriptive binary; requirements for laboratory and research works significantly modified; and exclusion of grades earned in the current semester from the computation of grade point average. Drawing lessons from this case study, it is recommended that in reshaping assessment practices at this time, different contexts must be cogently considered, so that reasonable changes would be better understood.

Henceforward, the adaptation of online classes, as one of the learning modalities implemented in schools, is undeniably a giant leap in the Philippine education system. Whether equipped or not, the public schools had to embrace this new modality. Martin (2019) revealed that faculty attitudes toward the importance of online teaching competency and their perception of their ability play a major role in how faculty approach online teaching goals, tasks, and challenges. Studies of online teaching competencies are important, as they provide information about how online faculty might be trained and supported by professional development initiatives in higher education institutions.

The study addresses a highly relevant issue: the adaptation of assessment practices during a global crisis. The focus on a Philippine TEI adds valuable insight into how educational institutions in less-resourced contexts have navigated these challenges and the study appears to focus on a single institution. While this provides in-depth insights into one context, it may limit the generalizability of the

findings. Comparing multiple institutions or including a broader range of data could offer a more comprehensive understanding of the issue.

Also, Cahapay's study offers valuable insights into how a TEI in the Philippines adapted its assessment practices during the COVID-19 crisis. The identification of key issues and detailed description of changes are significant contributions. However, the study would benefit from a broader scope, empirical evidence on the impact of changes, and consideration of long-term effects. Future research could build on this work by examining multiple institutions, incorporating diverse perspectives, and evaluating the immediate and long-term impacts of assessment adaptations.

The study by Olivo (2021) titled, "Parents' Perception on Printed Modular Distance Learning in Canarem Elementary School: Basis for Proposed Action Activities was insufficient since the activities were so many. In addition, some parents claimed that they could not understand some topics in the module so they could not help their children in answering the learning activities. The research then recommended a review of the learning activities and conduct seminars for parents to guide them in assisting their children during their classes at home. An action plan was developed to improve the implementation of modular learning in the new normal.

The study of Oliva was similar to the present study from the modular aspect of learning implemented, but they differed in the sense that the present study included only the modular modality as one of the challenges or variables involved from the study and even the locality and respondents included.

The study presents a valuable perspective by capturing the challenges

parents face in the modular learning environment. However, the analysis appears to be somewhat superficial. A more nuanced exploration of how specific aspects of the learning activities contribute to the difficulties faced by parents could provide deeper insights. For instance, understanding whether the issue lies more with the quantity of activities or the quality and complexity of the content would be crucial. The study could benefit from a more detailed breakdown of these components.

In addition, Olivo's study is a timely and relevant examination of the challenges faced by parents in a modular distance learning environment. While the recommendations are sound, the research would benefit from a more detailed analysis of the issues, a broader methodological approach, and a more detailed action plan. Addressing these areas could enhance the study's impact and provide a stronger foundation for improving modular distance learning practices.

The foregoing studies strengthened the need for the conduct of the study. The salient findings provided the researcher with a strong concept and rationale.

Chapter 3

METHODOLOGY

This chapter presents the procedures used in this study. It describes the research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, as well as the statistical tools in the treatment of the data.

Research Design

The study employed the quantitative approach which utilized the descriptive-correlation design. The study was descriptive considering that it elicited the profile of respondents in terms of their respective demographic characteristics. Likewise, it identified and assessed the challenges of teachers in the academic assessment on the performance of Key Stage-2 students in the new normal education of the Districts of Daram I and II as perceived by the teacher-respondents.

Moreover, the study was correlational in the sense that it correlated the dependent variables, the challenges of teachers through academic assessment, and the profile variates of the respondents and its variables such as profile of the teacher-respondents in terms of the following variates: age and sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching service, latest performance rating through IPCRF, relevant in-service training, and perception on academic performance among Key Stage-2 students.

The data gathered were treated statistically using both the Descriptive and Inferential Statistics, namely: Frequency Count, Modality, Percentage, Mean,

Standard Deviation, Weighted Mean, t-Test for Independent Sample Means, Pearson Product-Moment of Correlation Coefficient, and Fisher's t-Test.

Locale of the Study

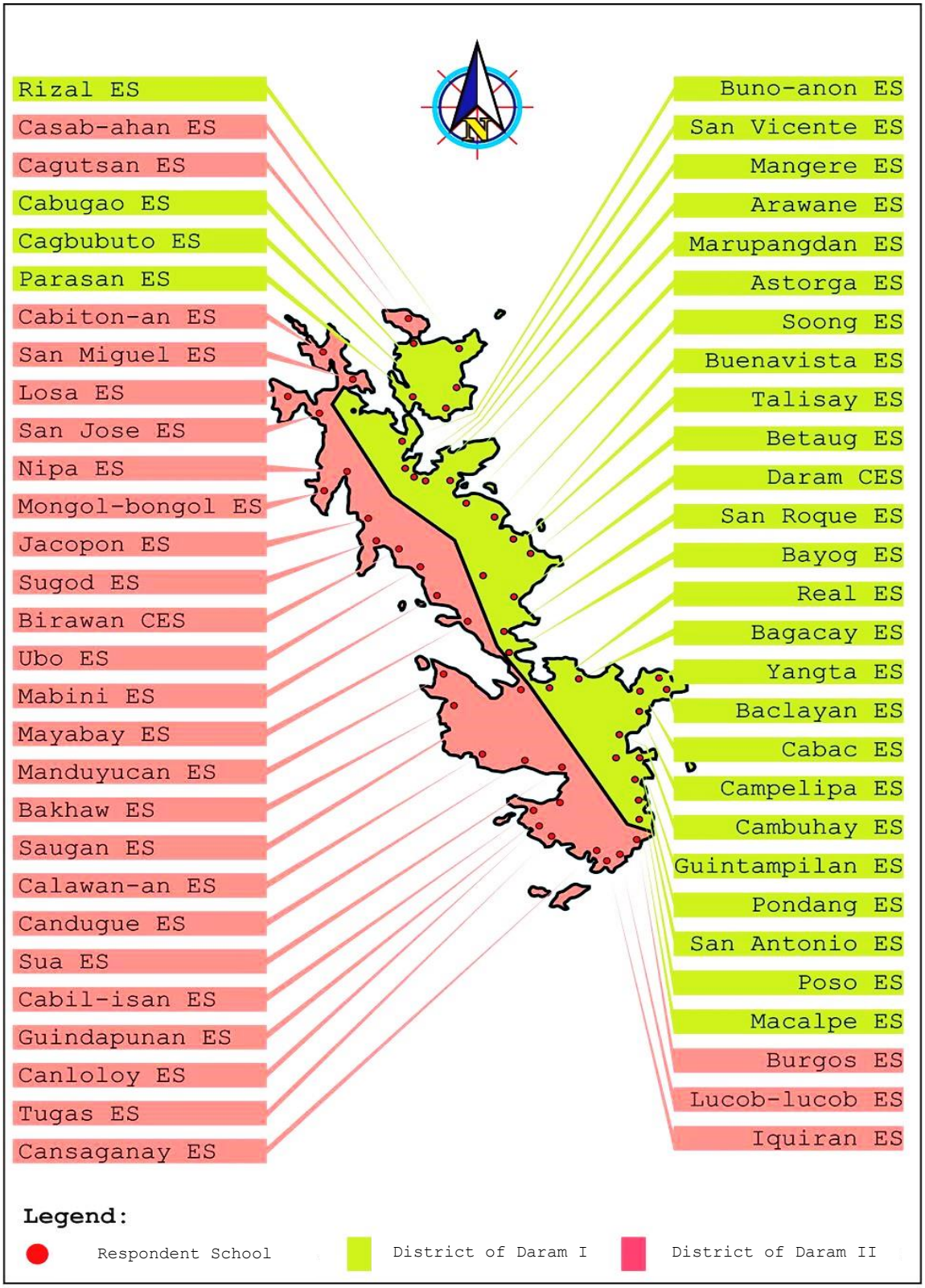
Figure 2 presents the map of the locale of the study.

Respondents schools under the District of Daram I were included namely: Arawane Elementary School, Astorga Integrated School, Baclayan Elementary School, Bagacay Elementary School, Bayog Elementary School, Bita-ug Elementary School, Buenavista Elementary School, Bono-anon Elementary School, Cabac Elementary School, Cabugao Elementary School, Cagboboto Elementary School, Cambuhay Elementary School, Campelipa Elementary School, Daram I Central Elementary School, Guintampilan Elementary School, Macalpe Elementary School, Man-ngere Elementary School, Marupangdan Elementary School, Parasan Elementary School, Pondang Elementary School, Poso Elementary School, Real Elementary School, Rizal Elementary School, San Antonio Elementary School, San Roque Elementary School, San Vicente Elementary School, Soong Elementary School, Talisay Elementary School, Valles-bello Elementary School, Yangta Elementary School. Along with secondary schools namely as: Daram National High School, Bagacay National High School, Baclayan National High School, Parasan National High School, and Rizal National High School.

In addition, schools from the District of Daram II were also included namely: Bakhaw Elementary School, Burgos Elementary School, Cabil-isan Elementary School, Cabiton-an Elementary School, Cagutsan Elementary School, Calawan-an

Figure 2

The Map Showing the Locale of the Study



Elementary School, Candugue Elementary School, Canloloy Elementary School, Cansaganay Elementary School, Casab-ahan Elementary School, Daram II Central Elementary School, Guindapunan Elementary School, Iquiran Elementary School, Jacopon Elementary School, Lucob-lucob Elementary School, Losa Elementary School, Mabini Elementary School, Manduyocan Elementary School, Mayabay Elementary School, Mongol-bongol Elementary School, Nipa Elementary School, San Jose Elementary School, San Miguel Elementary School, Saugan Elementary School, Sua Elementary School, Tugas Elementary School, Ubo Elementary School, and Sugod Elementary School. The study was conducted in the island municipality of Daram, Samar.

Daram, officially the Municipality of Daram (Waray: Bungto han Daram; Tagalog: Bayan ng Daram), is a 3rd class municipality in the province of Samar, Philippines. According to the 2020 census, it has a population of 41,608 people.

The origin of the name Daram is from a type of bird, called Darangsiyao, that guided the initial settlers to the island. Sometime later, a Spaniard inquiring about the name of the island, mistook the name for "Daramsiyao". This was further shortened to the current name of Daram. The original name of Daramsiyao is still in use as the name of the annual festival held in Poblacion 1 on January.

The Island was originally part of the municipality of Zumarraga, Samar, and mostly inhabited by a few fisher-folk and travelers from other places whose primary source of income was fishing and farming. As the years passed Daram began to grow in population and economic activities through settlers and travelers who constructed dwelling units sporadically along the coastlines of the islands.

On 1 September 1949, President Elpidio Quirino signed Executive Order

No. 262. This order ceded the islands of Daram and Parasan from the Municipality of Zumarraga and created the independent Municipality of Daram, with barrio (now barangay) Daram as the municipal seat. On the current list of barangays for the Municipality of Daram, there is no barangay named Daram (Municipality of Daram | (DILG).

Instrumentation

This study utilized standardized questionnaire adopted from APRS by DuPaul, 1991 on the perception on academic performance among Key Stage 2 students and academic assessment on the performance of Key Stage 2 students in the new normal education was adopted from evaluating success and performance of new normal education questionnaire (Ramzan, 2017) as the main instrument in gathering the pertinent data.

Questionnaire. The questionnaire was a standard one which was adopted from standard sources and was composed of five major parts. There was one set of questionnaires prepared for this study.

Part I was the demographic history of the respondents which determined the profile variates of the teacher respondents in terms of age and sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching, latest performance rating through IPCRF, relevant in-service training and the APRS.

Part II were determined the Perception on Academic Performance among Key Stage – 2 students which rated of each attitude indicator using this scale: 5-Very Often(VO), 4-Often (O), 3-Sometimes (S), 2- Rarely (R), and 1-Never (N).

Part III elicited the Attitude Toward Academic Assessment which rated each attitude indicator using this scale: 5-Very Often (VO), 4-Often (O), 3-Sometimes (S), 2- Rarely (R), and 1-Never (N).

Part IV emphasized the Administrative and Supervisory Practices which rated each attitude by checking 3-Agree (A), 2- Uncertain (U), and 1-Disagree (D).

Part V elicited the Factors That Affect a Teacher's Performance During Assessment which rated each attitude indicator using this scale: 5-Very Often (VO), 4-Often (O), 3-Sometimes (S), 2- Rarely (R), and 1-Never (N) respectively.

Validation of Instrument

The questionnaire and test were only validated as to their content through expert analysis, but were not anymore validated as to their reliability since the questionnaire used were all pre-owned by the past researchers as cited,

The perception on academic performance among Key Stage-2 students was adopted from DuPaul (1991), the attitude toward academic assessment to measure the attitude of the teacher-respondents was adopted from Sun and Sun (2001) and the administrative and supervisory practices to measure the choice of alternative assessment, restrictions of utility of evaluation techniques, evaluating students performance and success and problems experienced in evaluating students success and performance were adopted from Ramzan (2017)

Likewise, the factors that affect a teacher's performance during assessment were adopted from Shepard (2000).

Therefore, draft copies of the questionnaire were submitted to the research adviser and to the experts' panel member of the oral defense were subjected as expert validation to the context of the study for content analysis.

Once their suggestions had been incorporated, the instrument was finalized and prepared for actual data gathering.

Sampling Procedure

The study utilized total enumeration sampling for the Key Stage-2 teacher-respondents based on school assigned. Total enumeration, also known as a census, involves collecting data from the entire population rather than using a sample. However, if you one to create a sampling procedure despite the desire for total enumeration, one may be looking to use a subsample of the population for efficiency or cost reasons.

Hence, a total of 136 Key Stage-2 teachers were involved as respondents during the current school year, as shown in Table 1 below. Therefore, the total was used to take all the 136 Key Stage-2 teachers as a respondents of the study and this data were based on the Schools Division of Samar.

Data Gathering Procedure

In this study, the researcher sought the approval from the Schools Division Superintendent of Samar to conduct the study among the Key Stage 2 teachers in the Districts of Daram I and II. First, a letter was submitted to the School Divisions Superintendent of the Schools Division of Samar to request and approval to conduct the study. Once approved, the said letter was attached to another letter addressed to the Public Schools District Supervisors to seek and approval to administer the questionnaire. Lastly, letters to the School Heads of Teacher-In-Charge of the Districts Daram I and II were submitted to request an approval to conduct the study among the teacher-respondents.

Table 1

The Number of Respondents by School

District of Daram I	No. of Key Stage-2 School Teachers	District of Daram II	No. of Key Stage-2 School Teachers
Arawane ES	**2**	Losa ES	**2**
Astorga ES	**6**	Lucob-lucob ES	**2**
Bakhaw ES	**2**	Mabini ES	**2**
Baclayan ES	**2**	Macalpe ES	**2**
Bagacay ES	**3**	Mandoyucan ES	**2**
Bayog ES	**2**	Man-ngere ES	**2**
Betaug ES	**2**	Marupangdan ES	**2**
Bono-anon ES	**2**	Mayabay ES	**2**
Buenavista ES	**2**	Mongolbongol ES	**2**
Burgos ES	**2**	Nipa ES	**2**
Cabac ES	**2**	Parasan ES	**3**
Cabil-isan ES	**2**	Pondang ES	**3**
Cabiton-an ES	**3**	Poso ES	**2**
Cabugao ES	**2**	Real ES	**2**
Cagboboto ES	**3**	Rizal ES	**2**
Cagutsan ES	**2**	San Antonio ES	**2**
Calawan-an ES	**2**	San Jose ES	**2**
Cambuhay ES	**2**	San Miguel	**2**
Campelipa ES	**2**	San Roque ES	**2**
Candugue ES	**2**	Daram II CES	**5**
Canloloy ES	**2**	Saugan ES	**2**
Cansaganay ES	**2**	So-ong ES	**2**
Casab-ahan ES	**5**	Sua ES	**2**
Daram I CES	**6**	Sugod ES	**2**
San Vicente ES	**2**	Talisay ES	**2**
Gindapunan ES	**2**	Tugas ES	**2**
Guintampilan ES	**2**	Ubo ES	**2**
Iquiran ES	**2**	Valles-Bello	**2**
Jacopon ES	**2**	Yangta ES	**2**
TOTAL		**136**	
Response Rate		**100 %**	

Upon approval of the said request, the list of names of all the Key Stage-2 teachers was requested from the concerned personnel of every Elementary

covered in the study. The researcher used her colleagues to administered the questionnaires to the recipients on the day of In-Service Training of the in Daram I Districts and likewise asked a help from her sister to administered in Daram II District. It was directed during breaktime of the said training to let the teacher-respondents be focused in answering the questionnaire.

After which, the questionnaires were administered to the respective respondents. Responses from the identified respondents were treated with strict confidentiality by the researcher. To ascertain the quality of the data gathered, the researcher employed probing for vague and confusing answers.

Moreover, when the researcher encountered difficulties in achieving the target date of retrieval from some teacher-respondents, a follow-up setup was implemented such as distribution of questionnaire through online via google forms for the teacher-respondents who were not around during the administration of the questionnaire since the participants in every event place of the training were limited only in cooperation to the DOH protocols during pandemic.

Furthermore, the data gathering was conducted within the given schedule of the panel members and the research adviser. After which, data processing such the researcher tabulated, computed, analyzed and interpreted the data of the study. Appropriate statistical software was used to facilitate the computation of the data collected.

Statistical Treatment of Data

The data gathered through the use of the questionnaires were organized, tallied, tabulated, analyzed, and interpreted using appropriate statistical measures and procedures. Both descriptive and inferential statistical tools were utilized,

namely: Frequency Count, Modality, Percentage, Arithmetic Mean, Standard Deviation, Weighted Mean, Pearson Product-Moment of Correlation Coefficient, and Fisher's t-Test.

Frequency Count. This statistical tool was used to determine the teaher-respondents' profile in terms of their age, and sex, civil status, highest educational attainment, latest performance rating, and relevant In-Service Training.

Modality. This tool was used to summarize categorical variables such as Teacher-respondents variates such as monthly average income and years in teaching.

Percentage. This measure was used to convert the magnitude of occurrence of each variable with respect to the total respondents using the following formula (Sevilla et al., 1992:200):

$$P = [f/N] \times 100$$

where: P refers to the percentage;

f refers to the number of occurrence; and

N refers to the total number of samples.

Arithmetic Mean. This was used to express the averages of some of the identified characteristics of the Key Stage-2 teacher-respondents, specifically on their demographic profiles. The following formula (Freund & Simon, 1992:35) was used:

$$\bar{X} = \frac{\Sigma fX}{n}$$

where: $\bar{X}$ refers to the arithmetic mean or average

f refers to the frequency of occurrence;

X refers to the identified variable; and,

n refers to the sample size.

Standard Deviation. This statistic was used to support the calculation of the Arithmetic Mean by calculating the deviation of the observation from calculated averages. The following formula (Freund and Simon, 1992:52) was used:

$$S^2 = \sqrt{\frac{\Sigma f(X - \overline{X})^2}{n - 1}}$$

where: s^2 refers to the standard deviation;

f refers to the frequency of occurrence;

X refers to the identified variable;

and

$\overline{X}$ refers to the arithmetic mean.

Weighted Mean. This statistic was employed to determine the collective perceptions of the K Stage-2 teacher-respondents relative to APRS questionnaire and evaluating success and performance of new normal education questionnaire. The formula (Pagoso, 1997:111) was used as follows:

$$\overline{X}_w = \frac{\Sigma f_i X_i W_i}{n}$$

where: $\overline{X}_w$ refers to the weighted mean;

f_i refers to the frequency of a category

X_i refers to the identified category of variable;

W_i refers to the weights which are

Expressed in a five-point Likert or Thurstone scales;

and

n refers to the sample size.

For the determination of the weighted average of the teacher-respondents based on the APRS questionnaire, the following categories were applied;

5-Very Often (VO), 4-Often (O), 3-Sometimes (S), 2- Rarely (R), and 1-Never (N).

In interpreting the weighted mean, the following sets of five-point Likert were used:

Range	**Interpretation**	
4.51-5.00	Very Often	(VO)
3.51-4.50	Often	(O)
2.51-3.50	Sometimes	(S)
1.51-2.50	Rarely	(R)
1.00-1.50	Never	(N);

For the determination of the weighted average of the teacher-respondents relative to evaluating success and performance of new normal education questionnaire., the following Thurstone categories were applied:

Range	**Interpretation**	
2.51-3.50	Agree	(A)
1.51-2.50	Uncertain	(U)
1.00-1.50	Disagree	(D)

was used to determine the relationship between the perceived between the teacher-respondent variates to the challenges of teachers the academic education

Pearson's Product-Moment Correlation Coefficient (Pearson's r). This

terms of the foregoing areas. The formula (Walpole, 1997:375) which was used here is as follows:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\left[n\sum X^2 - (\sum X)^2\right]\left[n\sum Y^2 - (\sum Y)^2\right]}}$$

where:

r_{xy} refers to the Pearson r value;

$\sum X$ refers to the sum of the X scores;

$\sum Y$ refers to the sum of the Y scores;

$\sum X^2$ refers to the sum of the squared X scores;

$\sum Y^2$ refers to the sum of the squared Y scores;

$\sum XY$ refers to the sum of the paired X and Y scores; and

n refers to the number of paired scores.

Table 2

The Table of Coefficient of Correlation

Correlation Coefficient	Interpretation
0	No linear association
$0<p<\pm0.2$	Very weak linear association
$\pm0.2\leq p<\pm0.4$	Weak linear association
$\pm0.4\leq p<\pm0.6$	Moderate linear association
$\pm0.6\leq p<\pm0.8$	Strong linear association
$\pm0.8\leq p<\pm1.0$	Very strong linear association
±1 .0	Perfect linear association

The Table 3 was employed to guide the researcher in interpreting the

computed r-value (SRTC, 2013:98).

Fisher's t-Test. This statistical tool was used to test the significance of the coefficient of correlation (Pearson r) between a set of paired variables. The formula (Best & Khan, 1998:402-403) applied in this case was as follows:

$$t_f = r_{xy} \sqrt{\frac{N - 2}{1 - r_{xy}^2}}$$

where:

t_f refers to the Fisher's t-test value;

r_{xy} refers to the value of the Pearson r;

n-2 refers to the degree of freedom; and

n refers to the sample population.

In ascertaining whether the null hypotheses should be accepted or rejected, the researcher was guided by the same decision rule afore-stated.

The acceptance or rejected of the hypothesis was based on the relation between the computed value and the critical or tabular value as guided by the following decision rule: the hypothesis was accepted if and when the computed value turned lesser than the critical or tabular value; on the other hand, the hypothesis was rejected if and when the computed value turned equal or greater than the critical or tabular value, or it was based on the p-value against the α that if and when the p-value turned equal or lesser than the α, the null hypothesis was rejected and if it turned the otherwise, the null hypothesis was accepted.

Finally, in the testing hypotheses, α = 0.05 level of significance was applied in all cases. For accuracy in the data processing, the researcher used the computer as an aid in the data processing utilizing a free-ware statistical software.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation. Included in this chapter are the following: profile of the teacher-respondents, challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education, relationship between the perceived teacher-respondent variates to the challenges of teachers the academic assessment on the performance of Key Stage-2 students in the new normal education, factors that affect a teacher's performance during assessment, and relationship between the perceived teacher-respondent variates to the factors that affect a teacher's performance during assessment.

Profile of the Teacher-Respondents

This part presents the profile of the teacher-respondents in terms of age and sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching service, latest performance rating through IPCRF, relevant in-service training, perception on academic performance among Key Stage-2 students, and attitude toward academic assessment.

Age and Sex. Table 3 presents the age and sex distribution of teacher-respondents.

The table shows that a number of the teacher-respondents, that is, 24 or 17.65 percent were aged 29-33 years old while 21 or 15.44 percent were aged 24-28 years old and the rest were distributed to the other identified age bracket. However, there were 60 teacher-respondents or 44.11 percent who did not

Table 3

Age and Sex Distribution of Teacher-Respondents

Age Bracket	Sex			Total	%
	Male	Female	Not Stated		
49-53	2	3	0	5	3.68
44-48	1	5	0	6	4.41
39-43	2	7	0	9	6.62
34-38	1	10	0	11	8.09
29-33	1	21	2	24	17.65
24-28	4	15	2	21	15.44
Not Stated	9	33	18	60	44.11
Total	**20**	**94**	**22**	**136**	**100.00**
%	**14.71**	**69.12**	**16.17**	**100.00**	

disclose their ages for unknown reasons.

Moreover, the majority of the teacher-respondents belonged to the female sex accounting for 94 or 69.12 percent. The male counterpart was composed of 20 or 14.71 percent only. Still, there were 22 or 16.17 percent who did not disclose their sexes.

Civil Status. Table 4 shows the distribution of the teacher-respondents in terms of their civil status.

Table 4

Civil Status of Teacher-Respondents

Civil Status	F	%
Single	54	39.71
Married	62	45.59
Separated	1	0.73
Not Stated	19	13.97
Total	**136**	**100.00**

It can be gleaned from the table that a number of the teacher-respondents,

that is, 62 or 45.59 percent were married while 54 or 39.71 percent were still single, and the rest were distributed to the other identified civil statuses to include the 19 or 13.97 percent who did not provide disclosure in this information.

Gross Monthly Family Income. Table 5 provides the information on the gross monthly family income of teacher-respondents.

Table 5

Gross Monthly Family Income of Teacher-Respondents

Income Bracket	F	%
45,000-54,999	1	0.74
35,000-44,999	4	2.94
25,000-34,999	72	52.94
15,000-24,999	20	14.71
5,000-14,999	10	7.35
Not Stated	29	21.32
Total	**136**	**100.00**
Mode	**29,999.50**	

The table shows that the majority of the teacher-respondents registered a gross monthly family income of 25,000-34,999 accounting for 72 or 52.94 percent. Twenty of them or 14.71 percent disclosed an income of 15,000-24,999 while the rest were distributed to the other identified income brackets with a modal income of 29,999.50. However, there were 29, or 21.32 percent who held their anonymity in this area.

Highest Educational Attainment. Table 6 contains the distribution of the teacher-respondents in terms of their highest educational attainment.

From the table, it can be noted that the majority of the teacher-respondents were with master's units accounting for 80 or 58.82 percent while 28 or 20.59

Table 6

Highest Educational Attainment of Teacher-Respondents

Educational Level	F	%
Doctorate Degree Holder	1	0.73
Master's Degree Holder	28	20.59
With Master's Units	80	58.82
Baccalaureate Degree Holder	7	5.15
Not Stated	20	14.71
Total	**136**	**100.00**

percent were master's degree holders, and the rest were distributed to the other identified educational levels including the 20 or 14.71 percent who did not give information regarding their attained highest educational level.

Number of Years in Teaching. Table 7 presents the distribution of teacher-respondents in terms of their number of years in teaching.

Table 7

Number of Years in Teaching of Teacher-Respondents

Years of Service	F	%
26-30	1	0.73
21-25	1	0.73
16-20	8	5.88
11-15	23	16.91
6-10	42	30.88
1-5	41	30.15
Not Stated	20	14.72
Total	**136**	**100.00**
Mode	**8 years**	

The table presents that a number of the teacher-respondents, that is, 42 or 30.88

percent had been teaching for 6-10 years while 41 or 30.15 percent had been with the DepEd for 1-5 years, and the rest were distributed to the other identified years of service with a modal number of years in the teaching of 8 years.

However, 20 of the teacher-respondents or 14.72 percent did not bother to provide information as regards their experience in teaching.

Latest Performance Rating through IPCRF. Table 8 reveals the performance rating of the teacher-respondents based on the latest IPCRF.

Table 8

Latest Performance Rating through IPCRF of Teacher-Respondents

Rating	F	%
5	33	24.26
4	77	56.62
Not Stated	26	19.12
Total	**136**	**100.00**

The table shows that the majority of the teacher-respondents obtained a rating of 4 accounting for 77 or 56.62 percent while 33 or 24.26 percent got a rating of 5, and the remaining 26 or 19.12 percent did not give information on this area.

Relevant In-Service Training. Table 9 contains the relevant in-service training of the teacher-respondents based on the regularity of their attendance at the different levels – international, national, regional, division, and district.

The table shows that the teacher-respondents never attended in international, national, or regional level training while they sometimes attended in the division-level training, and always attended in the district-level training.

Table 9

Relevant In-Service Trainings of Teacher-Respondents

Level	Weighted Mean	Interpretation
International	1.04	Never
National	1.10	Never
Regional	1.15	Never
Division	1.56	Sometimes
District	3.77	Always

Legend:

3.50-4.00	*Always*
2.50-3.49	*Oftentimes*
1.50-2.49	*Sometimes*
1.00-1.49	*Never*

Perception on Academic Performance Among Key Stage-2 Students. Table 10 provides the perception of the teacher-respondents on the academic performance of Key Stage-2 students. There were 15 indicators appraised by the respondents.

From the table, it can be gleaned that the teacher-respondents perceived one indicator as often while the 14 indicators were perceived as sometimes with assessment on the performance of Key Stage-2 students in the new normal weighted means ranging from 3.07 to 3.78. The indicators that obtained the highest and the least weighted means corresponded to the statements stating: “I believe in empowerment rather than criticism” and “How often does the child complete written work in a careless, hasty fashion?”, respectively.

Taken as a whole, the teacher-respondents perceived the academic performance of the Key Stage-2 students as sometimes being shown by the grand weighted mean of 3.28.

Table 10

Perception on Academic Performance among Key Stage-2 Students

Indicator	WM	I
1. How consistent has the quality of this child's academic work been over the past week?	3.39	S
2. How frequently does the student accurately follow teacher instructions and/or class discussion during large-group (e.g., whole class) instruction?	3.32	S
3. How quickly does this child learn new material (i.e., pick up novel concepts)?	3.10	S
4. Is the quality or neatness of this child's handwriting?	3.12	S
5. Quality of this child's reading skills are better?	3.22	S
6. I believe in empowerment rather than criticism.	3.78	O
7. How often does the child complete written work in a careless, hasty fashion?	3.07	S
8. How frequently does the child take more time to complete work than his/her classmates?	3.26	S
9. How often is the child able to pay attention without you prompting him/her?	3.41	S
10. How frequently does this child require your assistance to accurately complete his/ her academic work?	3.45	S
11. How often does the child begin written work prior to understanding the directions?	3.34	S
12. How frequently does this child have difficulty recalling material from a previous day's lessons?	3.27	S
13. How often does the child appear to be staring excessively or "spaced out"?	3.17	S
14. How often does the child appear withdrawn or tend to lack an emotional response in a social situation?	3.14	S
15. How often does the quality of this child's speaking skills?	3.14	S
Grand Weighted Mean	**3.28**	
Interpretation	**Sometimes**	

Legend:	*4.50-5.00*	*Very Often*	*(VO)*
	3.50-4.49	*Often*	*(O)*
	2.50-3.49	*Sometimes*	*(S)*
	1.50-2.49	*Rarely*	*(R)*
	1.00-1.49	*Never*	*(N)*
		Weighted Mean	*(WM)*
		Interpretation	*(I)*

Attitude Toward Academic Assessment. Table 11 appraises the attitude

of teacher-respondents toward academic assessment. Ten attitude statements were evaluated in this area.

It can be noted from the table that the teacher-respondents considered all attitude statements as often with weighted means ranging from 3.57 to 4.16.

Table 11

Attitude Toward Academic Assessment

Indicator	WM	I
1. Give students chances to express their opinions	4.13	O
2. Require students to use the knowledge learnt from class in their daily life	4.07	O
3. Integrated students' opinions and suggestions into instruction	3.96	O
4. Encourage all students to participate in group discussion	4.16	O
5. Encourage students to exchange and communicate their ideas about the lesson	4.12	O
6. School require students to study hard	4.05	O
7. Let students make a plan for doing activities in school	3.85	O
8. Require students to think about the research results from their activities	3.61	O
9. Let students independently decide the order of their activities	3.57	O
10. Instruct students to deal with out-school affairs by aid of the knowledge learnt from class	3.74	O
Grand Weighted Mean	**3.93**	
Interpretation	**Often**	

Legend:	*4.50-5.00*	*Very Often*	*(VO)*
	3.50-4.49	*Often*	*(O)*
	2.50-3.49	*Sometimes*	*(S)*
	1.50-2.49	*Rarely*	*(R)*
	1.00-1.49	*Never*	*(N)*
		Weighted Mean	*(WM)*
		Interpretation	*(I)*

Consequently, the statements stating: "encourage all students to participate in group discussion" and "let students independently decide the order of their activities" obtained the highest and the least weighted means, respectively.

Taken as a whole, the teacher-respondents appraised their attitude toward academic assessment as often shown by the grand weighted mean of 3.93.

Challenges of Teachers in Academic Assessment on the Performance of Key Stage-2 Students in the New Normal Education

This part contains the assessment of the teacher-respondents on the challenges in academic assessment on the performance of K Stage-2 students in the new normal education in terms of choice of alternative assessment, restrictions of utility of alternative evaluation techniques, evaluating student performance and success, and problems experienced in evaluating student success and performance.

Choice of Alternative Assessment. Table 12 presents the appraisal of the teacher-respondents on the challenges in academic assessment on the performance of Key Stage-2 Students in the new normal education in terms of choice of alternative assessment. There were 15 indicators evaluated in this area.

The table shows that the teacher-respondents were uncertain in all the indicators along with the challenges in academic assessment on the performance of Key Stage-2 students in the new normal education in terms of choice of alternative assessment with weighted means ranging from 2.40 to 2.49. The indicators stated: “because it contributes to the development of the student” and “because it makes it easier to know about the students” equally obtained the highest weighted mean.

Taken as a whole, the teacher-respondents were uncertain with the challenges in academic assessment on the performance of Key Stage-2 students

Table 12

Challenges of Teachers in Academic Assessment on the Performance of Key Stage-2 Students in the New Normal Education in Terms of Choice of Alternative Assessment

Indicator	WM	I
1. Because it makes students active and eager in the learning process	2.47	U
2. Because it gives clues about whether learning has been achieved or about the quality of learning.	2.43	U
3. Because it contributes to the development of the student	2.49	U
4. Because it gives students the opportunity to show their competencies and performance	2.44	U
5. Because it enables assessing students' knowledge and skills throughout the process of education.	2.48	U
6. Because it gives students the opportunity to communicate with each other and to cooperate	2.44	U
7. Because it gives the opportunity to assess student development from different views 8	2.43	U
8. Because it gives the opportunity to follow student development systematically	2.44	U
9. Because it improves students scientific research skills	2.34	U
10. Because it makes it easier to know about the Students	2.49	U
11. Because it gets students adopt the habit of studying	2.45	U
12. Because it enables students to access more resources in the process of learning	2.40	U
13. Because it enables peer assessment	2.46	U
14. Because it encourages students to prepare for the course	2.44	U
15. Because it ensures consistency in assessment and evaluation	2.45	U
Grand Weighted Mean	**2.44**	
Interpretation	**Uncertain**	

Legend:	*2.50-3.00*	*Agree*	*(A)*
	1.50-2.49	*Uncertain*	*(U)*
	1.00-1.49	*Disagree*	*(D)*
		Weighted Mean	*(WM)*
		Interpretation	*(I)*

in the new normal education in terms of choice of alternative assessment being manifested by the grand weighted mean of 2.44.

Restrictions of Utility of Alternative Evaluation Techniques. Table 13 presents the appraisal of the teacher-respondents on the challenges in academic assessment on the performance of Key Stage-2 students in the new normal education in terms of restrictions of utility of alternative evaluation techniques. There were eight indicators evaluated in this area.

Table 13

Challenges of Teachers in Academic Assessment on the Performance of Key Stage- 2 Students in the New Normal Education in Terms of Restrictions of Utility of Alternative Evaluation Techniques

Indicator	WM	I
1. Because using alternative assessment and evaluation techniques alone is considered insufficient	2.00	U
2. Because the evaluation takes a long time, and requires a lot of time and effort	2.09	U
3. Because it is difficult to determine whether the assignment was made by the student or not	2.25	U
4. Because it does not provide same opportunities that face-to-face communication and interaction with Students does	2.33	U
5. Because it cannot prevent cheating	2.10	U
6. Because it might not be convenient for cases in which instant feedback is necessary	2.29	U
7. Because it is not possible to determine to what extent Students understand the subject	2.10	U
8. Because the information found on internet sources is put into assignments by copying and pasting it without checking whether it is correct or not and presented to the lecturer	2.34	U
Grand Weighted Mean	**2.19**	
Interpretation	**Uncertain**	

Legend:	*2.50-3.00*	*Agree*	*(A)*
	1.50-2.49	*Uncertain*	*(U)*
	1.00-1.49	*Disagree*	*(D)*
		Weighted Mean	*(WM)*
		Interpretation	*(I)*

The table shows that the teacher-respondents were uncertain in all

indicators along with the challenges in academic assessment on the performance of Key Stage-2 students in the new normal education in terms of restrictions of the utility of alternative evaluation techniques with weighted means ranging from 2.00 to 2.34. The indicators that obtained the highest and the least weighted means corresponded to the statements stating: “because the information found on internet sources is put into assignments by copying and pasting it without checking whether it is correct or not and presented to the lecturer” and “because using alternative assessment and evaluation techniques alone is considered insufficient”, respectively. Taken as a whole, the teacher-respondents were uncertain with the challenges in academic assessment on the performance of Key Stage-2 students in the new normal education in terms of restrictions of the utility of alternative evaluation techniques also being shown by the grand weighted mean of 2.19.

Evaluating Student Performance and Success. Table 14 presents the appraisal of the teacher-respondents on the challenges in academic assessment on the performance of Key Stage-2 students in the new normal education in terms of evaluating student performance and success. There were 14 indicators evaluated in this area.

It can be gleaned from the table that the teacher-respondents were uncertain in all indicators along with the challenges in academic assessment on the performance of Key Stage-2 students in the new normal education in terms of evaluating student performance and success with weighted means ranging from 2.02 to 2.33. In these indicators, the statements stating: “because students do not actively participate in online practices” and “because traditional exams do not

Table 14

Challenges of Teachers in Academic Assessment on the Performance of Key Stage-2 Students in the New Normal Education in Terms of Evaluating Student Performance and Success

Indicator	WM	I
1. Because it is not possible to prevent cheating in online exams as in traditional face to-face exams	2.26	U
2. Because in assignments and project studies, Students use the same assignments by copying from each other and/or they copy/paste things they found on internet	2.32	U
3. Because traditional exams do not give the opportunity to evaluate student Performance in a limited period of time	2.02	U
4. Because in distance education, it is difficult to control the practices Students carry out	2.29	U
5. Because the process of preparing and evaluating online exams and assignments requires a lot of time and effort	2.24	U
6. Because only a limited period of time is spent with the students, it is not possible to completely assess the knowledge and skills they have and to get to know them well.	2.32	U
7. Because Students do not actively participate in online practices	2.33	U
8. Because significant success differences emerge between mid-term and final exams.	2.29	U
9. The inadequacy of online exam and evaluation techniques	2.28	U
10. The inadequacy of online exam systems	2.21	U
11. Because Students and lecturers do not actively use the online system	2.29	U
12. Because online oral exams are difficult to conduct and time consuming	2.13	U
13. Because Students lack motivation	2.29	U
14. Because carrying out and scoring final exams in the form of traditional exams requires long time and effort.	2.22	U
Grand Weighted Mean	**2.25**	
Interpretation	**Uncertain**	

Legend:	*2.50-3.00*	*Agree*	*(A)*
	1.50-2.49	*Uncertain*	*(U)*
	1.00-1.49	*Disagree*	*(D)*
		Weighted Mean	*(WM)*
		Interpretation	*(I)*

give the opportunity to evaluate student performance in a limited period of time obtained the highest and least weighted means, respectively.

Taken as a whole, the teacher-respondents were uncertain with the challenges in academic assessment on the performance of Key Stage-2 students in the new normal education in terms of evaluating student performance and success being indicated by the grand weighted mean of 2.25.

Problems Experienced in Evaluating Student Success and Performance. Table 15 presents the appraisal of the teacher-respondents on the challenges in academic assessment on the performance of Key Stage-2 students in the new normal education in terms of problems experienced in evaluating student success and performance. There were 11 indicators evaluated in this area. The table shows that the teacher-respondents considered all indicators along the challenges in academic assessment on the performance of Key Stage-2 students in the new normal education in terms of problems experienced in evaluating student success and performance as uncertain with weighted means ranging from 2.22 to 2.39. The indicators with the statement stating: “practices that will increase satisfaction and motivation of the lecturers should” and “attending online classes should be compulsory and thus, evaluating student performance should be made possible” were rated with the highest and the least weighted means, respectively.

Taken as a whole, the teacher-respondents were uncertain with the challenges in academic assessment on the performance of Key Stage-2 students In the new normal education in terms of problems experienced in evaluating student success and performance being shown by the grand weighted mean of 2.31.

Table 15

Challenges of Teachers in Academic Assessment on the Performance of Key Stage-2 Students in the New Normal Education in Terms of Problems Experienced in Evaluating Student Success and Performance

Indicator	WM	I
1. Giving Students assignments and practices that will not require memorizing but will enable them to use high-order thinking skills and will prevent them from cheating	2.32	U
2. Students and lecturers should be provided with trainings on assessment and evaluation from time to time.	2.34	U
3. Online exam systems should be made more practical and interactive	2.33	U
4. More project assignments should be given instead of online exams	2.27	U
5. Security practices should be developed in online exam system	2.27	U
6. Students should also make a presentation of the assignments they prepared and this should be a criteria considered in the process of evaluation	2.34	U
7. Attending online classes should be compulsory and thus, evaluating student Performance should be made possible	2.22	U
8. Assignment directions should be well-prepared and Students should be given guidance during the process	2.25	U
9. Practices that will increase satisfaction and motivation of the lecturers should be provided	2.39	U
10. Self-assessment and group assessment should be made throughout the project	2.35	U
11. Enabling Students to make inter-group assessment throughout the project	2.35	U
Grand Weighted Mean	**2.31**	
Interpretation	**Uncertain**	

Legend:	*2.50-3.00*	*Agree*	*(A)*
	1.50-2.49	*Uncertain*	*(U)*
	1.00-1.49	*Disagree*	*(D)*
		Weighted Mean	*(WM)*
		Interpretation	*(I)*

Relationship Between the Perceived Challenges of Teachers in Academic Assessment on the Performance of Key Stage-2 Students in the New Normal Education and Their Profile Variates

Table 16 presents the relationship between the perceived challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education and their profile variates in terms of age, sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching, latest performance rating through IPCRF, relevant in-service training, perception on academic performance among Key Stage-2 students, and attitude toward academic assessment.

Age. In looking into the linear association between the perceived challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education and their age, it can be noted that the correlation between the two variables was moderate (ρ=0.470). The Fisher's t showed that the age of the teachers influenced significantly their perception on the challenges of teachers in academic assessment on the performance of Key Stage 2 students in the new normal education (F(134)=6.164, p=0.000, ω=<.001).

Sex. In associating linear relationship between the perceived challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education and their sex, the Cramer's V between the two variables was moderate (V =0.300). The Fisher's t showed that the sex of the teachers influenced significantly their perceived challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education (F(134=3.640, p=0.000, ω=<.001).

Table 16

Relationship Between the Perceived Challenges of Teachers in Academic Assessment on the Performance of Key Stage-2 Students in the New Normal Education and Their Profile Variates

Variate	Association		Fisher's t-Value	p-Value @ α=.05	Evaluation/ Decision
	Coefficient	Degree			
Age	ρ = 0.470	Mode-rate	6.164	0.000	S / Reject Ho.
Sex	*V* = 0.300 (X^2 = 75.538; df = 6)	Mode-rate	3.640	0.000	S / Reject Ho.
Civil Status	*V* = 0.320 (X^2 = 113.592 df = 9)	Mode-rate	3.910	0.000	S / Reject Ho.
Gross Monthly Family Income	ρ = 0.555	Strong	7.723	0.000	S / Reject Ho.
Highest Educational Attainment	ρ = 0.604	Strong	8.773	0.000	S / Reject Ho.
Number of Years in Teaching	ρ = 0.487	Mode-rate	6.455	0.000	S / Reject Ho.
Performance Rating Based on the Latest IPCRF	ρ = 0.642	Strong	9.693	0.000	S / Reject Ho.
Relevant In-Service Trainings	ρ = 0.029	Very Weak	0.336	0.740	NS / Accept Ho.
Perception on the Academic Performance	ρ = 0.788	Strong	14.816	0.000	S / Reject Ho.
Attitude Toward Academic Assessment	ρ = 0.852	Very Strong	18.838	0.000	S / Reject Ho.

ω=p=<.001<.05 pairwise normality deviated from the norm *S = Significant*
Fisher's t-Critical = ±1.984, df = 134 *NS = Not Significant*

Civil Status. In associating linear relationship between the perceived

challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education and their civil status, the Cramer's V between the two variables was moderate (*V* =0.320). The Fisher's t showed that the civil status of the teachers influenced significantly their perceived challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education (F(134=3.910, p=0.000, ω=<.001).

Gross Monthly Family Income. In looking into the linear association between the perceived challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education and their gross monthly family income, it can be noted that the correlation between the two variables was strong (*ρ*=0.555). Fisher's t showed that the gross monthly family income of the teachers influenced significantly their perception of the challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education (F(134)=7.723, p=0.000, ω=<.001).

Highest Educational Attainment. In looking into the linear association between the perceived challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education and their highest educational attainment, it can be noted that the correlation between the two variables was strong (*ρ*=0.604). Fisher's t showed that the highest educational attainment of the teachers influenced significantly their perception of the challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education (F(134)=8.773, p=0.000, ω=<.001).

Number of Years in. In looking into the linear association between the perceived challenges of teachers in academic assessment on the performance

of Key Stage-2 students in the new normal education and their number of years in teaching, it can be noted that the correlation between the two variables was moderate (ρ=0.487). Fisher's t showed that the number of years in teaching of the teachers influenced significantly their perception of the challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education (F(134)=6.455, p=0.000, ω=<.001).

Performance Rating Based on the Latest IPCRF. In looking into the linear association between the perceived challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education and their performance rating based on the latest IPCRF, it can be noted that the correlation between the two variables was strong (ρ=0.642). Fisher's t showed that the performance rating based on the latest IPCRF of the teachers influenced significantly their perception of the challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education (F(134)=9.693, p=0.000, ω=<.001).

Relevant In-Service Training. In looking into the linear association between the perceived challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education and their relevant in-service training, it can be noted that the correlation between the two variables was very weak (ρ=0.029). Fisher's t showed that the relevant in-service training of the teachers did not influence significantly their perception of the challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education (F(134)=0.336, p=0.740, ω=<.001).

Perception on the Academic Performance. In looking into the linear

association between the perceived challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education and their perception on academic performance, it can be noted that the correlation between the two variables was strong (ρ=0.788). Fisher's t showed that the perception of the academic performance of the teachers influenced significantly their perception of the challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education (F(134)=14.816, p=0.000, ω=<.001).

Attitude Toward Academic Assessment. In looking into the linear association between the perceived challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education and their attitude toward academic assessment, it can be noted that the correlation between the two variables was strong (ρ=0.852). Fisher's t showed that the attitude toward academic assessment of the teachers influenced significantly their perception of the challenges of teachers in academic assessment on the performance of Key Stage-2 students in the new normal education (F(134)=18.838, p=0.000, ω=<.001).

In summary, all of the teacher-related profile variates except relevant in-service training posed a significant influence on the perceived challenges of teachers in academic assessment of the performance of Key Stage-2 students in the new normal education.

Factors that Affect a Teacher's Performance During Assessment

This part presents the factors that affect a teacher's performance during

assessment in terms of learner centeredness, improvement of learning outcomes, informs teaching and learning processes, and assessment embedded in learning.

Learner Centeredness. Table 17 shows the factors that affect a teacher's performance during assessment in terms of learner centeredness. There were four indicators evaluated in this area.

Table 17

Factors that Affect a Teacher's Performance During Assessment in Terms of Learner Centeredness

Indicator	WM	I
1. Informs students of important learning outcomes	3.92	O
2. Identifies strengths and weaknesses of students	3.93	O
3. Monitors growth and progress of students	3.91	O
4. Provides feedback guides on improvement and next steps planning	3.91	O
Grand Weighted Mean	**3.92**	
Interpretation	**Often**	

Legend:	*4.50-5.00*	*Very Often*	*(VO)*
	3.50-4.49	*Often*	*(O)*
	2.50-3.49	*Sometime*	*(S)*
	1.50-2.49	*Rarely*	*(R)*
	1.00-1.49	*Never*	*(N)*
		Weighted Mean	*(WM)*
		Interpretation	*(I)*

The table shows that the teacher-respondents considered all the factors that affect a teacher's performance during assessment in terms of learner centeredness as often with weighted means ranging from 3.91 to 3.93. The indicator with the highest weighted mean corresponded to the statement stating, "identifies strengths and weaknesses of students".

Taken as a whole, the teacher-respondents considered the factors that affect a teacher's performance during assessment in terms of learner centeredness as often also shown by the grand weighted mean of 3.92.

Improvement of Learning Outcome. Table 18 shows the factors that affect a teacher's performance during assessment in terms of improvement of learning outcome. There were three indicators evaluated in this area.

Table 18

Factors that Affect a Teacher's Performance During Assessment in Terms of Improvement of Learning Outcome

Indicator	WM	I
1. Targets are clear and aligned with instruction	4.00	O
2. Learning outcomes are attainable and measurable.	4.00	O
3. Alignment between standards, instruction, and assessment are evident	3.99	O
Grand Weighted Mean	**4.00**	
Interpretation	**Often**	

Legend:			
	4.50-5.00	*Very Often*	*(VO)*
	3.50-4.49	*Often*	*(O)*
	2.50-3.49	*Sometime*	*(S)*
	1.50-2.49	*Rarely*	*(R)*
	1.00-1.49	*Never*	*(N)*
		Weighted Mean	*(WM)*
		Interpretation	*(I)*

The table shows that the teacher respondents considered all the factors that affect a teacher's performance during assessment in terms of improvement of learning outcome as often with weighted means ranging from 3.99 to 4.00. The indicator that obtained the least weighted mean corresponded to the statement stating: "alignment between standards, instruction, and assessment are evident".

Taken as a whole, the teacher-respondents considered the factors that affect a teacher's performance during assessment in terms of improvement of learning outcomes as often also shown by the grand weighted mean of 4.00.

Teaching and Learning Processes. Table 19 shows the factors that affect a teacher's performance during assessment in terms of informs teaching and learning process. There were four indicators evaluated in this area.

Table 19

Factors that Affect a Teacher's Performance During Assessment in Terms of Informs Teaching and Learning Processes

Indicator	WM	I
1. Diagnoses students' thinking and understanding	3.99	O
2. Guides next steps for teachers and students	4.00	O
3. Informs and improves instructional practices	4.01	O
4. Reliable use of data and valid reporting authenticates learning	3.96	O
Grand Weighted Mean	**3.99**	
Interpretation	**Often**	

Legend:	*4.50-5.00*	*Very Often*	*(VO)*
	3.50-4.49	*Often*	*(O)*
	2.50-3.49	*Sometime*	*(S)*
	1.50-2.49	*Rarely*	*(R)*
	1.00-1.49	*Never*	*(N)*
		Weighted Mean	*(WM)*
		Interpretation	*(I)*

The table shows that the teachers considered all the factors that affect a teacher's performance during assessment in terms of informs teaching and learning process as often with weighted means ranging from 3.99 to 4.01. The indicator that obtained the highest weighted mean corresponded to the statement stating: "Informs and improves instructional practices".

Taken as a whole, the teacher-respondents considered the factors that affect a teacher's performance during assessment in terms of informs teaching and learning process as often also shown by the grand weighted mean of 3.99.

Assessment Embedded in Learning. Table 20 shows the factors that affect a teacher's performance during assessment in terms of assessment embedded in learning. There were three indicators evaluated in this area.

Table 20

Factors that Affect a Teacher's Performance During Assessment in Terms of Assessment Embedded in Learning

Indicator	WM	I
1. Multiple assessments are included throughout instruction	4.00	O
2. Methods and expectations are clearly communicated	4.01	O
3. Engages students through questioning and inquiry	3.98	O
Grand Weighted Mean	**4.00**	
Interpretation	**Often**	

Legend:	*4.50-5.00*	*Very Often*	*(VO)*
	3.50-4.49	*Often*	*(O)*
	2.50-3.49	*Sometime*	*(S)*
	1.50-2.49	*Rarely*	*(R)*
	1.00-1.49	*Never*	*(N)*
		Weighted Mean	*(WM)*
		Interpretation	*(I)*

The table shows that the teachers considered all the factors that affect a teacher's performance during assessment in terms of assessment embedded in learning as often with weighted means ranging from 3.98 to 4.01. The indicator that obtained the highest weighted mean corresponded to the statement stating: "methods and expectations are clearly communicated".

Taken as a whole, the teacher-respondents considered the factors that affect a teacher's performance during assessment in terms of assessment embedded in learning as often also shown by the grand weighted mean of 4.00.

Relationship Between the Factors that Affect a Teacher's Performance During Assessment and Their Profile Variates

Table 21 presents the relationship between the factors that affect a teacher's performance during assessment and their profile variates in terms of age, sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching service, latest performance rating through IPCRF, relevant in-service training, perception on academic performance among Key Stage-2 students, and attitude toward academic assessment.

Age. In looking into the linear association between the factors that affect a teacher's performance during assessment and their age, it can be noted that the correlation between the two variables was moderate (ρ=0.433). The Fisher's t showed that the age of the teachers influenced significantly their perception on the factors that affect a teacher's performance during assessment (F(134)=5.561, p=0.000, ω=<.001).

Sex. In associating linear relationship between the factors that affect a teacher's performance during assessment and their sex, the Cramer's V between the two variables was moderate (V =0.290). The Fisher's t showed that the sex of the teachers influenced significantly factors that affect a teacher's performance during assessment (F(134)=3.508, p=0.000, ω=<.001).

Cramer's V between the two variables was moderate (V =0.320). The

Table 21

Relationship Between the Factors that Affect a Teacher's Performance During Assessment and Their Profile Variates

Variate	Association		Fisher's t-Value	p-Value @ α=.05	Evaluation/ Decision
	Coefficient	Degree			
Age	ρ = 0.433	Mode-rate	5.561	0.000	S / Reject Ho.
Sex	*V* = 0.290 (X^2 = 67.324; df = 6)	Mode-rate	3.508	0.000	S / Reject Ho.
Civil Status	*V* = 0.280 (X^2 = 93.456 df = 9)	Mode-rate	3.376	0.000	S / Reject Ho.
Gross Monthly Family Income	ρ = 0.482	Strong	6.368	0.000	S / Reject Ho.
Highest Educational Attainment	ρ = 0.677	Strong	10.648	0.000	S / Reject Ho.
Number of Years in Teaching	ρ = 0.388	Mode-rate	4.873	0.000	S / Reject Ho.
Performance Rating Based on the Latest IPCRF	ρ = 0.575	Strong	8.136	0.000	S / Reject Ho.
Relevant In-Service Trainings	ρ = 0.003	Very Weak	0.035	0.972	NS / Accept Ho.
Perception on the Academic Performance	ρ = 0.758	Strong	13.543	0.000	S / Reject Ho.
Attitude Toward Academic Assessment	ρ = 0.840	Very Strong	17.821	0.000	S / Reject Ho.

ω=p=<.001<.05 pairwise normality deviated from the norm *S = Significant*
Fisher's t-Critical = ±1.984, df = 134 *NS = Not Significant*

Fisher's t showed that the civil status of the teachers influenced significantly the

factors that affect a teacher's performance during assessment (F(134)=3.376, p=0.000, ω=<.001).

Gross Monthly Family Income. In looking into the linear association between the factors that affect a teacher's performance during assessment and their gross monthly family income, it can be noted that the correlation between the two variables was strong (ρ=0.482). Fisher's t showed that the gross monthly family income of the teachers influenced significantly the factors that affect a teacher's performance during assessment (F(134)=6.368, p=0.000, ω=<.001).

Highest Educational Attainment. In looking into the linear association between the factors that affect a teacher's performance during assessment and their highest educational attainment, it can be noted that the correlation between the two variables was strong (ρ=0.677). Fisher's t showed that the highest educational attainment of the teachers influenced significantly the factors that affect a teacher's performance during assessment (F(134)=10.648, p=0.000, ω=<.001).

Number of Years in Teaching. In looking into the linear association between the factors that affect a teacher's performance during assessment and their number of years in teaching, it can be noted that the correlation between the two variables was moderate (ρ=0.388). Fisher's t showed that the number of years in teaching of the teachers influenced significantly the factors that affect a teacher's performance during assessment (F(134)=4.873, p=0.000, ω=<.001).

Latest Performance Rating Through IPCRF. In looking into the linear association between the factors that affect a teacher's performance during assessment and their performance rating based on the latest IPCRF, it can be

noted that the correlation between the two variables was strong (ρ=0.575). Fisher's t showed that the performance rating based on the latest IPCRF of the teachers influenced significantly the factors that affect a teacher's performance during assessment (F(134)=8.136, p=0.000, ω=<.001).

Relevant In-Service Training. In looking into the linear association between the factors that affect a teacher's performance during assessment and their relevant in-service training, it can be noted that the correlation between the two variables was very weak (ρ=0.003). Fisher's t showed that the relevant in-service training of the teachers did not influence significantly the factors that affect a teacher's performance during assessment (F(134)=0.035, p=0.972, ω=<.001).

Perception on the Academic Performance. In looking into the linear association between the factors that affect a teacher's performance during assessment and their perception on academic performance, it can be noted that the correlation between the two variables was strong (ρ=0.758). Fisher's t showed that the perception of the academic performance of the teachers influenced significantly the factors that affect a teacher's performance during assessment (F(134)=13.543, p=0.000, ω=<.001).

Attitude Toward Academic Assessment. In looking into the linear association between the factors that affect a teacher's performance during assessment and their attitude toward academic assessment, it can be noted that the correlation between the two variables was strong (ρ=0.840). Fisher's t showed that the attitude toward academic assessment of the teachers influenced significantly the factors that affect a teacher's performance during assessment (F(134)=17.821, p=0.000, ω=<.001).

In summary, all of the teacher-related profile variates except relevant in-service training posed a significant influence on the factors that affect a teacher's performance during assessment.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings with the conclusions drawn from them and the recommendations based on the conclusions drawn from the findings of the study.

Summary of Findings

The following were the salient findings of the study:

1. The teacher-respondents ranged from 24 to 53 years old however, 44.11 percent did not disclose their ages. The majority of them belonged to the female sex.

2. A number of the teacher-respondents (62 or 45.59%) were married with a modal gross monthly family income of 29,999.50; the majority were with master's units who had been teaching for eight years.

3. The majority of the teacher-respondents (77 or 56.62 percent) obtained a performance rating of 4 with an adjectival interpretation of very satisfactory.

4. The teacher-respondents always attended relevant in-service training conducted in the district and sometimes attended division-level training.

5. The teacher-respondents often perceived the academic performance of students as important and they often considered a favorable attitude toward academic assessment.

6. In terms of the challenges in academic assessment on the

performance of the students in the new normal education, the teachers considered them uncertain in terms of choice of alternative assessment, restrictions of utility of alternative evaluation techniques, evaluating student performance and success, and problems experienced in evaluating student success and performance.

7. In associating the challenges of teachers in academic assessment on the performance of the students in the new normal education and their profile variates, it was significant in terms of age, sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching service, latest performance rating through IPCRF, perception on academic performance among Key Stage-2 students, and attitude toward academic assessment and not significant in terms of relevant in-service training.

8. The factors that affect a teacher's performance during assessment were assessed by the teachers as often affecting in terms of learner centeredness, improvement of learning outcomes, informs teaching and learning processes, and assessment embedded in learning.

9. In associating the factors that affect a teacher's performance during assessment and their profile variates, it was significant in terms of age, sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching service, latest performance rating through IPCRF, perception on academic performance among Key Stage-2 students, and attitude toward academic assessment and not significant in terms of relevant in-service training.

Conclusions

From the findings of the study, the following conclusions were drawn:

1. The teacher-respondents possessed the qualification for the positions they were appointed in terms of age, education, experience, and other variates.

2. The teachers were uncertain of the challenges in academic assessment on the performance of the students in the new normal education thus, there is a need to re-evaluate them.

3. All of the teacher-related profile variates except relevant in-service training posed a significant influence on the perceived challenges of teachers in academic assessment of the performance of Key Stage-2 students in the new normal education.

4. The identified factors were often affecting teacher's performance during assessment therefore they need enhancement.

5. All of the teacher-related profile variates except relevant in-service training posed a significant influence on the factors that affect a teacher's performance during assessment.

Recommendations

Based on the conclusions drawn from the findings of the study, the following recommendations were offered:

1. Re-evaluate the challenges in academic assessment on the performance of the students in the new normal education by looking into the criteria in the evaluation.

2. The identified factors affecting teacher's performance during assessment should be enhanced through an intervention program.

3. Another study may be conducted in parallel to this study to validate its findings.

4. A sequel study may be conducted looking into the effectiveness of the intervention program to enhance the factors affecting teacher's performance during assessment.

5. Conduct SLAC or classroom assessment to ensure the proper evaluation of students' performance

6. School should adopt consistent teaching strategies that maximize students' participation and collaboration and support socio-emotional learning across learning areas.

7. Address the need for a positive school climate in culture and fostering a sense of belongingness among students.

Chapter 6

ACADEMIC ASSESSMENT INTERVENTION PROGRAM

This chapter presents the intervention program to enhance the numeracy skills and academic performance of the students by providing the teachers together with the parents a training matrix to enhance the learning outcomes.

Rationale

The Academic Assessment and Intervention Program is designed to address the diverse educational needs of students by focusing on learner-centered strategies, collaboration, and student support services. The program acknowledges that students come from a variety of backgrounds, possess different learning styles, and have unique levels of academic ability. By emphasizing these aspects, the program aims to provide equitable and personalized support to maximize student success.

Learner-Centered Strategies are as follow:

Personalized Learning: Tailoring instruction to meet the individual needs of students allows them to learn at their own pace and in ways that suit their learning styles. This increases engagement and motivation, leading to better learning outcomes.

Varied Teaching Methods: Incorporating diverse teaching methods (e.g., visual, auditory, kinesthetic) ensures that all students have access to learning in a way that resonates with them, improving comprehension and retention.

Collaboration are as follow:

Peer-to-Peer Learning: Collaboration promotes a sense of community and encourages students to learn from one another. Group work fosters critical thinking, problem-solving, and communication skills.

Teacher Collaboration: Teachers working together can share best practices and strategies, resulting in a more cohesive approach to instruction and intervention.

Student Support Services are as follow:

Academic Support: Tutoring, mentoring, and other academic support services provide students with the help they need to overcome challenges and reach their full potential.

Holistic Approach: By considering the whole student (academic, social, and emotional needs), the program provides a comprehensive support system that addresses any barriers to learning.

Consideration of Learning Styles and Levels are as follow:

Differentiation: Recognizing and accommodating different learning styles and levels of ability allows students to access material in a way that suits them best, thereby enhancing their understanding and performance.

Equitable Education: By offering instruction that meets students where they are, the program promotes equity in education, ensuring that all students have the opportunity to succeed.

To sum up, the Academic Assessment and Intervention Program provides a comprehensive approach to education that is responsive to the individual needs of students. By focusing on learner-centered strategies, collaboration, and student

support services, the program fosters a positive and inclusive learning environment. This approach not only addresses academic challenges but also encourages students to become confident, independent learners who can achieve their goals and contribute positively to society.

Objectives

The following are the objectives of the Academic Assessment and Intervention Program, to wit:

Personalized Learning: Deliver individualized instruction tailored to each student's unique learning styles and academic levels, ensuring an equitable educational experience that maximizes student engagement and success.

Collaborative Learning: Foster a collaborative environment through group projects and peer-to-peer learning, promoting teamwork, critical thinking, and social interaction among students.

Student Support Services: Provide comprehensive academic and personal support services, such as tutoring, mentoring, counseling, and advising, to address a variety of students' needs and challenges.

Differentiated Instruction: Implement differentiated instruction that varies teaching methods and materials according to students' diverse learning needs and levels, enabling a more inclusive and accessible learning experience.

Progress Monitoring: Conduct regular formative assessments and offer constructive feedback to track students' progress and inform adjustments in teaching strategies and intervention plans.

Family Engagement: Involve parents and families in the educational process through communication, workshops, and collaborative efforts to create a

supportive learning network for students.

Professional Development: Provide ongoing professional development opportunities for educators to enhance their ability to employ learner-centered strategies and support diverse learning styles effectively.

Positive Classroom Culture: Cultivate an inclusive and positive classroom atmosphere that values diversity, encourages participation, and fosters students' social and emotional well-being.

Through these objectives, the program aims to create a comprehensive, supportive learning environment that promotes student growth, resilience, and lifelong learning.

Features of Academic Assessment Intervention Program

The Academic Assessment and Intervention Program emphasizes learner-centered strategies, collaboration, and student support services while considering various learning styles and levels to address the learner's specific needs and interest so they may acquire the perquisite skills and knowledge. The program offers personalized learning plans tailored to each student's unique academic levels and preferences, enhancing engagement and comprehension. Differentiated instruction accommodates visual, auditory, and kinesthetic learning styles, ensuring all students receive instruction that resonates with them. Collaborative learning opportunities, such as group projects and peer-to-peer activities, foster teamwork, critical thinking, and communication skills. Flexible grouping based on students' abilities and learning needs allows for targeted instruction and peer support, creating a sense of community and belonging. Comprehensive student support services, including tutoring, mentoring,

counseling, and advising, provide academic and personal assistance to help students overcome challenges and thrive. Continuous formative assessments monitor students' progress and allow for real-time adjustments to teaching strategies and intervention plans. Constructive feedback guides students' improvement and learning. The program actively involves parents and families through regular communication and workshops, creating a supportive network for students' academic and personal growth. Technology integration leverages educational tools and resources for interactive, engaging learning experiences. Professional development opportunities for educators enhance their ability to employ learner-centered strategies effectively. Finally, the program fosters an inclusive and positive classroom culture that values diversity, participation, and encouragement for all students.

A sample three-day training matrix for an academic assessment intervention program is provided below, with an emphasis on specific intervention techniques, data-driven decision making, and a collaborative approach with stakeholder involvement.

The Intervention Program

A three-day training matrix from the Academic Assessment and Intervention Program, focusing on learner-centered strategies, collaboration, and student support services while considering learning styles and levels. In this training matrix, each day cover a distinct focus:

Day 1 establishes a foundation by introducing participants to learning styles and levels and effective learner-centered teaching methods.

Day 2 emphasizes collaboration strategies and student support services,

such as tutoring, mentoring, and family engagement.

Day 3 explores advanced techniques and the application of learned concepts, including differentiation, technology integration, and assessment practices.

Time	Day 1: Foundations of Learner-Centered Strategies	Day 2: Collaboration and Student Support Services	Day 3: Advanced Techniques and Application
9:00 am - 9:15 am	Welcome and Introduction	Recap of Day 1 and Overview of Day 2	Recap of Day 2 and Overview of Day 3
9:15 am - 10:45 am	Understanding Learning Styles and Levels	Strategies for Effective Collaboration	Advanced Differentiation Techniques
	- Overview of visual, auditory, kinesthetic	- Peer-to-peer and group learning	- Tailoring instruction to various levels
	- Identifying and assessing learning styles	- Techniques for managing group dynamics	- Developing individualized plans
10:45 am - 11:00 am	Break	Break	Break
11:00 am - 12:30 pm	Learner-Centered Teaching Methods	Student Support Services	Integrating Technology
	- Active learning techniques	- Tutoring, mentoring, counseling	- Using online resources
	- Project-based and experiential learning	- Academic advising and coaching	- Adaptive learning platforms
12:30 pm - 1:30 pm	Lunch	Lunch	Lunch

Time	Day 1: Foundations of Learner-Centered Strategies	Day 2: Collaboration and Student Support Services	Day 3: Advanced Techniques and Application
1:30 pm - 3:00 pm	Designing Differentiated Instruction	Collaborative Planning and Strategies	Assessment and Feedback
	- Using assessments to guide instruction	- Team teaching and resource sharing	- Using formative assessments
	- Incorporating diverse teaching methods	- Engaging parents and families	- Providing constructive feedback
3:00 pm - 3:15 pm	Break	Break	Break
3:15 pm - 4:45 pm	Case Studies and Practice	Case Studies and Practice	Applying Learner-Centered Strategies
	- Analyzing learner-centered scenarios	- Analyzing collaboration and support cases	- Planning and executing lesson plans
	- Small group discussions	- Small group discussions	- Classroom management techniques
4:45 pm - 5:00 pm	Reflection and Wrap-Up	Reflection and Wrap-Up	Reflection and Conclusion

Throughout the training, participants engage in case studies, small group discussions, and practical exercises to apply and reinforce their learning. Reflection and wrap-up sessions at the end of each day allow participants to consolidate their knowledge and plan for future application.

Monitoring and Evaluation

With the use of both quantitative and qualitative metrics, the monitoring and

evaluation scheme for the Academic Assessment and Intervention Program aims to assess the effectiveness of learner-centered strategies, collaboration, and student support services while considering various learning styles and levels. The scheme begins with establishing clear, measurable objectives and performance indicators aligned with program goals. Formative assessments are conducted regularly to track students' progress and identify areas for improvement in instruction and support services. These assessments may include quizzes, assignments, classroom participation, and observations. Feedback from students, teachers, and parents is gathered through surveys, focus groups, and one-on-one conversations to provide insights into the program's impact on student learning experiences.

Quantitative data, such as test scores and grades, will be analyzed alongside qualitative data, such as student engagement and satisfaction, to form a comprehensive understanding of program effectiveness. Teacher collaboration sessions are scheduled to discuss assessment results, share best practices, and adjust teaching methods as needed. Additionally, the scheme includes regular review meetings with all stakeholders to evaluate the program's overall progress and identify opportunities for further enhancement. By incorporating a continuous cycle of assessment, feedback, and adjustment, the monitoring and evaluation scheme ensures that the Academic Assessment and Intervention Program remains responsive to students' needs and supports their academic success.

Analyzing Assessment Data

Analyzing assessment data within the Academic Assessment and Intervention Program involves reviewing both quantitative and qualitative data to

inform learner-centered strategies and enhance collaboration and support services. Quantitative data such as test scores and grades provide insights into students' academic progress and areas needing improvement. Qualitative data, including student feedback, teacher observations, and participation levels, offer context on students' engagement and satisfaction. By examining trends and patterns in the data, educators can tailor instruction to diverse learning styles and levels, adjust support services, and enhance collaborative learning opportunities. Continuous data analysis allows for targeted interventions and the adaptation of teaching methods to optimize student outcomes.

Stakeholder Input and Involvement

Stakeholder input and involvement are essential components of the Academic Assessment and Intervention Program, ensuring that learner-centered strategies, collaboration, and student support services are effective and responsive to students' needs. The program encourages active engagement from students, teachers, parents, and administrators through regular feedback sessions, surveys, and focus groups. Students share their experiences and preferences, informing instructional methods and support services.

Teachers collaborate to discuss best practices and assess the program's impact on learning outcomes. Parents provide insights into their children's progress and suggest improvements for home-school partnerships. Administrators contribute strategic perspectives and resource allocation. This collaborative approach fosters a supportive learning environment that promotes student success.

Enhancing Professional Skills and Increasing Capacity

Enhancing professional skills and increasing capacity within the Academic Assessment and Intervention Program focus on empowering educators to effectively implement learner-centered strategies, collaboration, and support services for students with diverse learning styles and levels. The program offers ongoing professional development opportunities such as workshops, training sessions, and coaching to refine teachers' instructional methods and differentiation techniques.

Educators are encouraged to collaborate, share best practices, and engage in reflective practices to continuously improve their skills. By staying informed about the latest educational research and strategies, teachers can create inclusive, engaging, and effective learning environments. This investment in professional growth ultimately leads to enhanced student outcomes and a stronger support network for all learners.

Budgetary Requirements

In implementing this Assessment intervention, the following budgetary requirements would be entailed:

Particulars	Amount
Supplies and Materials	Php 15,000.00
Meals and Snacks during Assessment and Planning	Php 25,000.00
Other Incidental Expenses	Php 10,000.00
Total	**Php 50,000.00**

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APPENDICES

APPENDIX A

APPROVAL OF RESEARCH TITLE

Republic of the Philippines
Region VIII
SAMAR COLLEGES, INC
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

July 19, 2022

NIMFA T. TORREMORO, PhD.
Dean, College of Graduate Studies
Samar College
City of Catbalogan

M a d a m e:

The undersigned will enroll in thesis writing this 1st Semester, 2022. In this regard, she would like to present the following proposed thesis titles, preferably Number 1, for your evaluation, suggestions and recommendation.

1. **CHALLENGES OF TEACHERS IN ACADEMIC ASSESSMENT ON THE PERFORMANCE OF STUDENTS IN THE NEW NORMAL EDUCATION**
2. EFFECT TO THE PERFORMANCE LEVEL OF KEY STAGE-2 PUPILS IN DARAM I DISTRICT IN THE NEW NORMAL EDUCATION SYSTEM.
3. MODULAR LEARNING AND ACADEMIC PERFORMANCE OF STUDENTS IN DARAM I: INPUTS FOR INSTRUCTIONAL REDIRECTION

(SGD.) **MA. ETHEL A. OBIENA**
Researcher

Recommended Title No.

1 (SGD.) **NATALIA B. UY, PhD**
Evaluator
1 (SGD.) **PEDRITO G. PADILLA, PhD**
Evaluator
1 (SGD.) **LETECIA R. GUERRA, PhD**
Evaluator

Approved Title No.: # 1

(SGD.) **NIMFA T. TORREMORO, PhD**
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGES, INC
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

ASSIGNMENT OF ADVISER

NAME	**:**	MA. ETHEL A. OBIENA
COURSE	**:**	Master of Arts in Education
SPECIALIZATION	**:**	Elementary Education
TITLE OF THESIS PROPOSAL:		Challenges of Teachers in Academic Assessment on the Performance Students in the New Normal Education
NAME OF ADVISER	**:**	Imelda M. Uy, EdD

(SGD.) **MA. ETHEL A. OBIENA**
Researcher

CONFORME:

(SGD.) **IMELDA M. UY, EdD**
Adviser

APPROVED:
(SGD.) **NIMFA T. TORREMORO, PhD**
Dean, College of Graduate Studies

APPENDIX C

QUESTIONNAIRE FOR TEACHER-RESPONDENT

SAMAR COLLEGES, INC
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

February 9, 2023

Dear Teacher-Respondent:

Greetings!

The undersigned is currently conducting a study entitled**, "CHALLENGES OF TEACHERS IN ACADEMIC ASSESSMENT ON THE PERFORMANCE OF STUDENTS IN THE NEW NORMAL EDUCATION"** as one of the requirements for the degree, Master of Arts in Education with the College of Graduate Studies of Samar Colleges, Inc., City of Catbalogan.

In this regard, she is requesting for your wholehearted support and cooperation in answering the attached questionnaire.

Rest assured that all information given in this study will be used solely for research purposes and shall be presented in statistical manner without reference to a particular person.

Thank you and more power.

Very truly yours,

(SGD.) **MA. ETHEL A. OBIENA**
Researcher

PART I. PROFILE OF THE TEACHER-RESPONDENT

Direction: Kindly supply information asked for by checking the appropriate box or by writing in the space provided.

Name (optional): _____ Age: _____

Sex: ☐ Male ☐ Female

Civil Status: ☐ Single ☐ Separate
☐ Married ☐ Annulled
☐ Widowed ☐ Unknown

Gross Monthly Family Income: PhP _____

Highest Educational Attainment:

☐ Doctorate Degree Holder
☐ With Doctoral Units
☐ Master's Degree Holder
☐ With Master's Units
☐ Baccalaureate Degree Holder

Number of Years in Teaching: _____

Latest Performance Rating:

Numerical: _____

Adjectival: _____

Relevant In-Service Training:

Level	No. of Trainings/Seminars	Always	Sometimes	Often Times	Never
International					
National					
Regional					
Division					
District					

PART II. PERCEPTION ON ACADEMIC PERFORMANCE AMONG KEY STAGE 2 STUDENTS

Direction: Below is a list from Academic Performance Rating Scale by DuPaul et al.,1991. Kindly evaluate each and check the appropriate

column as to your agreement or disagreement using the scale below:

5 – Very Often (VO)
4 – Often (O)
3 – Sometimes (S)
2 – Rarely (R)
1 – Never (N)

Indicators	5 (VO)	4 (O)	3 (S)	2 (R)	1 (N)
1. How consistent has the quality of this child's academic work been over the past week?					
2. How frequently does the student accurately follow teacher instructions and/or class discussion during large-group (e.g., whole class) instruction?					
3. How quickly does this child learn new material (i.e., pick up novel concepts)?					
4. Is the quality or neatness of this child's handwriting?					
5. Quality of this child's reading skills are better?					
6. I believe in empowerment rather than criticism.					
7. How often does the child complete written work in a careless, hasty fashion?					
8. How frequently does the child take more time to complete work than his/her classmates?					
9. How often is the child able to pay attention without you prompting him/her?					
10. How frequently does this child require your assistance to accurately complete his/ her academic work?					
11. How often does the child begin written work prior to understanding the directions?					
12. How frequently does this child have difficulty recalling material from a previous day's lessons?					
13. How often does the child appear to be staring excessively or "spaced out"?					
14. How often does the child appear withdrawn or tend to lack an emotional response in a social situation?					

15. How often does the quality of this child's speaking skills?					

PART III. ATTITUDE TOWARD ACADEMIC ASSESSMENT

Direction: Below is a list from Attitude Toward Academic Assessment by Sun & Sun 2001. Kindly evaluate each and check the appropriate column as to your agreement or disagreement using the scale below:

5 – Very Often (VO)
4 – Often (O)
3 – Sometimes (S)
2 – Rarely (R)
1 – Never (N)

Indicators	5 (VO)	4 (O)	3 (S)	2 (R)	1 (N)
1. Give students chances to express their opinions					
2. Require students to use the knowledge learnt from class in their daily life					
3. Integrated students' opinions and suggestions into instruction					
4. Encourage all students to participate in group discussion					
5. Encourage students to exchange and communicate their ideas about the lesson					
6. School require students to study hard					
7. Let students make a plan for doing activities in school					
8. Require students to think about the research results from their activities					
9. Let students independently decide the order of their activities					
10. Instruct students to deal with out-school affairs by aid of the knowledge learnt from class					

PART IV. ADMINISTRATIVE AND SUPERVISORY PRACTICES

Direction: Below are the identified New Normal Education is adopted from Evaluating Success and Performance of New Normal Education Questionnaire (Ramzan, 2017). Kindly evaluate each and check the appropriate column that are using the scale below:

3- Agree (A)
2- Uncertain (U)
1- Disagree (D)

Indicators	3 (A)	2 (U)	1 (D)
CHOICE OF ALTERNATIVE ASSESSMENT			
1. Because it makes Students active and eager in the learning process			
2. Because it gives clues about whether learning has been achieved or about the quality of learning.			
3. Because it contributes to the development of the student			
4. Because it gives Students the opportunity to show their competencies and Performance			
5. Because it enables assessing students' knowledge and skills throughout the process of education.			
6. Because it gives Students the opportunity to communicate with each other and to cooperate			
7. Because it gives the opportunity to assess student development from different views 8			
8. Because it gives the opportunity to follow student development systematically			
9. Because it improves Students scientific research skills			
10. Because it makes it easier to know about the Students			
11. Because it gets Students adopt the habit of studying			
12. Because it enables Students to access more resources in the process of learning			
13. Because it enables peer assessment			
14. Because it encourages Students to prepare for the course			
15. Because it ensures consistency in assessment and evaluation			
RESTRICTIONS OF UTILITY OF ALTERNATIVE EVALUATION TECHNIQUES			
1. Because using alternative assessment and evaluation techniques alone is considered insufficient			
2. Because the evaluation takes a long time, and requires a lot of time and effort			
3. Because it is difficult to determine whether the			

assignment was made by the student or not			
4. Because it does not provide same opportunities that face-to-face communication and interaction with Students does			
5. Because it can not prevent cheating			
6. Because it might not be convenient for cases in which instant feedback is necessary			
7. Because it is not possible to determine to what extent Students understand the subject			
8. Because the information found on internet sources is put into assignments by copying and pasting it without checking whether it is correct or not and presented to the lecturer			
EVALUATING STUDENT PERFORMANCE AND SUCCESS			
1. Because it is not possible to prevent cheating in online exams as in traditional face-to-face exams			
2. Because in assignments and project studies, Students use the same assignments by copying from each other and/or they copy/paste things they found on internet			
3. Because traditional exams do not give the opportunity to evaluate student Performance in a limited period of time			
4. Because in distance education, it is difficult to control the practices Students carry out			
5. Because the process of preparing and evaluating online exams and assignments requires a lot of time and effort			
6. Because only a limited period of time is spent with the students, it is not possible to completely assess the knowledge and skills they have and to get to know them well.			
7. Because Students do not actively participate in online practices			
8. Because significant success differences emerge between mid-term and final exams.			
9. The inadequacy of online exam and evaluation techniques			
10. The inadequacy of online exam systems			
11. Because Students and lecturers do not actively use the online system			
12. Because online oral exams are difficult to conduct and time consuming			

13. Because Students lack motivation			
14. Because carrying out and scoring final exams in the form of traditional exams requires long time and effort.			
PROBLEMS EXPERIENCED IN EVALUATING STUDENT SUCCESS AND PERFORMANCE			
1. Giving Students assignments and practices that will not require memorizing but will enable them to use high-order thinking skills and will prevent them from cheating			
2. Students and lecturers should be provided with trainings on assessment and evaluation from time to time.			
3. Online exam systems should be made more practical and interactive			
4. More project assignments should be given instead of online exams			
5. Security practices should be developed in online exam system			
6. Students should also make a presentation of the assignments they prepared and this should be a criteria considered in the process of evaluation			
7. Attending online classes should be compulsory and thus, evaluating student Performance should be made possible			
8. Assignment directions should be well-prepared and Students should be given guidance during the process			
9. Practices that will increase satisfaction and motivation of the lecturers should be provided			
10. Self-assessment and group assessment should be made throughout the project			
11. Enabling Students to make inter-group assessment throughout the project			

Part V. FACTORS THAT AFFECT A TEACHER'S PERFORMANCE DURING ASSESSMENT

Direction: Below is a list from factors that affect a teacher's performance during assessment Questionnaire by Shepard (2000). Kindly evaluate each and check the appropriate column as to your agreement or disagreement using the scale below:

5 – Very Often (VO)

4 – Often (O)
3 – Sometimes (S)
2 – Rarely (R)
1 – Never (N)

Indicators	5 (VO)	4 (O)	3 (S)	2 (R)	1 (N)
LEARNER CENTEREDNESS					
1. Informs students of important learning outcomes					
2. Identifies strengths and weaknesses of students					
3. Monitors growth and progress of students					
4. Provides feedback guides on improvement and next steps planning					
IMPROVEMENT OF LEARNING OUTCOMES					
1. Targets are clear and aligned with instruction					
2. Learning outcomes are attainable and measurable.					
3. Alignment between standards, instruction, and assessment are evident					
TEACHING AND LEARNING PROCESSES					
1. Diagnoses students' thinking and understanding					
2. Guides next steps for teachers and students					
3. Informs and improves instructional practices					
4. Reliable use of data and valid reporting authenticates learning					
ASSESSMENT EMBEDDED IN LEARNING					
1. Multiple assessments are included throughout instruction					
2. Methods and expectations are clearly communicated					
3. Engages students through questioning and inquiry					

Thank you for your support and cooperation.

The Researcher

APPENDIX D

REQUEST LETTER TO THE SCHOOLS DIVISION SUPERINTENDENT

SAMAR COLLEGES, INC
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

January 14, 2023

CARMELA R. TAMAYO, EdD, CESO V
Schools Division Superintendent
Department of Education
Schools Division of Samar
City of Catbalogan

Madame:

Greetings!

The undersigned would like to seek permission to conduct the study in Districts of Daram I and II.

This request is made in connection with the study currently conducting entitled, **"CHALLENGES OF TEACHERS IN ACADEMIC ASSESSMENT ON THE PERFORMANCE OF STUDENTS IN THE NEW NORMAL EDUCATION"**, as one of the requirements for the degree, Master of Arts in Education with the College of Graduate Studies of Samar Colleges, Inc., City of Catbalogan.

Rest assured that all information given in this study will be used solely for research purposes and shall be presented in statistical manner without reference to a particular person.

Thank you in anticipation for a favorable consideration. More power and God Bless.

Respectfully yours,

(SGD.) **MA. ETHEL A. OBIENA**
Researcher

Recommending Approval:
(SGD.) **IMELDA M. UY, EdD**
Adviser

(SGD.) **NIMFA T. TORREMORO, PhD**
Dean, College of Graduate Studies

APPROVED:
(SGD.) **CARMELA R. TAMAYO, EdD, CESO V**
Schools Division Superintendent

APPENDIX E

REQUEST LETTER TO THE PUBLIC SCHOOLS DISTRICT SUPERVISOR

SAMAR COLLEGES, INC
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

January 14, 2023

MA. RUBY A. CALONG
Public Schools District Supervisor
Department of Education
Schools Division of Samar
City of Catbalogan

Madame:

Greetings!

The undersigned would like to seek permission to conduct the study in Districts of Daram I and II.

This request is made in connection with the study currently conducting entitled, **"CHALLENGES OF TEACHERS IN ACADEMIC ASSESSMENT ON THE PERFORMANCE OF STUDENTS IN THE NEW NORMAL EDUCATION",** as one of the requirements for the degree, Master of Arts in Education with the College of Graduate Studies of Samar Colleges, Inc., City of Catbalogan.

Rest assured that all information given in this study will be used solely for research purposes and shall be presented in statistical manner without reference to a particular person.

Thank you in anticipation for a favorable consideration. More power and God Bless.

Respectfully yours,

(SGD.) **MA. ETHEL A. OBIENA**
Researcher

Recommending Approval:
(SGD.) **IMELDA M. UY, EdD**
Adviser

(SGD.) **NIMFA T. TORREMORO, PhD**
Dean, College of Graduate Studies

APPROVED:
(SGD.) **MA. RUBY A. CALONG**
Public Schools District Supervisor

APPENDIX F

REQUEST LETTER TO THE SCHOOL ADMINISTRATOR

SAMAR COLLEGES, INC
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

January 14, 2023

JOVEN P. ALER
School Administrator
Valles-Bello Elementary School
Schools Division of Samar

Sir:

Greetings!

The undersigned would like to seek permission to conduct the study in Districts of Daram I and II.

This request is made in connection with the study currently conducting entitled, "**CHALLENGES OF TEACHERS IN ACADEMIC ASSESSMENT ON THE PERFORMANCE OF STUDENTS IN THE NEW NORMAL EDUCATION"**, as one of the requirements for the degree, Master of Arts in Education with the College of Graduate Studies of Samar Colleges, Inc., City of Catbalogan.

Rest assured that all information given in this study will be used solely for research purposes and shall be presented in statistical manner without reference to a particular person.

Thank you in anticipation for a favorable consideration. More power and God bless.

Respectfully yours,

(SGD.) **MA. ETHEL A. OBIENA**
Researcher

Recommending Approval:
(SGD.) **IMELDA M. UY, EdD**
Adviser

(SGD.) **NIMFA T. TORREMORO, PhD**
Dean, College of Graduate Studies

APPROVED:
(SGD.) **JOVEN P. ALER**
School Administrator

C U R R I C U L U M V I T A E

NAME	:	**MA. ETHEL A. OBIENA**
DATE OF BIRTH	:	April 24, 1995
PLACE OF BIRTH	:	Catbalogan Samar
HOME ADDRESS	:	Brgy. Parasan, Daram, Samar
CIVIL STATUS	:	Single
PARENTS	:	Victorico G. Obiena
		Romana A. Obiena
PRESENT POSITION	:	Elementary Teacher III
WORK STATION	:	Valles-Bello Elementary School Daram I District
DEGREE PURSUED	:	Master of Arts in Education
SPECIALIZATION	:	Elementary Education

EDUCATIONAL BACKGROUND

ELEMENTARY	:	Catbalogan III Elementary School Catbalogan City (2001-2007)
SECONDARY	:	Parasan National High School Parasan, Daram, Samar (2007-2011)
TERTIARY	:	Bachelor of Elementary Education Samar State University Catbalogan City (2011-2015)

ELIGIBILITY

Licensure Examination for Teachers (LET)	:	Rating: 78.80% September 29, 2015 Tacloban City

TRAININGS, SEMINARS, WORKSHOPS, AND COVENTIONS

Enhancement Training on Campus Journalism for School Paper Advisers (SPAS) English and Filipino, 12-14 May 2023 at Lucas Wharf Restaurant facilitated by District Daram I

District Coordination Meeting of School Heads and School Gad Coordinators, 6 – 8 October 2022, Lucas Wharf Restaurant, Catbalogan City facilitated by the District Daram I

2nd District Professional Meeting, 4 June 2022, Daram Central Elementary School facilitated by the District Daram I

Child Protection Policy Training, 23 May 2022 Lucas Wharf Restaurant facilitated by District Daram I

Teacher-Adviser Training Course, 21 May 2022 facilitated by DepEd Learning Management System

District Orientation for Supreme Student Government and Supreme Pupils Government For Adviser, 21 October 2021 facilitated by District Daram I

The Truth GAP, 2021 State of the World's Girls Report Philippine Country Launch,11 October 2021 facilitated by the Plan International

Orientation on Gender and Development, 7 October 2021, Lucas Wharf Restaurant, facilitated by District Daram I

3rd Quarter NSED Webinar, 4 September 2021 facilitated by the DepEd Samar Division

General Orientation on the Interim Guidelines on the Government Election, 3 September 2021 facilitated by the District Daram I

PNPKI Orientation, 20 August 2021 facilitated by DepEd Personnel in the field office

District Teachers Professional Meeting And World Teacher's Day, 8 November 2019 facilitated by District Daram I

Level 1 Live-Out Training Of Teachers On Rondallia Ensemble, 21- 23March 2019 Fame Hotel facilitated by DepEd Samar Division

District Based Campus Journalism Training for School Paper Advisers, 24-26 October 2018, Daram I Central facilitated by District Daram I

Orientation on Disaster Risk Reduction and Management, 22-24 June 2018,

Waling-Waling Inn facilitated by DepEd Samar Division

One Day Orientation For Supreme Student Government And Supreme Pupils Government For Adviser And School Heads, 2 July 2018 facilitated by DepEd Samar Division

(DRRM), Climate Change Adaptation (CCA) and Education in Emergencies (EIE), 19- 21 July 2018 facilitated by DepEd Samar Division

District Teachers' Professional Meeting and INSET, 25-27 October 2017 facilitated by the District Daram I

Division Training On Coaching and Officiating of Different Sports Events for the Beginners, 8-10 September 2017, Mercedes Campus facilitated by the DepEd Samar Division