

RESEARCH ARTICLE

Modality-Based Assessment Practices and Strategies during Pandemic

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ABSTRACT. Assessment, which is an essential component of the entire educational process and determines whether or not learning capabilities are obtained, can be used to evaluate the success of educational activities. Since in-person training was banned in an attempt to curb the virus's transmission, education was one of the industries most affected by COVID-19. To adhere to the Basic Education Learning Continuity Plan, educational settings underwent modifications during the epidemic. This study examines the ways in which teachers coped with the transition from traditional face-to-face education to online assessments of students' learning. A survey questionnaire was sent to 55 instructors from Zamboanga City and Zamboanga Sibugay with the goal of gathering information on assessment practices and techniques based on the modalities of learning utilized to evaluate student learning during the epidemic. The study aims to assess the efficacy of several modular assessment methods, such as activity sheets, quizzes, summative exams, specialized projects, and call-based oral recitations. The research examines the use of blended assessment practices like output compilation, competency learned journals, and process-based assessment through online interviews in addition to blended assessment strategies like online paperless tests, video-recorded demonstrations, and live video call assessments. This research is significant for educational institutions and stakeholders in evaluating the relevance and efficacy of various assessment procedures and strategies utilized by instructors during the pandemic.

KEYWORDS: *COVID-19 Pandemic, Assessment Practices, Assessment Strategies, Modality-Based Assessment.*

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Introduction

The COVID-19 pandemic created a health crisis that made it difficult for educational institutions to provide instruction, especially when it came to evaluating students' learning. Due of the government-imposed restrictions on transportation aimed at containing the virus, this pandemic leads to changes in both educational and economic spheres. Moreover, education has a big impact, so it needs to be implemented.

The COVID-19 pandemic has caused substantial changes in education, especially in how students are assessed, amidst various structural and practical difficulties. Educators have had to quickly adjust, utilizing remote learning technologies and inventive assessment approaches to confront the crisis. Despite facing issues like unequal access to technology, their ability to overcome these obstacles demonstrates potential directions for the future of education (Chavez &

Lamorinas, 2023). Although education agencies had already implemented portions of the learning model before the advent of COVID-19, educators still grapple with shock in the unpredictable circumstances of coping with learners' educational activities. Since the outbreak of COVID-19, governments worldwide have closed down their systems, including education, in an attempt to prevent communal transmission (Phelan, Katz, & Gostin, 2020). There have been concerns expressed regarding educational difficulties, including evaluation methods and techniques, in the Global Education Monitoring Report (2020). It has been observed that schools are implementing new evaluation procedures, like utilizing past grades from practice tests, evaluating teachers through observation, and taking into account previous grade expectations. But among those involved in education, these new assessment methods have raised concerns and even rifts (Cahapay M.B., 2020).

Assessment holds significant importance in today's educational system, serving as both an individual evaluation system and a means of comparing performance across various demographics. However, it's essential to recognize that there are many different types of assessments available for a variety of purposes, as highlighted by Lynch (2016). The current epidemic has presented an opportunity for educators to reassess and modify existing evaluation methods while also developing new practices and strategies tailored to the needs of the classroom. Additionally, this period has emphasized the importance of strengthening distance learning initiatives to ensure continued educational progress despite the challenges posed by the pandemic.

Recent reports suggest that certain students, notably those with disabilities, suffer difficulties and problems in accessing technology, financial stability, and emotional support, not only in the Capital region but also in the provinces, based on the current level of evaluation techniques and programs. (Alvarez, & Cahapay, 2020). In the DepEd Order no. 31 series of 2020, the Department of Education (2020) has prepared evaluations and criteria for assessing students' learning during pandemics. The COVID-19 pandemic inflicted significant challenges on the academic community, particularly impacting economically disadvantaged learners in higher education. Their adaptive strategies primarily involved utilizing online learning modalities and modular distance education. This research holds critical importance in shaping learning and health policies within academia, offering fact-based processes to mitigate the pandemic's impact effectively (Chavez, 2020)

This research seeks to determine the different assessment practices and strategies employed that match the various learning methodologies to support and optimize learning acquisitions of learners during a pandemic in the form of the Learning Continuity Plan imposed by government education agencies. The study serves as a guide for developing teachers' evaluation guides on how students are to be assessed in the same situation.

Literature

The future-readiness of students is greatly enhanced by education; but, following the arrival of COVID-19, education stakeholders found themselves unclear about how to address students' needs and continue learning, especially with regard to assessment modalities. Even though others have been trained to use other modalities, many teachers are still having difficulty with it due to inadequate internet connections and gadget accessibility. It has been discovered that schools are implementing new assessment practices, such as utilizing past mock test outcomes, using instructor observational evaluations, and accounting for previous grade expectations. But these new assessment practices have put educators in a state of uncertainty, if not outright confrontation Cahapay M.B. (2020).

Assessment practices in Blended modality during pandemic

In the current era where learners have unprecedented access to information, it is imperative for learning environments to evolve accordingly. Rather than focusing solely on the dissemination of knowledge, classrooms should foster an atmosphere where teachers and students collaboratively seek knowledge, engaging with concepts in a manner that promotes academic integrity and humanized teaching. However, the onset of the COVID-19 pandemic has posed significant challenges to upholding academic integrity, with concerns arising over the authenticity of academic output and the prevalence of cheating. In this context, educators face the daunting task of teaching vulnerable sectors of learners while navigating the complexities of maintaining academic honesty in remote or hybrid learning environments. Thus, it becomes crucial for educators to not only address academic challenges but also prioritize nurturing a culture of integrity and ethical behavior among students, ensuring that learning remains a genuine pursuit of knowledge rather than a race for grades (Chavez, 2023). Assessment procedures and techniques are one of the topics raised by the Global Education Monitoring Report (2020). If you're looking for further information about the impact of changes from face-to-face education to online instruction Basilaia & Kvavadze, (2020), you've come to the right place. Despite the difficulty of delivering assessments in an online environment, teachers must adapt their assessment schemes to meet the digital platform. To make matters even worse, kids who do not have internet access will be unable to complete examinations and evaluations (Sahu, 2020). Osman (2020) states that it is difficult to evaluate students' achievement in online learning. Online learning instructors and students struggle to evaluate students' performance, specifically when it comes to teaching practicum, technical competencies, and practical skills assessment, according to Osman (2020). It has been noted by Gibbs and Simpson (2004-2005), cited by Kearns, that instructors are encountered with a unique challenge in online learning where there is no face-to-face interaction.

Assessment Practices in Modular modality during pandemic

Another relevant distinction is between one-way modalities, which require youngsters to study independently – with the help of parents/caregivers 1 or even older siblings – and teacher-guided modalities. It is critical that teachers continue to engage and communicate with their students, deliver assignments, and, most importantly, provide timely feedback during school cancellations. For individuals with linked devices, this can be done through phone calls and SMS, as well as social media. UNICEF (United Nations Children's Fund) (2020)

Assessment Strategies in Blended modality during pandemic

The blended online learning strategy is thought to be the most practical to implement because it combines the benefits of synchronous and asynchronous strategies. The main motivation for using a blended strategy is to encourage students to participate in their own learning process rather than sitting quietly during a synchronous discussion. The cognitive load theory underpins this approach, which holds that novice learners are immediately overwhelmed by a large number of new ideas and terminologies and resort to surface learning (Darabi and Jin, 2013; Seery and Donnelly, 2012; Seery, 2013). The "flipped classroom" approach is a type of active learning pedagogy (Bergmann and Sams, 2012; Olakanmi, 2017). Traditional lecture and homework are replaced by pre-class activities such as watching short, pre-recorded lecture videos in this learning approach. Lorico DS. Lapitan, Jr. and others, Al. Flexible learning methodologies play a crucial role in enriching the educational experience by seamlessly integrating contemporary materials, assessment procedures, and learner communities into the learning process. This approach not only fosters humanized teaching practices, wherein students engage with compassion and empathy, but also underscores the significance of upholding academic integrity. It is imperative for educational institutions to unequivocally condemn any behavior that undermines academic honesty, as it poses

a threat to the integrity of the academic environment. Embracing internet-based tools such as Virtual Learning Environments or Learning Management Systems, along with employing discussion boards and chat rooms, enables educators to create dynamic learning environments conducive to diverse student needs. Furthermore, adopting a blended learning approach, which combines online resources with traditional face-to-face instruction, enhances flexibility and accessibility, ensuring that educational content remains readily available and adaptable to various learning preferences and circumstances (Chavez, 2003).

Assessment Strategies in Modular modality during pandemic

Self-learning approaches with little interactions from teachers cannot and should not be anticipated to help children learn and progress across the curriculum. Formative assessment should be incorporated into distance learning programs, in which students submit work to teachers and teachers provide individualized and/or group comments on learning material and student error patterns. This can be accomplished by incorporating complementary communication aspects between teachers and students (e.g., teachers checking in on kids via mobile) or incorporating a facilitator role for parents. EAPRO (2020). Moreover, teachers employed diverse strategies to navigate the challenges inherent in modular distance learning modalities. These strategies encompassed effective time management, innovation in teaching methodologies, adaptation to the paradigm shifts introduced by the new normal trend in education, flexibility in approach, provision of alternative plans, fostering optimism and patience, and acquiring requisite skills for the evolving educational landscape. In light of the limitations imposed by the current pandemic, it is essential that stakeholders work together to develop backup plans to handle the multitude of problems that could arise during the teaching-learning process (Felicisimo & Acalla, 2021).

Significant difference on the Blended assessment practices and strategies

Check-ins is one of the most versatile formative assessment tools for the blended learning classroom, according to W. Deyamport III (2020). Check-ins are casual questions that a teacher might ask at the start, middle, or end of a lesson to measure student grasp of the topic or concept being discussed. Instruction in a mixed learning environment can take place both online and in a supervised location away from home, according to Horn and Stalker (2014). Blended learning, according to Dr. Catlin Tucker (2018), mixes active learning in both online and offline venues to provide students choice over their learning process and success. While there are various models within the blended learning paradigm, we will focus on what assessment looks like and how blended learning best practices can operate in our current classrooms in this post.

Significant difference on the Modular assessment practices and strategies

A curriculum is modularized when it is divided into manageable, self-contained, non-sequential pieces or modules that typically last for a short while. Courses taken that result in a qualification with a predetermined number of credit points earn credits for the students. A module, as defined by Hornby (cited in Yoseph & Mekuwanint (2015) and Malik (2012)), is a nearly self-contained unit of work in a course of instruction as well as a teaching approach emphasizing on the development of skills and knowledge in discrete units. As a result, a module is a course that may be merged with other similar courses to form a specialty area. In addition, a traditional school environment, parental involvement and support are widely recognized as significant contributors to a student's academic success. However, the transition to new educational modalities, particularly amidst the current circumstances, places additional demands on parents, requiring them to undertake unfamiliar roles and responsibilities in supporting their children's learning. This shift necessitates parents to navigate challenges such as balancing multiple responsibilities, grappling with unfamiliar content knowledge and pedagogical approaches, addressing issues related to

learner motivation, and grappling with potential implications on academic outcomes. As such, it becomes crucial for educators and educational institutions to provide comprehensive support and resources to empower parents in effectively fulfilling their evolving roles in their children's education within these new modalities (Chavez, et.al.,2023).

The importance of the literature concepts about different assessment modality

One important point to examine as nations decide when and how to securely reopen schools is how they will promote learning and learning recovery. While some students ceased learning altogether, others continued to learn through distant modalities like online learning platforms, radio and television, and paper packets during school closures. kids' levels of knowledge and abilities will differ greatly when schools reopen for in-person instruction, with the most disadvantaged kids suffering the most learning losses. The alignment of instruction and additional support to where students are in their learning trajectory is the key to learning recovery in this context. Learning assessment, or the act of acquiring and evaluating information on what students know, understand, and can accomplish, is a critical component of assessing the state of a student's learning and promoting learning recovery and progress toward learning objectives Blogs of the World Bank (2020). The study revealed that modality preference groups did not exhibit clear differentiation as initially assumed. Additionally, in terms of instructional methods tailored to individual modalities, no discernible advantages were observed for subjects taught according to their preference. Moreover, when compared to control subjects who received standard instruction, subjects in modality preference groups receiving specialized instruction showed only marginal improvements. Ultimately, the empirical evidence did not support the validity of the modality model. Consequently, it was concluded that, despite its intuitive appeal, the modality model should be disregarded, and efforts should be redirected towards enhancing general instructional methodologies (Kavale, et.al., 1987).

Objectives

1. *To examine the assessment practices employed by teachers during the Covid-19 pandemic to evaluate student learning.*
2. *To identify common and applicable assessment strategies utilized by teachers in accordance with the learning modality implemented during the pandemic.*
3. *To develop guidelines based on the findings for effective assessment practices and strategies tailored to the unique challenges posed by the Covid-19 pandemic in educational settings.*

Conceptual Framework

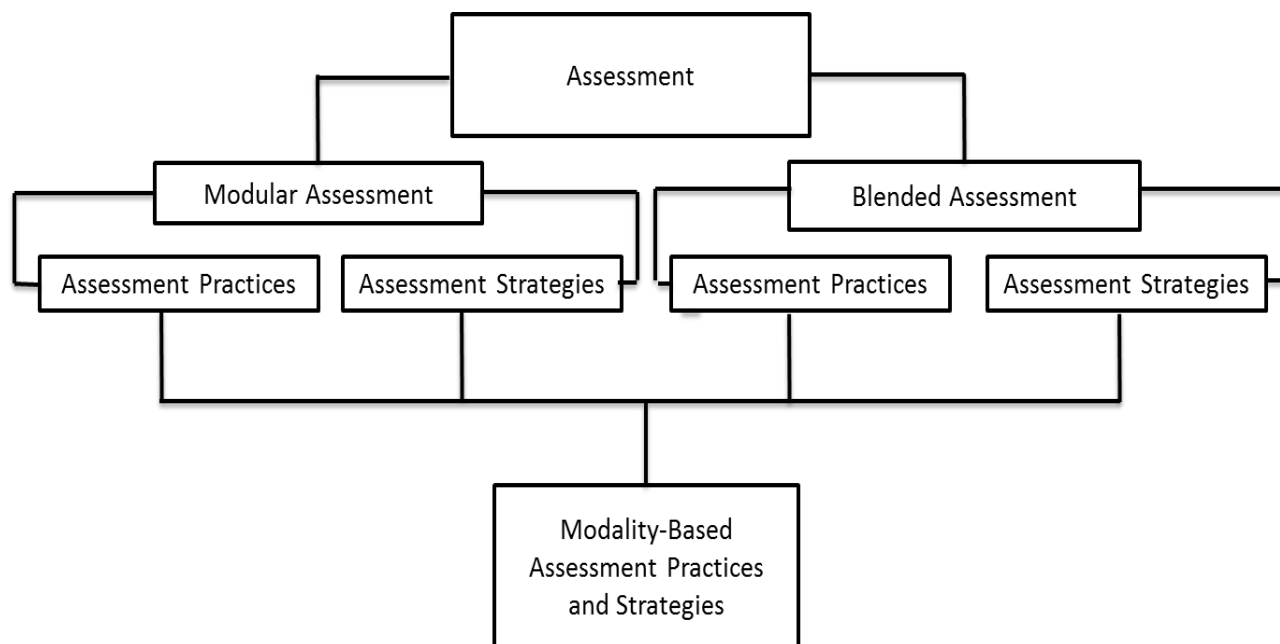


Figure 1 Conceptual Framework

Methodology

The present study methodological framework provides a systematic presentation of the research design, instruments, population and sampling techniques, research procedures, and statistical analysis of data. The chosen research approach is presented with care, taking into account its compatibility with the goals of the study. Additionally, we elaborate on the development, validation, and refinement of research instruments to ensure their reliability and validity in capturing pertinent data accurately. Furthermore, we discuss the selection of the target population and the sampling techniques employed to derive a representative sample. Finally, we detail the procedures for data collection, analysis, and interpretation, adhering to rigorous standards to ensure the credibility and robustness of our findings.

Population and Sampling Design

In order to gather information for the modality-based assessment practices and strategies during the pandemic, purposeful sampling was employed. The study involved 55 teachers from junior high and senior high schools in the Department of Education and colleges under TESDA and CHED; the teachers were divided into two groups: 36 teachers with 0–5 years of experience and 19 teachers with 6–+ years of experience. The teachers were recruited from Zamboanga City and Zamboanga Sibugay.

The sampling technique utilized in this study was purposive sampling, a common method in qualitative research that falls under non-probability sampling. This approach involves the deliberate selection of participants based on specific criteria aligned with the research objectives. Researchers employ purposive sampling to intentionally identify individuals possessing the requisite knowledge and expertise relevant to the study's focus. By utilizing this method, researchers can ensure a targeted and purposeful selection process, enabling the inclusion of participants who can offer valuable insights and information pertaining to the research topic (Chavez & Cuilan, 2024).

Instruments

The researcher employed the Modality-Based Assessment Practices and Strategies during Pandemic survey form as the primary instrument for data collection via online platforms. This survey comprises 12 distinct categories and encompasses a total of 36 statements aimed at eliciting comprehensive insights into assessment practices and strategies utilized during the pandemic. Prior to the commencement of data collection and analysis, the researcher conducted a rigorous validation test of the questionnaire's reliability using Cronbach's Alpha coefficient, which yielded a commendable score of 0.93. Additionally, to facilitate respondents' ease of understanding and consistent response interpretation, the researcher utilized a 4-point Likert scale, with ratings ranging from 4 for "always," 3 for "often," 2 for "sometimes," to 1 for "never."

Data Gathering procedure

In an ethical manner, the researchers asked the respondents' consent to take part in the study. After receiving a consent letter, each subject voluntarily accepted to take part in the study. Google Forms was used to administer the survey and guide questions that went along with it online. Respondents received clear instructions before starting the survey and responding to the guided questions. They were encouraged to ask questions in order to have a deeper knowledge of any guidelines they weren't clear on. Two weeks after the instruments were given, during the first week of August, all of the data were obtained. Throughout the research period, rigorous adherence to ethical principles was maintained. The study's goals were explained in detail to the participants, and they received assurances that the information gathered would be kept private. Additionally, participants were assured that there would be no physical harm whatsoever during the entire duration of the study.

Data Analysis

The gathered data underwent thorough analysis employing various statistical methods, including frequency distribution, Mean, Standard Deviation, t-test, and ANOVA, to provide comprehensive insights into the descriptive characteristics of the dataset. Through frequency distribution, the occurrence of different variables within the data was examined, while Mean and Standard Deviation were utilized to determine the central tendency and dispersion of the data, respectively. Furthermore, t-tests were employed to compare the means of two groups, while ANOVA was utilized to analyze variance among multiple groups, facilitating a comprehensive understanding of the relationships and patterns present within the dataset.

Results

Question 1. What is the profile of the respondents in terms of gender, age, length in service, educational attainment and type of school?

Table 1.0: Demographics of the Respondents

Category	Frequency	Percentage
Age		
20 to 35 years old	36	65.45%
36 and older	19	34.55%
Length in Service		
0 to 5 years	36	65.45%

6 years and above	19	34.55%
Type of School		
Private	15	27.27%
Public	40	72.73%

Table 1.0 provides a detailed overview of the demographic characteristics of the respondents, delineated across various categories. Gender distribution indicates a clear division into two groups: male, with 13 individuals (24.64%), and female, with 42 individuals (76.36%). Age segmentation reveals a similar bifurcation, with 36 respondents (65.45%) falling within the 21 to 35 years old category, while 19 respondents (34.55%) are aged 36 and older. Notably, a significant proportion of respondents, comprising 36 individuals or 65.45% of the total, report having served in their respective positions for 0 to 5 years. Educational attainment underscores the prevalence of Bachelor's degrees among respondents, with 47 individuals (85.45%) holding this qualification. Furthermore, the breakdown by school type indicates a dominant presence of public school teachers, accounting for 72.72% of the 55 respondents. This comprehensive analysis of demographic attributes sets the stage for a nuanced understanding of the respondent profile within the study context.

Question 2. *What are the assessment practices of the teacher in terms of blended and modular modality?*

Table 2.0: Result on assessment practices of the teacher in terms of modular and blended modality.

Category	Overall Mean	Interpretation
Modular Assessment Practices		
Quiz	2.92	High
Summative Test	2.92	High
Activity Sheet	3.34	High
Blended Assessment Practices		
Output Compilation	2.84	High
Competency Learned Journal	2.70	Moderate
Process-Based Assessment through online interview	2.74	Moderate

Range: 1.00-1.60 very low, 1.61-2.20 low, 2.21-2.80 moderate, 2.81-3.40 high, 3.41-4.00 very high

Table 2.0 provides a comprehensive overview of the overall mean assessment practices employed within modular and blended modalities, offering valuable insights into the extent of their application in assessing students. Notably, the data reveals that all modular assessment practices are consistently and highly utilized in the assessment process. Conversely, within the realm of blended assessment practices, it is evident that only output compilation emerges as the predominantly applied method, while competency learned journals exhibit a moderate level of utilization. This nuanced analysis suggests that a majority of respondents demonstrate proficiency in employing various assessment methods such as quizzes, summative tests, activity sheets, and output compilation to effectively gauge student learning outcomes within both modular and blended learning environments.

Table 2.1: Result on modular assessment practices of the teacher in terms of age, length of service and type of school.

Category	Age	Mean	Interpretation
Quiz	21-35	3.0189	High
	36 and older	2.7200	Moderate
Summative Test	21-35	3.0003	High
	36 and older	2.7721	Moderate
Activity Sheet	21-35	3.3617	High
	36 and older	3.2984	High
Length of Service			
Quiz	0-5 years	2.9639	High
	6 years and above	2.8242	High
Summative Test	0-5 years	2.9817	High
	6 years and above	2.8074	Moderate
Activity Sheet	0-5 years	3.3431	High
	6 years and above	3.3337	High
Type of School			
Quiz	Public	2.9505	High
	Private	2.8227	High
Summative Test	Public	2.9250	High
	Private	2.9120	High
Activity Sheet	Public	3.3755	High
	Private	3.2447	High

Range: 1.00-1.60 very low, 1.61-2.20 low, 2.21-2.80 moderate, 2.81-3.40 high, 3.41-4.00 very high

Table 2.1 provides a detailed breakdown of the results pertaining to the modular assessment practices adopted by teachers. The data elucidates that among respondents aged 36 and older, summative tests and quizzes are utilized to a moderate extent, indicating a balanced approach to assessment within this age demographic. Similarly, when considering the length of service, it is observed that individuals with 6 years or more of experience tend to employ summative tests moderately, while the remaining assessment methods are predominantly utilized to evaluate student learning outcomes. Additionally, regardless of the type of school, be it public or private, the data reveals a consistent trend where all assessment practices are predominantly applied, with a high level of utilization noted across various educational settings. This comprehensive analysis underscores the nuanced patterns and trends in the adoption of modular assessment practices among educators, offering valuable insights into their assessment strategies within different contexts.

Table 2.2: Result on blended assessment practices of the teacher in terms of age, length of service and type of school.

Category	Age	Mean	Interpretation
Output Compilation	21-35	2.9719	High
	36 and older	2.5789	Moderate
Competency Learned Journal	21-35	2.8250	High
	36 and older	2.4563	Moderate
Online Interview Through Call	21-35	2.8706	High
	36 and older	2.4905	Moderate
Length of Service			
Output Compilation	0-5 years	2.9442	High
	6 years and above	2.6316	Moderate

Competency Learned			
Journal	0-5 years	2.9361	High
	6 years and above	2.2458	Moderate
Online Interview Through			
Call	0-5 years	2.9261	High
	6 years and above	2.3853	Moderate
Type of School			
Output Compilation	Public	2.6998	Moderate
	Private	3.2000	High
Competency Learned			
Journal	Public	2.5673	Moderate
	Private	3.0453	High
Online Interview Through			
Call	Public	2.5918	Moderate
	Private	3.1327	High
Range: 1.00-1.60 very low, 1.61-2.20 low, 2.21-2.80 moderate, 2.81-3.40 high, 3.41-4.00 very high			

Table 2.2 provides a comprehensive overview of the results concerning the blended assessment practices employed by teachers. The data highlights distinct patterns observed across different demographics and contexts. Specifically, among respondents aged 36 and older, as well as those with 6 years or more of service, and a subset of public school teachers, there is a moderate application of blended assessment practices. Conversely, individuals aged 21-35, those with 0-5 years of service, and a segment of public school teachers demonstrate a higher propensity for utilizing blended assessment practices. This nuanced analysis underscores the diverse approaches adopted by educators in integrating blended assessment methodologies into their teaching practices, shedding light on the varying levels of adoption based on age, length of service, and institutional context.

Question 3. *What are the assessment strategies of the teacher in terms of blended and modular modality?*

Table 3.0: Result on assessment strategies of the teacher in terms of modular and blended modality.

Category	Overall Mean	Interpretation
Modular Assessment Strategies		
Reflection Paper	3.44	Very High
Specialized Projects	3.37	High
Oral Recitation through Call	2.33	Moderate
Blended Assessment Strategies		
Online Paperless Test	2.83	High
Video Recorded Demonstration	2.78	Moderate
Live Video Call Assessment	2.47	Moderate
Range: 1.00-1.60 very low, 1.61-2.20 low, 2.21-2.80 moderate, 2.81-3.40 high, 3.41-4.00 very high		

Table 3.0 presents the overall mean results of assessment strategies concerning both modular and blended modalities. It is observed that the reflection paper attains the highest overall mean within the category of modular assessment strategies. This finding is attributed to the prohibition of face-to-face assessments, prompting students to engage with related videos aligned with the competency and subsequently reflect upon them based on provided guide questions. Conversely, within the realm of blended assessment strategies, the Online Paperless Test emerges with a high range. This is contrasted with the moderately utilized video recorded demonstration and live video call assessment methods. Notably, the popularity of the Online Paperless Test can

be attributed to its minimal data requirements and equitable connectivity demands when compared to the other methods mentioned.

Table 3.1: Result on modular assessment strategies of the teacher in terms of age, length of service and type of school.

Category	Age	Mean	Interpretation
Reflection Paper	21-35	3.5558	Very High
	36 and older	3.2095	High
Specialized Project	21-35	3.4442	Very High
	36 and older	3.2284	High
Oral Recitation through Call	21-35	2.3244	Moderate
	36 and older	2.3332	Moderate
Length of Service			
Reflection Paper	0-5 years	3.5183	Very High
	6 years and above	3.2805	High
Specialized Project	0-5 years	3.4164	Very High
	6 years and above	3.2811	High
Oral Recitation through Call	0-5 years	2.3800	Moderate
	6 years and above	2.2279	Moderate
Type of School			
Reflection Paper	Public	3.4250	Very High
	Private	3.4660	Very High
Specialized Project	Public	3.3835	High
	Private	3.3327	High
Oral Recitation through Call	Public	2.2750	Moderate
	Private	2.4673	Moderate

Range: 1.00-1.60 very low, 1.61-2.20 low, 2.21-2.80 moderate, 2.81-3.40 high, 3.41-4.00 very high

Table 3.1 reveals that reflection papers are extensively utilized by teachers aged 21-35, with 0-5 years of service, and across all types of schools. Conversely, the mean scores for specialized projects demonstrate a consistently high range, ranging from high to very high, regardless of demographic variables such as age, length of service, or school type. In contrast, recitation is moderately applied by teachers, irrespective of their age, length of service, or the type of school they belong to. These findings suggest that assessment strategies are effectively implemented to evaluate student learning outcomes, with variations observed primarily based on the individual preferences and practices of teachers.

Table 3.2: Result on blended assessment strategies of the teacher in terms of age, length of service and type of school.

Category	Age	Mean	Interpretation
Online Paperless Test	21-35	3.0742	High
	36 and older	2.3684	Moderate
Video Recorded Demonstration	21-35	2.9722	High
	36 and older	2.4037	Moderate
Live Video Call Demonstration	21-35	2.6483	Moderate
	36 and older	2.1405	Low
Length of Service			
Online Paperless Test	0-5 years	2.9819	High
	6 years and above	2.5432	Moderate

Video Recorded Demonstration	0-5 years	3.0281	High
	6 years and above	2.2979	Moderate
Live Video Call Demonstration	0-5 years	2.6761	Moderate
	6 years and above	2.0879	Low
Type of School			
Online Paperless Test	Public	2.8000	Moderate
	Private	2.9113	High
Video Recorded Demonstration	Public	2.6250	Moderate
	Private	3.1780	High
Live Video Call Demonstration	Public	2.2585	Moderate
	Private	3.0447	High

Range: 1.00-1.60 very low, 1.61-2.20 low, 2.21-2.80 moderate, 2.81-3.40 high, 3.41-4.00 very high

Table 3.2 provides a comprehensive overview of blended assessment strategies, revealing distinct patterns observed across various demographic and contextual factors. Notably, live video call assessment exhibits a low range among respondents aged 36 and older, as well as those with 6 years or more of service, while it is notably favored by private school teachers. Conversely, both online paperless tests and video recorded demonstrations are highly applied by respondents aged 21-35 and those with 0-5 years of service in assessing student learning outcomes. This suggests that online paperless tests and recorded video assessments are more preferred among younger respondents and those with less experience in the teaching profession. These findings underscore the importance of considering individual preferences and comfort levels with different assessment modalities, particularly among older and more experienced educators who may feel less inclined to utilize video call assessments.

Question 4. *Is there a significant difference on the Blended assessment practices and strategies of the teacher when grouped according to age, length in service and type of school?*

Table 4.0: Demographic Profile Responses (significant at 0.05)

Demographic			Sig.	Remarks
Age	Blended Assessment Practices	Output Compilation	0.841	Not Significant
		Competency Learned Journal	0.709	Not Significant
		Online Interview through Call	0.655	Not Significant
	Blended Assessment Strategies	Online Paperless Test	0.348	Not Significant
		Video Recorded Demonstration	0.385	Not Significant
		Live Video Call Demonstration	0.678	Not Significant
Length of Service	Blended Assessment Practices	Output Compilation	0.368	Not Significant
		Competency Learned Journal	0.442	Not Significant
		Online Interview through Call	0.927	Not Significant
	Blended Assessment Strategies	Online Paperless Test	0.894	Not Significant
		Video Recorded Demonstration	0.652	Not Significant
		Live Video Call Demonstration	0.263	Not Significant
Type of School	Blended Assessment Practices	Output Compilation	0.477	Not Significant

Blended Assessment Strategies	Competency Learned Journal	0.638	Not Significant
	Online Interview through Call	0.327	Not Significant
	Online Paperless Test	0.010	Significant
	Video Recorded Demonstration	0.293	Not Significant
	Live Video Call Demonstration	0.350	Not Significant

Table 4.0 presents notable insights regarding the significance of various blended assessment practices and strategies employed by teachers. It is noteworthy that only the online paperless test exhibits a statistically significant figure of 0.010, indicating a distinct impact in the assessment process. Conversely, the absence of significant differences in the remaining categories under Blended Assessment Practices and Strategies implies uniformity in teachers' application across different demographic factors. Regardless of age, length of service, or type of school, educators demonstrate consistent utilization of blended assessment practices beyond the online paperless test. This suggests a standardized approach to assessment implementation among teachers, highlighting a cohesive methodology irrespective of individual characteristics or institutional settings. Such findings underscore the need for further exploration into the factors influencing the adoption of specific assessment strategies and the potential implications for enhancing educational practices in diverse learning environments.

Question 5. *Is there a significant difference on the Modular assessment practices and strategies of the teacher when grouped according to age, length in service, and type of school?*

Table 5.0: Demographic Profile Responses (significant at 0.05)

Demographic			Sig.	Remarks
Age	Modular Assessment Practices	Quiz	0.361	Not Significant
		Summative Test	0.241	Not Significant
		Activity Sheet	0.443	Not Significant
	Modular Assessment Strategies	Reflection Paper	0.556	Not Significant
		Specialized Project	0.756	Not Significant
		Oral Recitation through Call	0.204	Not Significant
Length of Service	Modular Assessment Practices	Quiz	0.484	Not Significant
		Summative Test	0.521	Not Significant
		Activity Sheet	0.965	Not Significant
	Modular Assessment Strategies	Reflection Paper	0.606	Not Significant
		Specialized Project	0.242	Not Significant
		Oral Recitation through Call	0.084	Not Significant
Type of School	Modular Assessment Practices	Quiz	0.738	Not Significant
		Summative Test	0.948	Not Significant
		Activity Sheet	0.663	Not Significant
	Modular Assessment Strategies	Reflection Paper	0.621	Not Significant
		Specialized Project	0.646	Not Significant
		Oral Recitation through Call	0.421	Not Significant

Table 5.0 illustrates that there is no significant difference observed in the Modular Assessment Practices and Strategies employed by teachers. This suggests that regardless of gender, age, length of service, educational attainment, or type of school, teachers demonstrate a consistent application of modular assessment practices and strategies. These findings underscore the uniformity in the implementation of assessment methodologies among educators, highlighting a

cohesive approach irrespective of individual characteristics or institutional affiliations. Such uniformity in practice emphasizes the importance of standardization and consistency in assessment practices across diverse educational settings, facilitating equitable evaluation of student learning outcomes. Further exploration into the factors influencing the adoption and effectiveness of modular assessment strategies may provide valuable insights for optimizing assessment practices in educational contexts.

Discussion

What are the assessment practices of the teacher in terms of blended and modular modality?

The findings underscore the pivotal role of assessment practices in supporting student learning amidst the challenges posed by the pandemic. While quizzes, summative tests, and activity sheets emerge as commonly employed assessment tools, their integration into self-learning modules highlights their significance in facilitating continued learning during periods of remote education. However, the moderate utilization of assessment practices requiring internet connectivity signals the need for school institutions to upgrade their systems to ensure seamless learning modalities. Transitioning to online settings not only offers convenience but also safeguards students from the risks of virus transmission without compromising their educational rights. Moreover, the implementation of E-assessment holds a promise in enhancing the quality of feedback provided to students and enables instructors to effectively track and analyze students' performance, thereby aiding in the identification and correction of misconceptions before final examinations (Alruwais N., et al., 2018). These insights underscore the importance of adapting assessment practices to the evolving educational landscape, ensuring continuous support for student learning in challenging circumstances.

In addition, the significance of using a range of modalities for delivering instruction in order to meet the demands of a varied student body, such as blended learning, online learning, radio-based instruction, and TV-based instruction. It is becoming more and more common in the teaching and learning environment to embrace novel pedagogical approaches, especially those that involve technology, like blended learning. While blended learning offers a promising combination of face-to-face and online instruction, its implementation faces challenges, particularly in developing countries. The effectiveness of blended learning hinges on several underlying factors, presenting hurdles that must be addressed for it to realize its full potential as a successful teaching and learning innovation. Identifying and mitigating these challenges is crucial for optimizing the implementation of blended learning initiatives and fostering enhanced educational outcomes (Ompoco, 2022).

What are the assessment strategies of the teacher in terms of blended and modular modality?

One of the primary responsibilities of academic institutions is to facilitate student engagement with course material by assigning tasks and fostering interactive communication between teachers and students. Traditionally, assessment has been solely the instructor's responsibility and has predominantly relied on summative evaluation methods. However, modern assessment practices aim to gather information from diverse sources to cultivate a comprehensive understanding of student learning and provide valuable insights to enhance future educational processes. In online learning environments, assessment methods often center around evaluating learners' writing skills, raising concerns among academic officials about the quality of educational experiences within virtual classrooms. As such, there is a growing emphasis on developing effective assessment strategies tailored to the unique demands of online learning environments to ensure the delivery of high-quality education (Chavez & Lamorinas, 2023).

Based on the result of the study, reflection paper has very high overall mean since face to face instruction delivery is not allowed in times of pandemic, teachers allow the student to watch videos related to the competency. Through this, the learner will indirectly learn of what are the activities done by the demonstrator and reflect on it based on the given guide questions ahead of time. In contrary, synchronous demonstration teaching is way more productive in terms of learning acquisition because there is live interaction with the students. According to Lim F.P. (2017), One advantage of synchronous communication tools is that they allow real-time collaboration. Just as much as in a regular classroom, where participants may quickly respond to one another and professors and students can connect naturally. Similar to this, during the student assessment process, there will be teacher-student interaction as well as prompt, helpful comments to support and mentor students during the assessment sections when they are having trouble.

Is there a significant difference on the Blended assessment practices and strategies of the teacher when grouped according to age, length in service, and type of school?

The result shows that regardless of age, length of service and type of school, teachers apply the different blended assessment practices and strategies to evaluate the level of learning of the students enrolled in the different modality except online paperless test with a significant value of 0.010. Since online test needs to have stable internet connectivity to go along with the whole duration of the test. Similarly, because online learning is entirely reliant on gadgets and the internet, instructors and students with poor internet connections may be refused access. Online learning's reliance on technological equipment, as well as the provision of such equipment, posed a significant challenge for institutions, professors, and students Babatunde O., et al (2020). It is .comply the necessary competencies in a way they are accessible with.

Furthermore, by combining the flexibility of online learning with traditional face-to-face interactions, blended learning offers a promising yet underutilized way to improve teacher professional development. Despite the special benefits this paradigm provides, more investigation is required to fully examine its effectiveness—ideally through controlled trials. Essential elements that necessitate more exploration include the type of online assignments given to teachers, the function of online mentors, the effect this has on student performance, and the consequences of giving teachers less time off than in the past. By focusing on these areas, we can get important knowledge about how to best apply blended learning for teacher development and enhance student learning outcomes in general (Owston et al., 2022).

Is there a significant difference on the Modular assessment practices and strategies of the teacher when grouped according to age, length in service, and type of school?

There is no significant difference observed in the modular assessment practices and strategies employed by teachers, indicating a consistent approach to assessing student learning within this *framework*. Both assessment practices and strategies within the modular context are integral components of the teaching-learning process, aimed at evaluating students' understanding, progress, and attainment of learning objectives. However, variations may arise in how teachers implement these practices to ensure students' active participation and accessibility to assessments. For instance, teachers may employ diverse methods such as peer-assessment, self-assessment, or portfolio assessments to accommodate students' individual learning styles and preferences. Additionally, fostering student engagement in the assessment process is crucial for promoting deeper learning experiences. Active student involvement in setting assessment goals, making decisions about their learning progress, and receiving timely feedback not only enhances their understanding but also empowers them to take ownership of their academic journey (Chappuis S. and Stiggins R., 2002). Moreover, assessment serves as a diagnostic tool to identify areas of

strength and areas needing improvement, guiding instructional adjustments and interventions to better meet students' diverse learning needs. Therefore, effective assessment practices are fundamental in optimizing student learning outcomes and facilitating continuous improvement in teaching practices.

Conclusion

Assessment practices and strategies represent fundamental pillars within the educational landscape, essential for evaluating student progression, comprehension, and achievement, particularly in exigent circumstances such as crises. It is imperative to ensure that assessment methodologies not only demonstrate efficacy but also foster student engagement and motivation, catalyzing active participation in the learning process. By embracing a diverse repertoire of assessment techniques, educators can effectively accommodate the heterogeneous learning needs and modalities of students, thereby cultivating an inclusive and supportive educational milieu conducive to holistic student development. Furthermore, given the burgeoning reliance on digital learning platforms, educators must be equipped with requisite competencies to adeptly harness these technological tools for assessment endeavors. Provision of targeted professional development interventions aimed at enhancing educators' proficiency in leveraging online assessment platforms can significantly augment the efficacy of remote learning initiatives. In essence, the research findings serve as a beacon of guidance for educational institutions and stakeholders, empowering them to recalibrate and refine their assessment paradigms in consonance with the dynamic exigencies and imperatives of contemporary education.

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