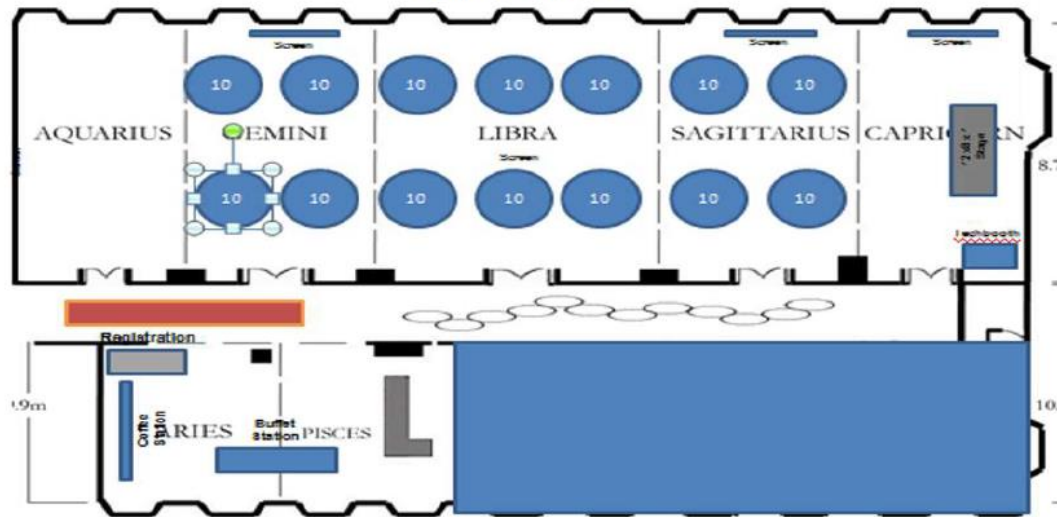# PHILIPPINE EDUCATIONAL MEASUREMENT AND EVALUATION ASSOCIATION, INC.

ICEME 2023

PEMEA
In partnership with:

PEMEA
August 24-25, 2023
8:00 AM – 5:00 PM
Constellation Floor(27th Floor)
Set up for 150 persons

CONCURRENT SESSIONS

Room 1 - AQUARIUS   Sessions A1, B1, C1

Room 2 - GEMINI   Sessions A2, B2, C2

Room 3 - LIBRA   Sessions A3, B3, C3

Room 4 - SAGITTARIUS   Sessions A4, B4, C4

ICEME 2023 CONCURRENT PAPER PRESENTATIONS

DAY 2
AUGUST 25, 2023

CONCURRENT SESSION A: TEACHING AND ASSESSMENT INITIATIVES AND STRATEGIES FOR STUDENTS' LEARNING RECOVERY

CONCURRENT SESSION   A1:   Strategic Interventions for Students' Learning

                                Time: 1:15: 2:30

                                Session Chair/Moderator: Neil O. Pariñas

Paper No.	Title	Researchers	Modality
A1-1	Improving Students' Academic Performance in Mathematics 8 Using Filipinized Competency-Based Instruction (FIL-CBI) Approach	**Leandro Jose O. Angeles** *Gen. Licerio Geronimo Memorial National High School*	Online
A1-2	Impact of English-Language Series with Subtitles on the English Proficiency of Grade 12 Students from a Private Learning Institution in Tacloban City	**Shannen Faith E. Soria** *Liceo del Verbo Divino, Inc.*	Online
A1-3	Effect of Strategic Intervention Material with Augmented Reality on Improving Students' Engagement, Comprehension, and Attitude Towards Science	**Melandro D. Santos** *Timoteo Paez Integrated School* Josephine S. Feliciano *Science Education Institute- Department of Science and Technology*	Online
A1-4	Participation in International-Large Scale Assessment: Opportunities and Challenges in the Post-Pandemic Era	**Jay-Art F. Agustin** *Tarlac State University* Marilyn U. Balagtas *Philippine Normal University*	Online

ICEME 2023 CONCURRENT PAPER PRESENTATIONS

DAY 2
AUGUST 25, 2023

CONCURRENT SESSION   A2:   Towards School-Based Interventions

Time: 1:15: 2:30 PM

Session Chair/Moderator: Marie Antoniette Alino

Paper No.	Title	Researchers	Modality
A2-1	Back to Graduate School : Inputs for Intervention Program	**Gilbert S. Arrieta** *Philippine Normal University*	Online
A2-2	E-learning Tools and Methodologies: Perceived Level of Efficacy and Its Relationship With Select Professional Profile	**Damaso I. Educalan** *SDO City of Malolos – Bulihan Elementary School*	Online
A2-3	The Social Cognition, Learners' Needs and Mathematical Problem-Solving Skills of Grade 5 Learners: Basis for an Intervention Program	**Loida B. De Guzman** *Highway Hills Integrated School*	Online
A2-4	Assessment of Private Schools Operation during the Community Quarantine: Basis for a Learning Recovery Plan	**Jocelyn Baniago** Jay R San Pedro Cecilia Sy *iACADEMY Nexus Campus*	Onsite

ICEME 2023 CONCURRENT PAPER PRESENTATIONS

DAY 2
AUGUST 25, 2023

CONCURRENT SESSION   A3:   Instrument Development and Validation

Time: 1:15-2:30 PM

Session Chair/Moderator: Niclie Tiratira

Paper No.	Title	Researchers	Modality
A3-1	The Validity and Reliability of the Culture Fair Intelligence Test in Filipino	**Victorius Q. Bibera** *Trinity University of Asia*	Onsite
A3-2	Towards the Development of an Achievement Test for Grades 1 to 10	**Pia Marie Therese P. Papa** Mary Nela S. Aguila *Global Resources for Assessment Curriculum and Evaluation*	Onsite
A3-3	Development of Panukat ng Ginhawa Buhay: An Initial Validation	**Darwin C. Rungduin** *Colegio de San Juan de Letran* Teresita T. Rungduin *Philippine Normal University*	Onsite
A3-4	Creating 21st Century Assessments in Different Modalities: A Response for Access to Quality Learning in the Post-Pandemic Era	**Danda Crimelda Buhain-Garcia** Paulo Formalejo Edwin Barba, Jr *RISE-Rex Book Store* Marilyn U. Balagtas *Philippine Normal University*	Onsite

ICEME 2023 CONCURRENT PAPER PRESENTATIONS

DAY 2
AUGUST 25, 2023

CONCURRENT SESSION   A4:   Understanding the Learner

Time: 1:15-2:30 PM

Session Chair/Moderator: Pedrito Aton

Paper No.	Title	Researchers	Modality
A4-1	Understanding the Learner's Course Completion in the New Norm: Graduation Cohort Analysis	**Jay R San Pedro** Cecilia Sy Jocelyn Baniago *iACADEMY Nexus Campus*	Onsite
A4-2	Self-Perception of Grade 12 ABM Students in a Private Educational Institution in Tacloban City Toward Their College Readiness	**Edizon A. Argota** Donnalyn R. Daloraya *Liceo del Verbo Divino, Inc.*	Online
A4-3	Learning Gaps: Clarifying Educational Beliefs and Values Toward Understanding of the Conversation, Pedagogical, and Policy Implications	**Elen Joy Alata -Bruza** *St. Scholastica's College, Manila* Jennifer Dimzon *Life Academy International*	Online
A4-4	Assessing the Performance of Grade 7 Students In Solving Operations on Integers: Basis for the Development of Strategic Intervention Material	**Leroy A. Flores** President Ramon Magsaysay State University	Online

ICEME 2023 CONCURRENT PAPER PRESENTATIONS

DAY 2
AUGUST 25, 2023

CONCURRENT SESSION   B: ASSESSMENT OF STUDENTS' LEARNING LOSS

CONCURRENT SESSION   B1:   Assessing Learning Loss and Achievement

Time: 2:45-3:45 PM

Session Chair/Moderator: Neil O. Pariñas

Paper No.	Title	Researchers	Modality
B1-1	Predictors of Students' Achievement Scores During Pandemic and Post-Pandemic	Theresse M. Dela Cruz Pia Marie Therese P. Papa **Arnelli B. Atentar** Jillian S. Navarrete Rose Arvie R. Dela Cruz Samantha Mae A. Bringas Christel Joy T. Velasco *Global Resources for Assessment Curriculum and Evaluation*	Onsite
B1-2	The Preparation and Challenges In the Licensure Examination for Teachers: The Case of Social Studies Repeaters	**Francis Edward A. Blanco** *Bataan Peninsula State University*	Onsite
B1-3	Learning loss during emergency remote instruction: What do test scores say?	**Jonna Marie A. Lim** *De La Salle University*	Onsite

ICEME 2023 CONCURRENT PAPER PRESENTATIONS

DAY 2
AUGUST 25, 2023

CONCURRENT SESSION   B2:   Factors of Academic Performance

Time: 2:45-3:45 PM

Session Chair/Moderator: Marie Antoniette Alino

Paper No.	Title	Researchers	Modality
B2-1	Bridging the Reading Literacy Gap: Identifying the Socioemotional Factors that Foster Reading Literacy among JHS with Reading Difficulties	**Angeline Mercado** *Center for Educational Measurement, Inc.*	Onsite
B2-2	Predictive Association Between Academic Performance and Aptitude Test	**Mary Louise S. Pimentel** Josephine C. Visande *University of Science and Technology of Southern Philippines*	Online
B2-3	Screen Time and Sleep Condition Among Grade 12 Students of a Private Educational Institution in Tacloban City	**Vanessa C. Collera** *Liceo del Verbo Divino, Inc.*	Online

ICEME 2023 CONCURRENT PAPER PRESENTATIONS

DAY 2
AUGUST 25, 2023

CONCURRENT SESSION   B3:   Assessing Students' Learning

Time: 2:45-3:45 PM

Session Chair/Moderator: Niclie Tiratira

Paper No.	Title	Researchers	Modality
B3-1	Assessing the State of the Grade 11 STEM Students' Retention Using Digital Note-Taking in a Private Catholic Educational Institution	**Francis Kim V. Navarette** *Liceo del Verbo Divino, Inc.*	Online
B3-2	Exploring the Use of Linear-On-The-Fly-Testing on Student Assessment for the Post-Pandemic Era	**Edwin C. Barba, Jr.** *RISE - REX Bookstore* Marilyn U. Balagtas *Philippine Normal University*	Online
B3-3	Enhancing Junior High School Students Reading Literacy by Examining the Connections Between Performance, Reading Habits, and Attitude: A Case Study	**Noelyn H. Curutan** *Center for Educational Measurement, Inc.*	Onsite

ICEME 2023 CONCURRENT PAPER PRESENTATIONS

DAY 2
AUGUST 25, 2023

CONCURRENT SESSION   B4:   **Factors of Students' Learning**

Time: 2:45-3:45 PM

Session Chair/Moderator: **Pedrito Aton**

Paper No.	Title	Researchers	Modality
B4-1	Association Between Active Commuting to School and Academic Performance of Grade 7 Student Commuters in a Private Catholic Educational Institution	*Ronnie O. Daganasol* *Liceo del Verbo Divino, Inc.*	Online
B4-2	Improving Grade 12 Learners' Research Skills Using Inquiries, Investigation, and Immersion Standardized Modules	**Daisy M. Orcine** *Pres. Corazon C. Aquino High School*	Online
B4-3	Exploring Blended Learning Modality in Teaching Physical Education: The Case of a Private School	**Lourd Ive Maderazo Visbal** *Liceo del Verbo Divino, Inc.*	Online

ICEME 2023 CONCURRENT PAPER PRESENTATIONS

DAY 2
AUGUST 25, 2023

CONCURRENT SESSION C: IMPACT OF PANDEMIC DISRUPTIONS ON STUDENT ACHIEVEMENT AND GROWTH

CONCURRENT SESSION   C1:   Initiatives in the Post-Pandemic Era

                Time: 4:00-5:00 PM

                Session Chair/Moderator: Neil O. Pariñas

Paper No.	Title	Researchers	Modality
C1-1	Exploring Realistic Mathematics Education in Statistics Teaching for Post-Pandemic Use	**Melanie M. Lalim** Marilyn U. Balagtas *Philippine Normal University*	Onsite
C1-2	Portfolio Assessment in Homeschooling: Trends and Applications in the Post-Pandemic Era	**Adrian D. Lampos** Marilyn U. Balagtas *Philippine Normal University*	Online
C1-3	Using Ochave's ABCD Model in Evaluating a Master's Program in Educational Assessment and Evaluation: Basis for a Post-Pandemic Program Offering	Alexis C. Pradillada A Jay-Art Agustin Edwin Barba, Jr **Ruby Del Rosario** Marilyn U. Balagtas *Philippine Normal University*	Online

ICEME 2023 CONCURRENT PAPER PRESENTATIONS

DAY 2
AUGUST 25, 2023

CONCURRENT SESSION   C2:   **Educational Experiences During the Pandemic**

Time: 4:00-5:00 PM

Session Chair/Moderator: Marie Antoniette Alino

Paper No.	Title	Researchers	Modality
C2-1	Exploring Teachers' Narratives of the Assessment Process in a Modular Learning Modality	Richard DLC Gonzales *Inno-Change International Consultants Inc.* **John Lawrence T. Ambrocio** *University of Cagayan Valley* Rhoda C. Lazaro Alma M. Rabusa Archie C. Longasa *Department of Education, Gattaran Central District*	Online
C2-2	Unpacking People's Understanding and Experiences of Distance Learning in Selected Secondary Schools in Partido District	**Christina Lim** *Partido State University*	Online
C2-3	Assessment Practices of Teachers in a Teacher Education Institution (TEI) During the Covid-19 Pandemic	**Martin L. Nobis, Jr.** *University of Eastern Philippines-Laoang Campus*	Onsite

ICEME 2023 CONCURRENT PAPER PRESENTATIONS

DAY 2
AUGUST 25, 2023

CONCURRENT SESSION   C3:   Analysis of Learners' Competencies

Time: 4:00-5:00 PM

Session Chair/Moderator: Niclie Tiratira

Paper No.	Title	Researchers	Modality
C3-1	Student engagement in co-curriculars before and during the pandemic: Evidence and insights on holistic learning recovery and growth	Stella Marie M. Urbiztondo **Lexie C. Estacio** Cecilia M. Resurreccion Ma. Concha B. De la Cruz *University of Asia and the Pacific*	Onsite
C3-2	Math Motivation and Performance of Junior High School Students In Blended Learning	**Sherwin Vill S. Soto** *Gen. Licerio Geronimo Memorial National High School*	Online
C3-3	Social and Emotional Learning Competency Among Elementary Pupils in a Private Catholic Educational Institution in Tacloban	**Dean Brando M. Cinco** *Liceo del Verbo Divino, Inc.*	Online

ICEME 2023 CONCURRENT PAPER PRESENTATIONS

DAY 2
AUGUST 25, 2023

CONCURRENT SESSION   C4:   **The Pandemic Effect and Technology-Oriented Learning**

Time: 4:00-5:00 PM

Session Chair/Moderator: Pedrito Aton

Paper No.	Title	Researchers	Modality
C4-1	An Analysis of College Students' Perceived Learning Loss and Gains in Online Learning	**Violeta C. Valladolid** *De La Salle University* Rene S. Valladolid *De La Salle- College of Saint Benilde*	Onsite
C4-2	The Aftermath of COVID-19 Pandemic: Examining Teacher's Self-Efficacy and Mental Health	**Ms. Yumi Vivien V. De Luna** *Partido State University*	Onsite
C4-3	The Technological-Innovative-Entrepreneurial Readiness (TIER) Model: Humanizing Careers in STEM for Industry 4.0	**Maria Felicitas M. Mamauag** *Liceo de Cagayan University*	Online

ICEME 2023 CONCURRENT PAPER PRESENTATIONS

ABSTRACTS

CONCURRENT SESSION A:
TEACHING AND ASSESSMENT INITIATIVES AND STRATEGIES FOR STUDENTS' LEARNING RECOVERY

CONCURRENT SESSION   A1:   Strategic Interventions for Students' Learning

A1-1
Improving Students' Academic Performance in Mathematics 8 Using Filipinized Competency-Based Instruction (FIL-CBI) Approach
Leandro Jose O. Angeles & Sherwin Vill S. Soto
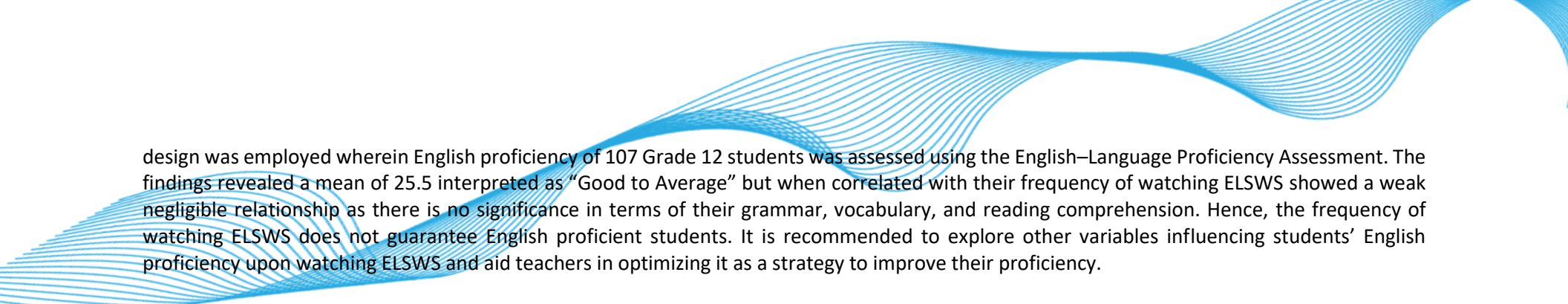*Gen. Licerio Geronimo Memorial National High School*

One of the definitive struggles of modular learners is understanding Math instructional materials written in English. This study is focused on identifying the effectiveness of Filipinized Competency-based Instruction (Fil-CBI) in teaching Mathematics. Twenty-four (24) Grade 8 learners were selected to participate in the study. The participants were divided into two groups with statistically the same level as previous Math performance. Both groups took a 25-item pretest and posttest involving one of the identified least mastered skills in Mathematics 8. The teacher-researchers facilitated a modular learning session in between the conduct of the pretest and posttest. The control group used instructional material written completely in English, while the experimental group utilized the Fil-CBI instructional material. Although both groups showed an improvement based on the comparison of the pretest and posttest, the result of the one- tailed independent t-test indicated that the experimental group outperformed the control group ($p < .05$). This confirms the effectiveness of the Fil-CBI approach in comparison with the traditional approach of using English as the medium of instruction in Math self-paced instructional material.

A1-2
Impact of English-Language Series with Subtitles on the English Proficiency of Grade 12 Students from a Private Learning Institution in Tacloban City
Shannen Faith E. Soria, *Liceo del Verbo Divino, Inc.*

English has become increasingly the vehicle language used for global communication. English language learners have several academic difficulties in learning English as a second language, like reading and writing which are prerequisites for writing essays to completing job applications. However, audiovisual resources with subtitles are one of the strategies to engage learners in the modern classroom. This study aims to determine whether English– language series with subtitles (ELSWS) can be a useful strategy for improving students' English proficiency. Quasi-experimental

design was employed wherein English proficiency of 107 Grade 12 students was assessed using the English–Language Proficiency Assessment. The findings revealed a mean of 25.5 interpreted as "Good to Average" but when correlated with their frequency of watching ELSWS showed a weak negligible relationship as there is no significance in terms of their grammar, vocabulary, and reading comprehension. Hence, the frequency of watching ELSWS does not guarantee English proficient students. It is recommended to explore other variables influencing students' English proficiency upon watching ELSWS and aid teachers in optimizing it as a strategy to improve their proficiency.

A1-3
Effect of Strategic Intervention Material with Augmented Reality on Improving Students' Engagement, Comprehension, and Attitude Towards Science

Melandro D. Santos[1] & Josephine S. Feliciano[2]
[1]Timoteo Paez Integrated School, [2]Science Education Institute-Department of Science and Technology

The study aimed to determine the effect of Strategic Intervention Material in Teaching with Augmented Reality (SIMaTAR) on the mastery of earth science concepts, engagement, and attitude towards science during the SY 2021-2022. Quasi-experimental and descriptive methods of research was utilized to determine the effect of the mobile augmented reality application. Participants were purposively selected sixty (60) Grade 8 students, composed of 30 as control group and another 30 as experimental group. Research instruments includes the Attitude Towards Science Assessment Form, Pre- and Post-test for the Mastery of Earth Science Concepts, Student's Engagement Survey Form and Focus Group Discussion Interview Form. This study revealed that there is significant improvement in student's learning outcomes as well as their level of engagement in online science. There is no change in all indicators of students' attitude towards science after Augmented Reality (AR) implementation. On the other hand, there is a significant difference found between the post-test of experimental and control group. The excellent students' index of satisfaction supports the premise that AR can increase the learning interest and motivation of students that eventually improve performance. Furthermore, the findings revealed that the utilization of AR could substantially improve the teaching and learning process by increasing their level of engagement in online science class. The utilization of AR application in classroom teaching yielded high engagement among students and improved their time on-task compared with non-digital learning activities. This technology could serve as a supplementary learning material for both intervention and enrichment lessons.
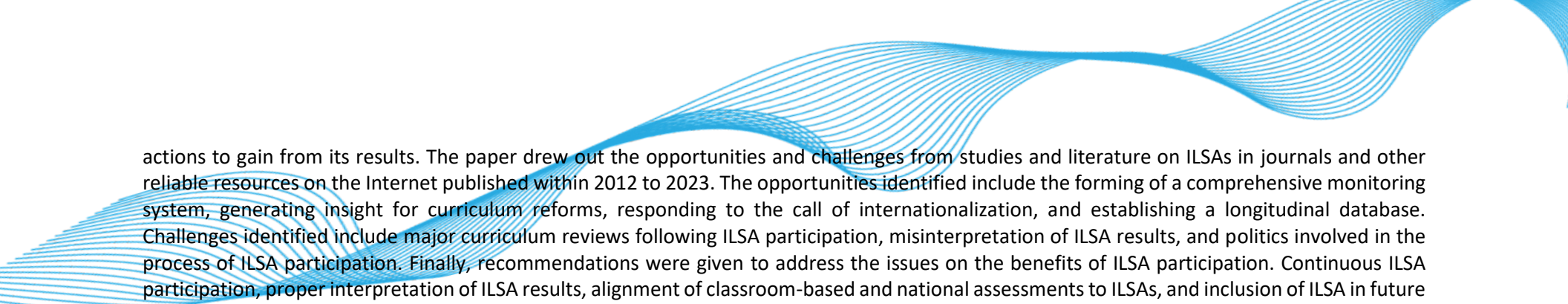
A1-4
Participation in International-Large Scale Assessment: Opportunities and Challenges in the Post-Pandemic Era

Jay-Art F. Agustin[1] & Marilyn U. Balagtas[2]
[1]Tarlac State University, [2]Philippine Normal University

The results of International Large-Scale Assessments (ILSAs) participation have impacted many education systems in the world, including the Philippines'. This paper identified the opportunities and challenges in the participation in ILSAs of the Philippines and the recommended possible

actions to gain from its results. The paper drew out the opportunities and challenges from studies and literature on ILSAs in journals and other reliable resources on the Internet published within 2012 to 2023. The opportunities identified include the forming of a comprehensive monitoring system, generating insight for curriculum reforms, responding to the call of internationalization, and establishing a longitudinal database. Challenges identified include major curriculum reviews following ILSA participation, misinterpretation of ILSA results, and politics involved in the process of ILSA participation. Finally, recommendations were given to address the issues on the benefits of ILSA participation. Continuous ILSA participation, proper interpretation of ILSA results, alignment of classroom-based and national assessments to ILSAs, and inclusion of ILSA in future policy making were some recommendations given.

CONCURRENT SESSION   A2:   Towards School-Based Interventions

A2-1
Back to Graduate School: Inputs for Intervention Program
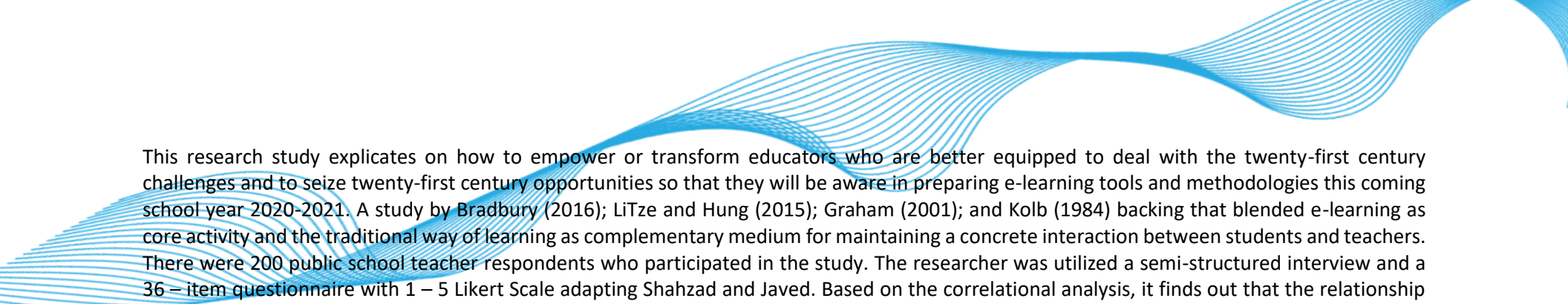Gilbert S. Arrieta, *Philippine Normal University*

For various reasons, graduate students stopped or became inactive from their studies. Eventually, some discontinued but others returned to continue. During the enrollment for the first term of academic year 2022-2023, a significant number of Educational Leadership and Management (EDLM) students returned to the graduate school. Noticing this data, this study was conducted to find out the reasons and other factors related to leaving and returning to the graduate school. It also looked into the experiences of the students on their return to graduate studies including their insights on how they can be assisted. Using the phenomenological method, there were ten participants in the study who were monitored for five months. It was found out that the graduate students temporarily stopped because of leadership tasks and health concerns. They returned to continue fulfilling their dream in earning a graduate degree with the support of their family. In their return, they were apprehensive in the beginning but eventually became comfortable with the support of their professors and classmates. They were refreshed, motivated and acknowledged the responsiveness of the professors and university staff on their concerns. The active involvement of the EDLM student organization was helpful in providing updates and pertinent information. The findings suggested that the support and understanding of professors be sustained and the communication system be improved. Therefore, communication, monitoring, mentoring, orientation on policies and procedures and strong involvement of the EDLM student organization may be considered as inputs for an intervention program.

A2-2
E-learning Tools and Methodologies: Perceived Level of Efficacy and Its Relationship With Select Professional Profile
Damaso I. Educalan, *SDO City of Malolos – Bulihan Elementary School*

This research study explicates on how to empower or transform educators who are better equipped to deal with the twenty-first century challenges and to seize twenty-first century opportunities so that they will be aware in preparing e-learning tools and methodologies this coming school year 2020-2021. A study by Bradbury (2016); LiTze and Hung (2015); Graham (2001); and Kolb (1984) backing that blended e-learning as core activity and the traditional way of learning as complementary medium for maintaining a concrete interaction between students and teachers. There were 200 public school teacher respondents who participated in the study. The researcher was utilized a semi-structured interview and a 36 – item questionnaire with 1 – 5 Likert Scale adapting Shahzad and Javed. Based on the correlational analysis, it finds out that the relationship between the years in teaching among public school teacher respondents to their perceived level of efficacy were not significant. While in the Educational Attainment of the respondents to their perceived level of efficacy, it reveals that the lowest degree of relationship (0.115) which had a weak correlation and significant verbal interpretation, fell under the behavioral intentions. While, Facilitation Conditions and Social Influence were not significant.

A2-3
The Social Cognition, Learners' Needs and Mathematical Problem-Solving Skills of Grade 5 Learners: Basis for an Intervention Program
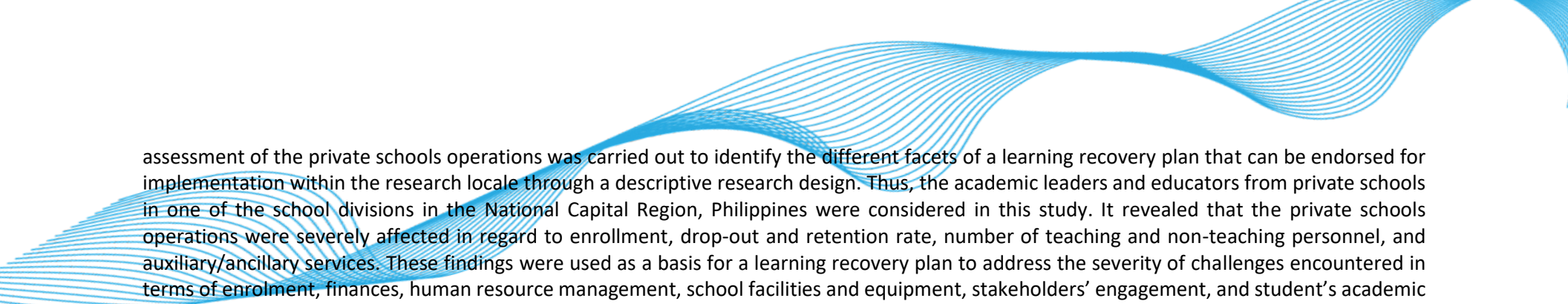Loida B. De Guzman, *Highway Hills Integrated School*

This study is intended to determine the social cognition, learner needs, and mathematics problem-solving skills of Grade 5 students to establish a strong foundation for an intervention program using descriptive and correlational methods. The target population for the study was the fifth-grade children at Highway Hills Integrated School. 45 pupils in Grade 5 were involved in this study; 20 of them were from the 9th section and 25 from the 12th section. According to the data, these students do very well in the learning environment and have a high level of social cognition. However, they are beginning to recognize the missing word in a problem, as well as the supplied data that was utilized to solve it and the discernment of viable solutions. It was shown that there is no significant relationship between learners' social cognition, their learning environment, and their problem-solving abilities. This suggests that even though social cognition and the learning environment have a high correlation, there is no relationship to the students' problem-solving abilities. Therefore, Project FOCUS is advised to improve learners' ability to solve mathematics problems.

A2-4
Assessment of Private Schools Operation during the Community Quarantine: Basis for a Learning Recovery Plan
Jocelyn Baniago, Jay R San Pedro, & Cecilia Sy, *iACADEMY Nexus Campus*

The abrupt switch of schools operation has been aggravating among school leaders, educators, parents, and students, especially during the initial phase of the community quarantine. Innovating school operations through offering various alternative learning modalities and support were provided to mitigate the impact of the community quarantine to the student's learning progress. As school operations are migrating to the new norm of offering educational services, a learning recovery plan should be reconsidered by academic leaders and educators. With this, an

assessment of the private schools operations was carried out to identify the different facets of a learning recovery plan that can be endorsed for implementation within the research locale through a descriptive research design. Thus, the academic leaders and educators from private schools in one of the school divisions in the National Capital Region, Philippines were considered in this study. It revealed that the private schools operations were severely affected in regard to enrollment, drop-out and retention rate, number of teaching and non-teaching personnel, and auxiliary/ancillary services. These findings were used as a basis for a learning recovery plan to address the severity of challenges encountered in terms of enrolment, finances, human resource management, school facilities and equipment, stakeholders' engagement, and student's academic performance.

CONCURRENT SESSION A3: Instrument Development and Validation

A3-1
The Validity and Reliability of the Culture Fair Intelligence Test in Filipino
Victorius Q. Bibera, *Trinity University of Asia*

The primary objective of this research study was to validate the Culture Fair Intelligence Test in Filipino (CFIT). The CFIT is a test of general mental capacity and was developed for use with children and adolescents aged from 8 ½ to 17 years. The study is intended for Grades 4 to 6 pupils and Grades 7 to 10 students from the Trinity University of Asia Basic Education Department with the objective of including 100 students per level (total of 800 respondents). To ensure the applicability of the test to the local test takers, Philippine Psychological Corporation (PhilPsyCor) has translated its instructions to the country's national language, Filipino using the standard best practices in translating test. The measurement of general intelligence test of the CFIT has undergone reliability estimation and construct validation based on the convergent comparison of the measure to Otis-Lennon School Ability Test (OLSAT). Evidence of reliability and validity is seen in the CFIT General Intelligence score. The achievement potential measures of the CFIT have also undergone criterion-related validation. The results show that the achievement potential measures are capable of predicting school grade in Filipino. Moreover, the study seeks to explore the psychometric properties of the CFIT to further measure its reliability.

A3-2
Towards the Development of an Achievement Test for Grades 1 to 10
Pia Marie Therese P. Papa & Mary Nela S. Aguila
Global Resources for Assessment Curriculum and Evaluation

In 2012, the K-12 Basic Education Curriculum Framework was constituted by the Department of Education (DepEd) to develop Filipinos' readiness and mastery for the 21st Century world of work (DepEd, 2012). To further aid educators and guide students in measuring their proficiency in the core subjects of Philippine education, the Performance Assessment of Standards and Skills-Revised (PASS-R) was designed and developed. In the

process of test development of PASS-R, it underwent a series of writing and review by subject matter experts in English, Mathematics, Science, Filipino, and Araling Panlipunan to establish its content validity. It also utilized the item response theory analysis using a 3- parameter logistic model (3PL), which uses discrimination, difficulty, and guessing as parameters. Across grades 1 to 10, 2,037 items in English, 1,664 items in Mathematics, 2,256 in Science, 1,804 in Filipino, and 1,812 items in AP were administered to students of 24 schools across Luzon, Visayas, and Mindanao islands of the Philippines for pilot testing. The initial development resulted in a 40-item test for grades 1-3, a 50-item test for grades 4-6, a 60-item test for grades 7-9, and a 70-item test for grade 10. Recommendations for further validity studies are provided in this research.

A3-3

Development of Panukat ng Ginhawa Buhay: An Initial Validation

Darwin C. Rungduin[1] & Teresita T. Rungduin[2]

[1]Colegio de San Juan de Letran, [2]Philippine Normal University

Indigenizing ginhawa may allow explorations of its psychological dimensions contextualizing Filipino behaviors. However, its personal, fluid, and dynamic nature may pose a challenge regarding how it may be explored locally. This study attempts to objectively assess the Filipino concept of ginhawa and develop a scale showing a comprehensive description encompassing its dimensions. The study used 146 online participants. Items were generated and tested for ginhawa dimensions. Factor analysis identified internal (panloob) and external (panlabas) ginhawa subscales, and some items were eliminated due to weak factor loading. Convergent and divergent validities of the scale were also established. This Ginhawa Scale offers a culturally responsive measurement to assess ginhawa using its bi-dimensional features.
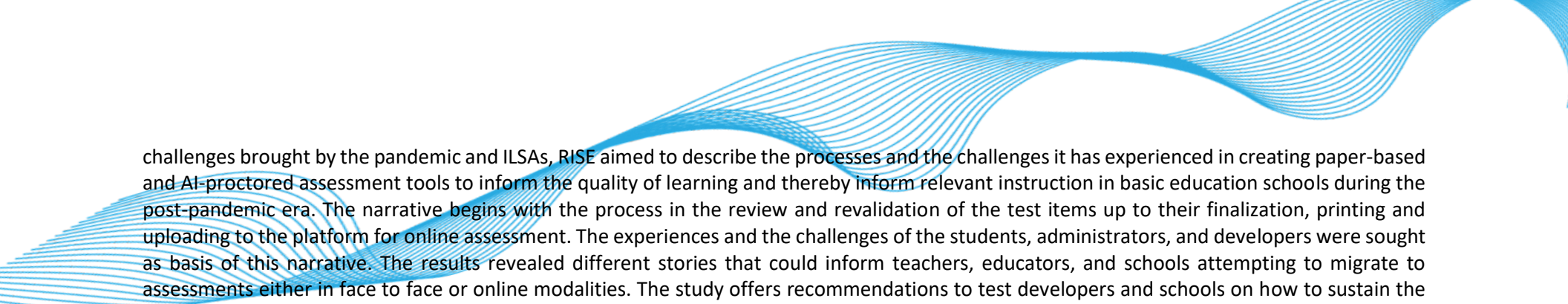
A3-4

Creating 21st Century Assessments in Different Modalities: A Response for Access to Quality Learning in the Post-Pandemic Era

Danda Crimelda Buhain-Garcia[1], Paulo Formalejo[1], Edwin Barba, Jr.[1], & Marilyn U. Balagtas[2]

[1]RISE-Rex Book Store, [2]Philippine Normal University

The COVID-19 global health pandemic has tested the adaptability and creativity not only of schools to continue education amidst crisis but also the assessment companies that provide services to these schools in the administration, analysis, and reporting of assessments to inform the quality of student learning. Hence, during the lockdown, the Rex Institute for Student Excellence, Inc., (RISE), an assessment company in the Philippines, has used this period to create 21t century paper-based and AI-proctored online assessment products and services to reach out to more Philippine schools needing access to quality assessment tools and services. RISE has developed various tests for diagnostic, formative, and summative purposes for Grades 4 to 11 in Mathematics, Science, English, Filipino, and Araling Panlipunan. These tools help address the learning crisis revealed by the dismal results of the International-Large Scale Assessments that the Philippines has participated in, such as the Program for International Student assessment, Trends in International Mathematics and Science Study, and the Southeast Asia Primary Learning Metrics. Given all these

challenges brought by the pandemic and ILSAs, RISE aimed to describe the processes and the challenges it has experienced in creating paper-based and AI-proctored assessment tools to inform the quality of learning and thereby inform relevant instruction in basic education schools during the post-pandemic era. The narrative begins with the process in the review and revalidation of the test items up to their finalization, printing and uploading to the platform for online assessment. The experiences and the challenges of the students, administrators, and developers were sought as basis of this narrative. The results revealed different stories that could inform teachers, educators, and schools attempting to migrate to assessments either in face to face or online modalities. The study offers recommendations to test developers and schools on how to sustain the quality of assessment products and services and how to address the challenges in conducting assessments in different modalities in the post-pandemic era.

CONCURRENT SESSION   A4:   Understanding the Learner

A4-1
Understanding the Learner's Course Completion in the New Norm: Graduation Cohort Analysis
Jay R San Pedro, Cecilia Sy, & Jocelyn Baniago, *iACADEMY Nexus Campus*
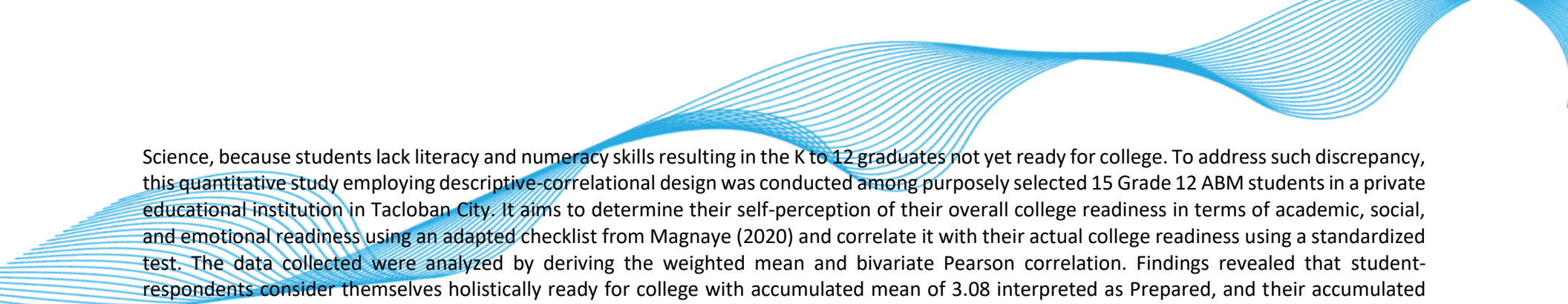
Unprecedented disruption to the learning process was evident due to the pandemic COVID-19. In addition, precedent studies revealed that the learning disruption, loss, and completion is high as a learner advances in the ladder of education. It was also observed that learners opted to discontinue in pursuing their studies due to various reasons. With this, an initial investigation with the learner's course completion through a graduation cohort analysis was carried out in a Philippine Private Higher Education Institution. A quantitative-qualitative research design was considered. Results showed that gender (r = 0.236, p = 0.001 < 0.05) and residency (r = 0.105, p = 0.006 < 0.05) are positively correlated to the length of course completion. On one hand, graduation cohort analysis revealed that 79% of the learners were able to complete their course on-time with an average of 3.72 years and standard deviation of 1.09 years to complete their respective course program. In addition, financial, mental-health, and resources were the emerging reasons for discontinuation of their learning progress. The salient results of this study can be a basis to address relevant issues in offering educational services in the new norm.

A4-2
Self-Perception of Grade 12 ABM Students in a Private Educational Institution in Tacloban City Toward Their College Readiness
Edizon A. Argota & Donnalyn R. Daloraya, *Liceo del Verbo Divino, Inc.*

Students, even high achievers, encounter challenges in transitioning from high school to college due to lack of readiness. In the Philippines, K to 12 program was implemented to equip Filipino students with relevant competencies for college and life skills; however, discrepancies in its effectiveness have been evident in the existing literature. In fact, the Philippines today still ranks low in subjects like English, Mathematics, and

Science, because students lack literacy and numeracy skills resulting in the K to 12 graduates not yet ready for college. To address such discrepancy, this quantitative study employing descriptive-correlational design was conducted among purposely selected 15 Grade 12 ABM students in a private educational institution in Tacloban City. It aims to determine their self-perception of their overall college readiness in terms of academic, social, and emotional readiness using an adapted checklist from Magnaye (2020) and correlate it with their actual college readiness using a standardized test. The data collected were analyzed by deriving the weighted mean and bivariate Pearson correlation. Findings revealed that student-respondents consider themselves holistically ready for college with accumulated mean of 3.08 interpreted as Prepared, and their accumulated Scholastic Ability Index of 90 interpreted Average. There is a very low negative correlation between their self-perception and actual college readiness with -.04 coefficient value. It is recommended that basic education institutions acquire standardized tests readily available for use and design enrichment programs to achieve the competencies expected of them which consequently improve their confidence to pursue higher education.

A4-3
Learning Gaps: Clarifying Educational Beliefs and Values Toward Understanding of the Conversation, Pedagogical, and Policy Implications
Elen Joy Alata –Bruza[1] & Jennifer Dimzon[2]
[1]St. Scholastica's College-Manila, [2]Life Academy International

The COVID-19 pandemic has unveiled new dilemmas and intensified persistent problems in education. The terms learning gap, learning loss, learning poverty, and unfinished learning have become popular and have been used interchangeably to refer to the adverse impacts of COVID-19 on the academic achievement of learners worldwide. How schools, stakeholders, and institutions operationally define these terms determine, to a large extent, the kind of management that will match the goal of filling such concerns and the pertinent needs of the teachers and learners. A deficit-based discussion focuses on the concept of "lost learning" and of students being "behind" a well-established benchmark of achievement. This somehow adds trauma to their experience whereas a holistic and an asset-based approach to the discussion prefers "unfinished" learning to imply giving students time they need to succeed in learning knowledge and skills they missed during the pandemic. This study seeks to examine how the terms learning loss, learning poverty, learning gaps, and unfinished learning are used in literature and what their implications are on policy, on the teachers, learners, and on the teaching-learning process. It also clarifies the underlying educational beliefs and values behind the conversations.

A4-4
Assessing the Performance of Grade 7 Students In Solving Operations on Integers: Basis for the Development of Strategic Intervention Material
Leroy A. Flores, *President Ramon Magsaysay State University*

This study aimed to assess the performance of Grade 7 students in solving problems involving operations on integers as the basis for the development of a Strategic Intervention Material. Through a descriptive research design, the data from 284 Grade 7 students in Iba District, Division of Zambales who are typically adolescents, females, and belonging to poor families, were assessed using a test questionnaire aligned with their curriculum. The findings showed that students performed well in addition, multiplication, and division of integers but have shown poor performance in the subtraction of integers. Their performance in addition and subtraction of integers differs significantly from that of their age variable, but not in multiplication and division. In addition, their performance in the four integer operations differs significantly between their sex variable and not with their family monthly income variable. Based on the result of the assessment, the developed Strategic Intervention Material focusing on the rules of subtracting integers which were evaluated as highly appealing, practical, applicable, meaningful, and useful by adequate experts based on three features: acceptability, applicability, and usefulness. The developed strategic intervention material is highly suggested to be implemented to check its effectiveness with the Grade 7 students.

CONCURRENT SESSION   B: ASSESSMENT OF STUDENTS' LEARNING LOSS

CONCURRENT SESSION   B1:   Assessing Learning Loss and Achievement

B1-1
Predictors of Students' Achievement Scores During Pandemic and Post-Pandemic
Theresse M. Dela Cruz, Pia Marie Therese P. Papa, Arnelli B. Atentar, Jillian S. Navarrete
Rose Arvie R. Dela Cruz, Samantha Mae A. Bringas, & Christel Joy T. Velasco
Global Resources for Assessment Curriculum and Evaluation

The COVID-19 pandemic resulted in school closures that interrupted student learning. Such interruptions could cause students to lose learning opportunities and forget what they have already learned. In response, schools employed alternative learning strategies. Considering the impact of the disruption during and after the pandemic, this study examines age, gender, and socio-emotional competencies as predictors of student academic performance. Data from the Performance Assessment of Standards and Skills (PASS) and Assessment of Social and Emotional Competency (ASEC) from grades 1 through 10 were analyzed using multiple linear regression. The results showed that there is a significant relationship ($p < 0.001$) between English achievement scores and social and emotional competency (SEC) during the pandemic (SY2021-2022) and post-pandemic (SY2022-2023). It was also found that students at higher grade levels scored lower in English, Mathematics, and Science than those at lower grade levels. Although students at higher grade levels had low achievement scores, further analysis showed that students' SEC significantly moderates ($p < 0.001$) the relationship between grade level and achievement scores—the higher the students' SEC level, the higher their achievement scores. The authors provided possible reasons to explain these results as well as recommendations for future studies that can be conducted.

B1-2
The Preparation and Challenges in the Licensure Examination for Teachers: The Case of Social Studies Repeaters
Francis Edward A. Blanco, *Bataan Peninsula State University*

Teaching, as the noblest profession, requires prospective educators to pass the Licensure Examination for Teachers (LET) to be eligible in having a professional teaching license. Passing the LET is not easy since many prospective educators fail and must retake the exam, affecting LET institutional passing rates of various Tertiary Education Institutions (TEIs). This descriptive single case study investigated the preparation and challenges of the Social Studies LET repeaters that graduated from a state university in Central Luzon. Data were extracted from five (5) participants using purposive sampling. Ethical considerations were strictly followed throughout the investigation. Collected data undergo Braun and Clarke's Thematic Analysis (2006) with the help of qualitative analysis software. Data triangulation including in-depth interviews, memos, and reflective journals, was utilized to ensure credibility. Findings revealed that the major preparation of the LET repeaters was only limited to self-review due to other priorities. At the same time, the challenges encountered were a lack of consistent time management, overconfidence, and social pressure. The study recommended that LET takers need to explore and utilize appropriate forms of preparation to enhance their chances of passing the examination. While TEIs should offer assistance to the repeaters through an extension program that would also help in achieving a higher LET passing rate.

B1-3
Learning loss during emergency remote instruction: What do test scores say?
Jonna Marie A. Lim, *De La Salle University*

As Philippine schools prepare to fully reopen after almost three years of closures, stories of loss have dominated, which prompted the present study to investigate the actual impact of emergency remote instruction on student learning. The present study mapped the extent of learning loss experienced by junior high school completers of a private secondary school before and after the emergency remote instruction. Specifically, learning loss was calculated by comparing the standardized test scores a year prior to the pandemic with the most recent scores in Math, Science, and English. Results of the chi-square analysis revealed significant differences between the two cohorts of junior high completers in all three learning areas. The findings suggest that emergency remote instruction of three years led to a significant decline in students' mastery of the target learning competencies, with the deficit more pronounced in Math content areas of Geometry and Algebra. To address the large learning deficits across learning areas, school administrators and teachers should immediately design and implement learning acceleration programs tailored to the individual needs of the junior high completers to prepare them for the demands of senior high school.

CONCURRENT SESSION   B2: Factors of Academic Performance

B2-1

Bridging the Reading Literacy Gap: Identifying the Socioemotional Factors that Foster Reading   Literacy among JHS with Reading Difficulties
Angeline Mercado, *Center for Educational Measurement, Inc.*

A bulk of research in reading literacy focuses on the enablers and the challenges that students encounter as they improve their reading skills. There is also a particular interest in students with learning disabilities related to reading (e.g., dyslexia). Nevertheless, there are only a few papers that focus on the socioemotional experiences of students with such learning disabilities. This paper summarizes and compares the socioemotional experiences at home and at school of students with symptoms of learning disabilities related to reading. Primarily, it attempts to take a look at what kinds of socioemotional support from home and school are likely to enable students with reading difficulties to cope. With the help of reading experts, two junior high school teachers identified students with learning disability symptoms related to reading. These students were grouped based on their performance on an English reading test (i.e., low, average, high). It was found that students who perceive brave space and support from their English teacher are likely to score high on a reading test. High scorers also tend to have more time outside school and read beyond what is require of them in class. This will hopefully give directions for supporting students with reading difficulties specially during the times of learning recovery.

B2-2

Predictive Association between Academic Performance and Aptitude Test
Mary Louise S. Pimentel & Josephine C. Visande
University of Science and Technology of Southern Philippines

This research paper examined the predictive value of two aptitude tests, the Kuhlmann Anderson Test (KAT) and a teacher-made web-based test, on the academic performance of first-year students of a Science and Technology University in the Philippines. A standardized test assessed the cognitive skills related to the learning process, while the web-based test measured an individuals' ability in science, English, and math. The study utilized data from the actual test takers and enrolled first-year students from 2019-2020. The sample was selected using Slovin's Formula, and academic performance was measured using the general weighted average (GWA), verified through the school grading portal. The multiple linear regression results $F_{(4, 340)}=12.396$, $p=0.001$, R square=.127 indicated that both Kuhlmann Anderson Test and English were statistically significant to the prediction, $p < .05$, having Kuhlmann Anderson Test predicted academic performance, $p=0.008$. Likewise, English showed prediction to academic performance, $p=0.003$. Standardized tests, therefore, proved to have better predictive performance over teacher-made tests forwarding the recommendation that standardization of tests in the universities can better place students in their career paths.

B2-3

Screen Time and Sleep Condition Among Grade 12 Students of a Private Educational Institution in Tacloban City
Vanessa C. Collera, *Liceo del Verbo Divino, Inc.*

Pandemic caused students to be more exposed to electronic devices as they pursued their education through distance learning. It has increased their screen time which leads to a longer time of staying awake at night. This research study aims to determine the relationship between screen time and sleep conditions among Grade 12 students. A descriptive-correlational design was utilized to gather the data from 106 Grade 12 student-respondents in a private Catholic educational institution in Tacloban City. Adapted questionnaire was administered to measure the sleep condition indicator and screen time-based sedentary behavior developed by Espie et al. (2014) and Rey-Lopez et al. (2012), respectively. The data were analyzed using frequency distribution, percentage, mean, and Pearson r correlation. Results indicated that screen time and sleep condition have a weak positive correlation which implies when screen time increases, the longer the respondents stay awake at night. However, it does not significantly affect the quality and timing of their sleep. The study recommends students have a complete sleep of 8-10 hours a day, so they can be more active during the day.

CONCURRENT SESSION   B3:   Assessing Students' Learning

B3-1
Assessing the State of the Grade 11 STEM Students' Retention Using Digital Note-Taking in a Private Catholic Educational Institution
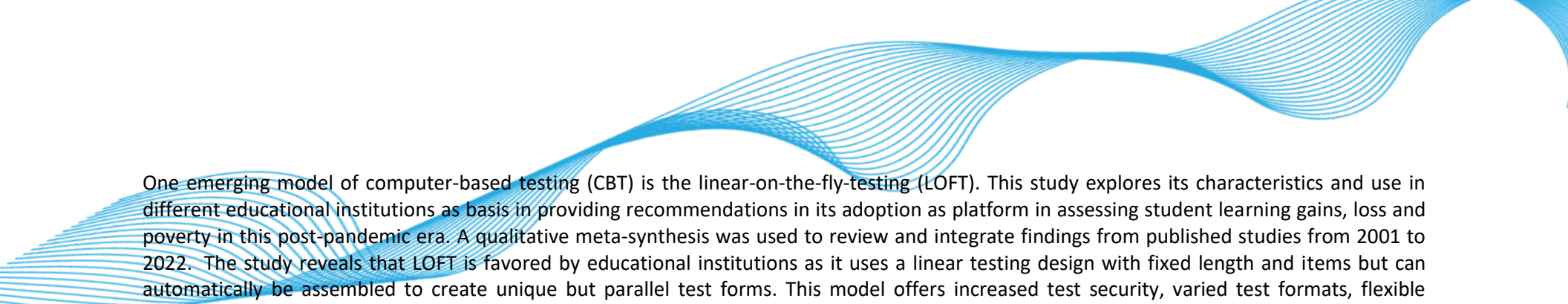Francis Kim V. Navarette, *Liceo del Verbo Divino, Inc.*

Schools temporarily shut down when COVID-19 struck the world leaving teachers to conduct their lessons remotely like online learning. Its advantages became prevalent as more schools observed improved information retention among students. This study aims to determine if digital-based learning aids Grade 11 STEM students to retain information when taking notes digitally in a blended mode of learning. A descriptive quantitative research design was used to survey 102 respondents with the instrument adapted from Granito et al. (2012) on the effect of technology on a student's motivation and knowledge retention. The results indicated a mean of 3.79 interpreted as high which denotes that they mostly agree on digital note-taking improving the retention of their lessons. It cannot be overlooked that they also use learning devices for entertainment and can sometimes be a source of distraction. It is recommended that teachers provide activities that integrate technology for students to use their learning devices for the reason that students retain information when using digital note-taking.

B3-2
Exploring the Use of Linear-On-The-Fly-Testing on Student Assessment for the Post-Pandemic Era
Edwin C. Barba, Jr.[1] & Marilyn U. Balagtas[2]
[1]*RISE - REX Bookstore,* [2]*Philippine Normal University*

One emerging model of computer-based testing (CBT) is the linear-on-the-fly-testing (LOFT). This study explores its characteristics and use in different educational institutions as basis in providing recommendations in its adoption as platform in assessing student learning gains, loss and poverty in this post-pandemic era. A qualitative meta-synthesis was used to review and integrate findings from published studies from 2001 to 2022. The study reveals that LOFT is favored by educational institutions as it uses a linear testing design with fixed length and items but can automatically be assembled to create unique but parallel test forms. This model offers increased test security, varied test formats, flexible administration schedules, and more accurate and efficient creation of parallel test forms through creation of a fixed item bank. The researcher recommends use of LOFT as a viable alternative to the traditional paper-and-pen tests applied in student assessment and even in certification, licensure, and entrance examinations in the Philippines in this post-pandemic era as a better platform in assessing learning gains, loss, and poverty of students in any educational institution.

B3-3
Enhancing Junior High School Students Reading Literacy by Examining the Connections between Performance, Reading Habits, and Attitude: A Case Study
Noelyn H. Curutan, *Center for Educational Measurement, Inc.*

Initiatives have been implemented to provide students with the reading skills they need to become proficient and independent readers. One initiative, Basa Pilipinas (Read Philippines), a USAID-funded project, transformed reading instruction, improved reading delivery systems, increased access to quality reading materials nationwide, and tested innovative models for reading remediation and ICT integration in reading classrooms. Other promising interventions that have been proposed for developing competent independent readers include developing effective reading habits and positive attitudes. Reading habits provide a study schedule that students often follow consistently whereas an individual's attitudes are their favorable or negative evaluation toward objects, persons, groups, issues, or concepts. Separate studies have indicated a positive relationship between reading habits and academic achievement in English and that study attitudes were connected to academic achievement. This paper aims to add to the research base by examining how reading performance, habits and attitudes relate to one another among Grade 9 students at a public school in Mindanao using student profiles and reading test data. The school was particularly selected as several provinces in the region have high rates of dropout, below-average enrolment rates, and low reading and math performance. The findings show that students' reading test performance varies depending on their habits and attitudes. Supporting students' routines and attitudes could contribute to the recovery of learning.

CONCURRENT SESSION   B4:   Factors of Students' Learning

B4-1

Association between Active Commuting to School and Academic Performance of Grade 7 Student Commuters in a Private Catholic Educational Institution
Ronnie O. Daganasol, *Liceo del Verbo Divino, Inc.*

Commuting has become indispensable to people's daily lives, particularly students whose commuting is described as active commuting to school (ACS). They are confronted with some preexisting traffic issues resulting in stress and exhausted muscles during travel. The threat posed by COVID-19 now even compounds as they transition to limited face-to-face learning. Investigating how it affects the student's academic performance at the onset of a blended mode of learning is crucial, especially in how the school can facilitate this transition from online learning to onsite learning. This study primarily aims to determine the relationship between ACS and students' academic performance. A descriptive correlational research design was employed to achieve this objective. Data were collected using an adapted instrument developed by Mchelu (2015) and Pajarillo-Aquino (2019) in 84 randomly selected Grade 7 student commuters who qualified for the inclusion criteria. The findings showed that the accumulated average of the respondents is 89.708, which means they are very satisfactory in their performance. Their level of perceived effects toward commuting is interpreted as high, with an overall mean of 3.574. The coefficient value for the correlation between the two variables is .336, with a relationship level of weak positive correlation and a significance level of .002. Thus, the perceived effects of commuting on the respondents do not significantly affect their academic performance. It is recommended that teachers design learning opportunities for students to improve their personal development and social engagement with the school community.

B4-2
Improving Grade 12 Learners' Research Skills Using Inquiries, Investigation, and Immersion Standardized Modules
Daisy M. Orcine, *Pres. Corazon C. Aquino High School*

This action research aims to determine the impact of standardized modules on the research skills of 12th-grade students at President Corazon C. Aquino High School (PCCAHS), located in the Baseco slum area. The study is based on the independent learning paradigm, emphasizing the value of students taking responsibility for their education while getting peer assistance and guidance. Thirty 12th-grade students from Matiyaga class will be selected as participants based on their first-semester grades. The main instrument for data collection will be a validated 30-item multiple-choice pre-test and post-test, both of which will be teacher-made and taken from the modules used in the second semester of the academic year 2022-2023. The research will use a one-group pretest posttest design. This means that the outcome of interest will be measured before and after a specific intervention is given to the same group of participants. This action research will contribute to the existing literature on standardized modules' effectiveness in improving students' research skills. The study's findings may have implications for developing effective teaching strategies that promote independent learning and communication in educational settings. Finally, the study's conclusion showed how effective the same modules were in the face-to-face lessons, like in the modular and online classes, due to the pandemic. Standardized Inquiries, Investigations, and Immersion modules improved research skills by 89.76%.

B4-3
Exploring Blended Learning Modality in Teaching Physical Education: The Case of a Private School
Lourd Ive Maderazo Visbal, *Liceo del Verbo Divino, Inc.*

Blended Learning (BL) is an educational modality in which traditional in-person classes are supplemented or assisted by technology through online sessions. This study aimed to explore the implementation of BL in teaching Physical Education (PE). This study utilized a qualitative approach, specifically a case study design. In collecting the data, a self-made semi-structured interview guide was utilized in interviewing three (3) PE teachers and twenty (20) learners who were the participants of the study. The data obtained from the participants were analyzed using the case study analysis structure. The results of the study are divided into two sections. On the one hand, the first section focused on the manner of implementation of BLM in teaching PE which revealed four (4) major themes: (1) blended learning through rotational cycle; (2) blended learning via suitable teaching methodologies; (3) making blended learning work by considering problems, issues, and concerns; (4) addressing concerns of blended learning modality through a specific coping strategies. On the other hand, the second section presented different pros and cons in preparing materials, teaching the learners, doing performance tasks and written tasks, and attending classes. In conclusion, despite being planned before the implementation, using blended learning, especially during online classes, is challenging to both teachers and students of PE. Finally, it is recommended to evaluate the implementation of this modality in teaching practical courses, such as PE, and create a plan to ensure the effective utilization of blended learning.

CONCURRENT SESSION C:
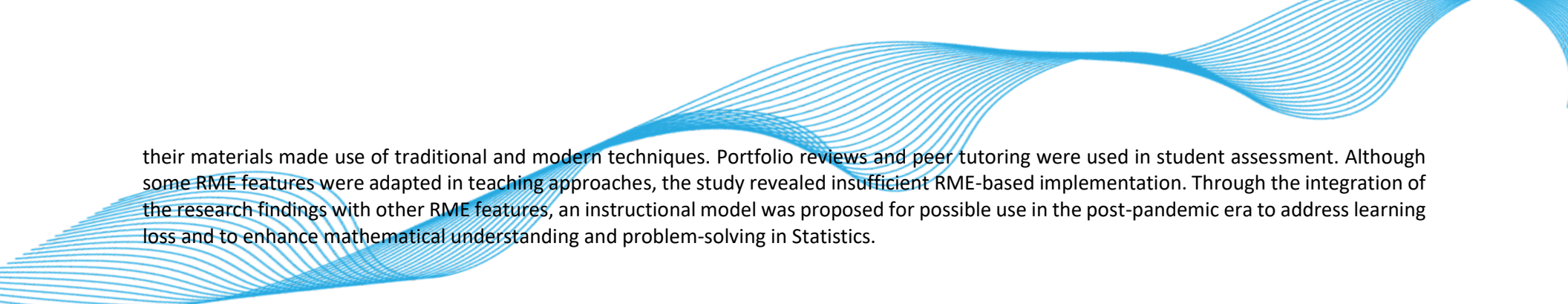**Impact of Pandemic Disruptions on Student Achievement and Growth**

CONCURRENT SESSION   C1:   Initiatives in the Post-Pandemic Era

C1-1
Exploring Realistic Mathematics Education in Statistics Teaching for Post-Pandemic Use
Melanie M. Lalim & Marilyn U. Balagtas, *Philippine Normal University*

The COVID-19 has resulted in significant global learning loss particularly in mathematics. Such pandemic impact necessitates exploration of more effective teaching approaches to address learning loss. Several studies suggest that Realistic Math Education (RME), is an effective approach in improving students' mathematical understanding. Hence, this study explored the use of RME in teaching Statistics before and during the pandemic as input to its use this post pandemic era. This qualitative-phenomenological study explored use of RME in the teaching of Statistics of selected high school teachers who claimed to use its features. The study revealed that teachers adapted RME in consideration of student aptitude and with the inclusion of technology and real-world circumstances. Differentiation and group activities were used in pedagogical methods and

their materials made use of traditional and modern techniques. Portfolio reviews and peer tutoring were used in student assessment. Although some RME features were adapted in teaching approaches, the study revealed insufficient RME-based implementation. Through the integration of the research findings with other RME features, an instructional model was proposed for possible use in the post-pandemic era to address learning loss and to enhance mathematical understanding and problem-solving in Statistics.

C1-2
Portfolio Assessment in Homeschooling: Trends and Applications in the Post-Pandemic Era
Adrian D. Lampos & Marilyn U. Balagtas, *Philippine Normal University*
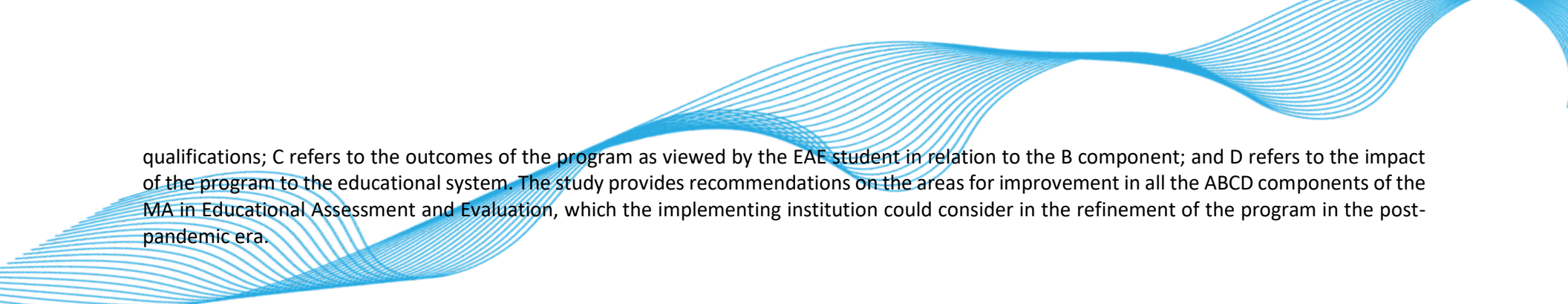
Homeschooling has developed as an alternative educational approach, with an increasing number of families opting for this form of education for their children. As homeschooling gains popularity, the need for effective assessment methods becomes crucial to ensure educational quality and accountability. The use of portfolio assessment or portfolio review in homeschooling has been a longstanding practice and has been utilized by homeschooling providers and families for decades. This literature review explored the use of portfolio assessment in homeschooling, focused on emerging trends and potential future directions. Extensive analysis of scholarly literature, academic databases, and educational journals from 2013 to 2023 was conducted to provide a comprehensive overview. The use of portfolio assessment in homeschooling has several advantages, including the ability to record comprehensive learning experiences, encourage self-reflection, and facilitate individualized education. However, challenges include standardization, reliability, and external evaluation. Future applications include leveraging digital technologies, establishing evaluation standards, and exploring collaborative assessment approaches. This review provides significant insights for educators, policymakers, homeschool providers, and homeschooling parents as it directs them toward more meaningful and valid portfolio assessment to better gauge the learning gains and learning recovery in the post- pandemic era.

C1-3
Using Ochave's ABCD Model in Evaluating a Master's Program in Educational Assessment and Evaluation: Basis for a Post-Pandemic Program Offering
Alexis C. Pradillada A, Jay-Art Agustin, Edwin Barba, Jr,
Ruby Del Rosario. & Marilyn U. Balagtas, *Philippine Normal University*

Evaluation plays a vital role in the improvement of any educational program. Hence, this study aims to evaluate a Master's program in Educational Assessment and Evaluation (EAE) offered in a Teacher Education Institution in the Philippines. It made use of the Ochave's ABCD Evaluation Model to evaluate four components of the program where A refers to the characteristics of the students enrolled in the program; B refers to the processes and operations of the program with seven (7) subcomponents that focus on compliance to the standards set by the Commission on Higher Education, program description, program framework, program outcomes, curriculum structure, course offerings, course descriptions, and faculty

qualifications; C refers to the outcomes of the program as viewed by the EAE student in relation to the B component; and D refers to the impact of the program to the educational system. The study provides recommendations on the areas for improvement in all the ABCD components of the MA in Educational Assessment and Evaluation, which the implementing institution could consider in the refinement of the program in the post-pandemic era.

CONCURRENT SESSION C2:   Educational Experiences During The Pandemic

C2-1
Exploring Teachers' Narratives of the Assessment Process in a Modular Learning Modality

Richard DLC Gonzales[1], John Lawrence T. Ambrocio[2], Rhoda C. Lazaro[3]
Alma M. Rabusa[3], & Archie C. Longasa[3]
[1]Inno-Change International Consultants Inc., [2]University of Cagayan Valley
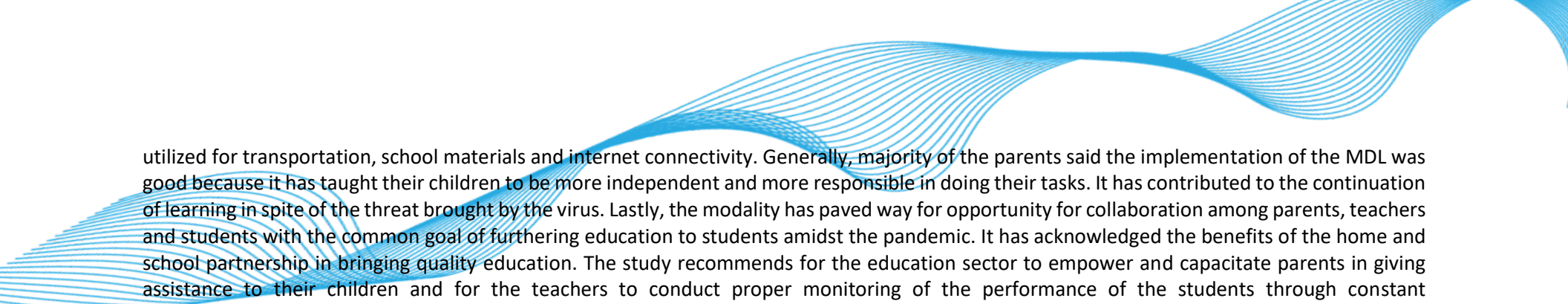[3]Department of Education, Gattaran Central District

This study aimed to explore the narratives of teachers who were using a modular learning modality in the assessment process during the COVID-19 pandemic. The researchers conducted a qualitative research design and collected data through interviews with eight (8) teachers with experience with the modular learning approach. The findings from the teachers' narratives revealed that teachers enjoyed the flexibility offered by the modular approach. However, they also reported challenges related to the assessment process, such as keeping track of students' progress and ensuring fairness in grading. The study highlights the need for ongoing support and training for teachers to improve their assessment practices in modular learning. The study provides important insights into the assessment process in modular learning and sheds light on how to improve it and how support learning recovery through systematic student learning assessment.

C2-2
Unpacking People's Understanding and Experiences of Distance Learning in Selected Secondary Schools in Partido District

Christina Lim, Luz Tria, & Yumi Vivien De Luna, *Partido State University*

The Modular Distance Learning (MDL) emerged as the most appropriate and preferred learning modality for parents with children during the COVID-19 pandemic. This study examined the role of the parents in the implementation of MDL. It was anchored on parental involvement theory which states that parents engage in the children's education. Findings revealed that most parents are not ready for the learning modality due to its abrupt implementation. Most children need assistance in going through the modules. With this, most parents have involved themselves while their children are going through with the learning materials. The most common problem among the parents is the lack of financial resources to be

utilized for transportation, school materials and internet connectivity. Generally, majority of the parents said the implementation of the MDL was good because it has taught their children to be more independent and more responsible in doing their tasks. It has contributed to the continuation of learning in spite of the threat brought by the virus. Lastly, the modality has paved way for opportunity for collaboration among parents, teachers and students with the common goal of furthering education to students amidst the pandemic. It has acknowledged the benefits of the home and school partnership in bringing quality education. The study recommends for the education sector to empower and capacitate parents in giving assistance to their children and for the teachers to conduct proper monitoring of the performance of the students through constant communication and consultation with parents.

C2-3
Assessment Practices of Teachers in a Teacher Education Institution (TEI) During the Covid-19 Pandemic
Martin L. Nobis, Jr., *University of Eastern Philippines-Laoang Campus*

The shift to remote teaching-learning processes and assessment may have significant implications for the quality of teachers who will educate future generations. The study focused on the assessment practices of teachers in a teacher education institution. Specifically, it aimed to: determine the level of assessment tools utilization, experiences, solutions and suggested ways to improve assessment during the pandemic. The assessment tools used by the respondents are essay-type and project-based assessment and performance tasks/demonstration, and the tools rarely used were rearrangement and analogy. The positive experiences were the enhancement of knowledge and skills in technology, enhancement of teaching strategies, enhancement of study habits and low cost, while negative experiences of respondents were low reliability and validity of the assessment, academic dishonesty, late submission, technology-dependent, overloaded outputs to be checked and poor study habits of students. Solutions made were regular monitoring and feedback, conducting an authentic assessment, time management, validation, and counter-checking of students' output. Respondents suggested support from the administration, regular monitoring and feedback, digital tools utilization, utilizing different authentic assessment tools, and conducting a face-to-face assessment.
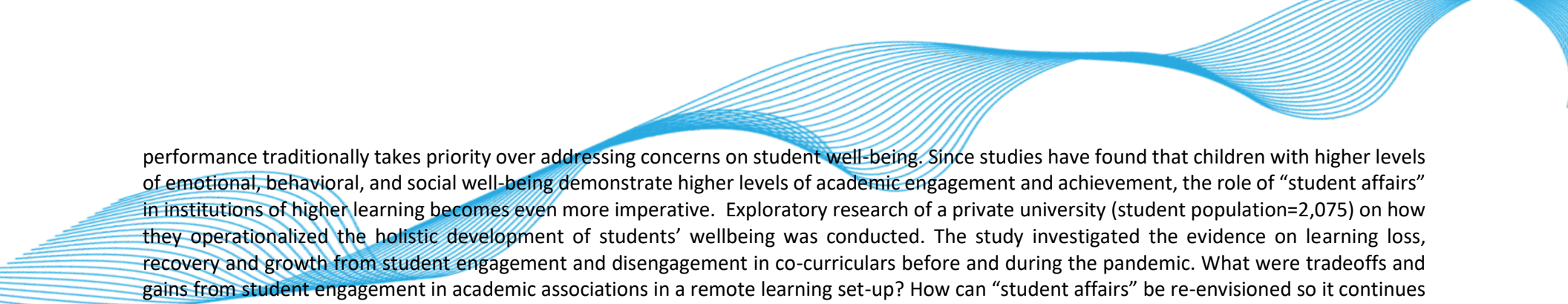
CONCURRENT SESSION   C3:   Analysis of Learners' Competencies

C3-1
Student Engagement in Co-Curriculars Before and during the Pandemic: Evidence and Insights on Holistic Learning Recovery and Growth
Stella Marie M. Urbiztondo, Lexie C. Estacio, Cecilia M. Resurreccion,
& Ma. Concha B. De la Cruz, *University of Asia and the Pacific*

The COVID-19 global pandemic was more than a health crisis. It presented the right opportunity to transform the quality of our students' learning experiences by highlighting the fact that their well-being is interconnected to academic outcomes. In the Southeast Asia region however, academic

performance traditionally takes priority over addressing concerns on student well-being. Since studies have found that children with higher levels of emotional, behavioral, and social well-being demonstrate higher levels of academic engagement and achievement, the role of "student affairs" in institutions of higher learning becomes even more imperative. Exploratory research of a private university (student population=2,075) on how they operationalized the holistic development of students' wellbeing was conducted. The study investigated the evidence on learning loss, recovery and growth from student engagement and disengagement in co-curriculars before and during the pandemic. What were tradeoffs and gains from student engagement in academic associations in a remote learning set-up? How can "student affairs" be re-envisioned so it continues to support students' well-being amid disruptions? Insights are shared on how "student affairs" enabled students to focus better on their studies, grow and mature resulting in enhanced student learning outcomes as evidenced by better retention and progress toward graduation.

C3-2
Math Motivation and Performance of Junior High School Students In Blended Learning
Sherwin Vill S. Soto, *Gen. Licerio Geronimo Memorial National High School*

The study verified the relationship between math motivation and math performance of students in blended learning modality. Using purposive sampling, 180 grade 8 students from a public school in Rizal were selected. The researcher administered a 34-item motivation scale to assess the motivation level and a 30-item math test to determine the level of math performance. Results revealed that the students in blended learning have high motivation (Mean = 3.63; SD =.48). A similar result was found on six out of eight subconstructs of motivation (task, effort, affiliation, social concern, praise, and token). The results of the correlation analysis assert that mathematics motivation and mathematics performance are significantly related to each other (r= .17). The relationship extends to the five subconstructs of motivation. The subconstructs task and effort have a significantly low relationship with math performance. The subconstructs affiliation, social concern, and praise have a significant negligible relationship with mathematics performance. In terms of predictive power, math motivation can predict the math performance of students in blended learning (F (1.178) = 5.264; p = .023). The computed adjusted of .023 suggests that 2.3% of the variance in mathematics performance is accounted for the variance in mathematics motivation. When it comes to the subconstructs of motivation, task, effort, social concern, and praise significantly predict math performance.

C3-3
Social and Emotional Learning Competency Among Elementary Pupils in a Private Catholic Educational Institution in Tacloban
Dean Brando M. Cinco, *Liceo del Verbo Divino, Inc.*

Social-emotional competence (SEC) is crucial to an individual's well-being, especially for young children. It is acquired by children through interactions with their peers wherein the school as a vital social context plays a crucial role in developing such competence. However, many schools transitioned to online learning due to restrictions caused by the pandemic inhibiting physical interactions among other learners and teachers. As

these restrictions were now gradually lifted and the schools are back to face-to-face classes, this study aims to investigate whether the school promotes student-teacher relationship and school connectedness at optimal conditions to foster SEC. This is quantitative research adhering to descriptive research design where 109 elementary pupils aged 9-12 years old in a private Catholic educational institution were selected through clustered sampling as respondents. The data were collected using Social-Emotional Competence Questionnaire by Zhou and Ee (2012), School Connectedness Scale by Parker et al. (2008) and Student Version of the Teacher Student Relationship develop by Ang et al. (2020) and were analyzed by deriving the mean. The findings showed an overall mean of 4.21 translated as "slightly not true of me" for the statements in the Social-Emotional Competence Scale. Similarly, the relationship with their teacher revealed "somewhat true of me" interpretation with 3.09 mean. Thus, elementary pupils have an average level of SEC. It is recommended that teachers integrate socially interactive learning strategies and establish stronger rapport, and the school administrator provides an engaging learning environment to improve pupils' SEC.

CONCURRENT SESSION   C4:   The Pandemic Effect and Technology-Oriented Learning

C4-1
An Analysis of College Students' Perceived Learning Loss and Gains in Online Learning
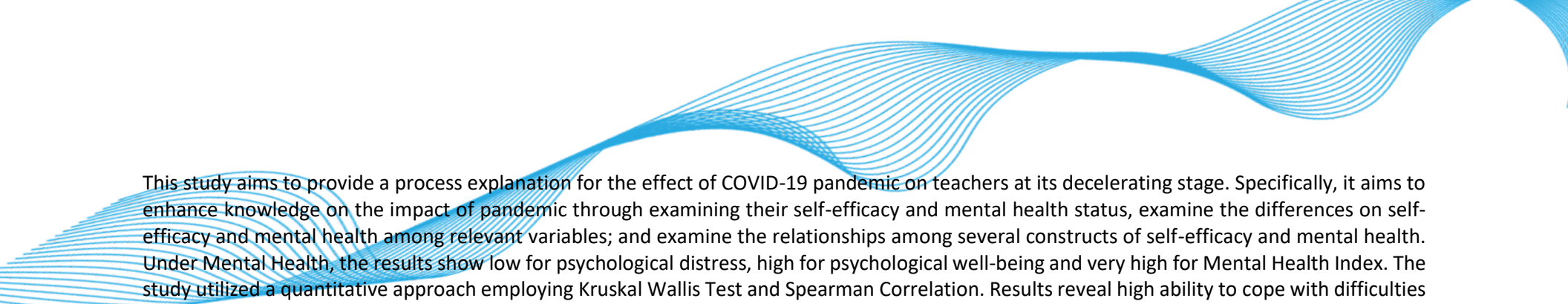Violeta C. Valladolid[1] & Rene S. Valladolid[2]
[1]De La Salle University, [2]De La Salle- College of Saint Benilde

One of the effects of school closures during pandemic is learning loss. Most studies made use of achievement tests for analyzing learning loss and gains. However, learning loss and gain can also be presented in terms of development or deterioration of non-cognitive factors. This study sought to determine the effects of online learning on college students based on Bandura's ternary learning theory. According to Bandura, learning occurs in a social context with a dynamic and reciprocal interaction among three elements: learning behavior, learning cognition (e.g., motivation), and learning environment. Studies also have shown that these variables affect academic performance/outcomes in the online courses. The study involved 360 college students enrolled in hybrid classes who responded to standardized scales. Data were analyzed using descriptive statistics, correlation, and regression analysis. Results showed significant and positive relationships among the three variables. The three variables also significantly predicted perceived academic performance, explaining 53% of the variance in the dependent variable. Students also reported having more learning gains than losses in online learning. It is recommended that teachers come up with teaching strategies, activities and learning environment that will best motivate students in online learning modality. Students are also encouraged to be engaged extensively in their online classes to be able to achieve good learning outcomes.

C4-2
The Aftermath of COVID-19 Pandemic: Examining Teacher's Self-Efficacy and Mental Health
Yumi Vivien V. De Luna, *Partido State University*

This study aims to provide a process explanation for the effect of COVID-19 pandemic on teachers at its decelerating stage. Specifically, it aims to enhance knowledge on the impact of pandemic through examining their self-efficacy and mental health status, examine the differences on self-efficacy and mental health among relevant variables; and examine the relationships among several constructs of self-efficacy and mental health. Under Mental Health, the results show low for psychological distress, high for psychological well-being and very high for Mental Health Index. The study utilized a quantitative approach employing Kruskal Wallis Test and Spearman Correlation. Results reveal high ability to cope with difficulties encountered under student's engagement (SE), instructional strategies (IS) and online classroom management (OCM). There is a significant difference on self-efficacy along age, years of teaching and mode of teaching. There is also significant difference on level of anxiety and depression along age and rank. A significant correlation was obtained between the areas of self-efficacy with general positive effects. Generally, there is high sense of self-efficacy and low level of psychological distress among teachers during the aftermath of the COVID-19 pandemic. A comparative study on pooled data may then be conducted by including pandemic data as "control group" to determine differences on sense of self-efficacy and mental health during the aftermath of pandemic to validate the claim of the present study. Researchers should consider other potential variables that may affect teacher's self-efficacy and mental health under the post-pandemic contexts.

C4-3
The Technological-Innovative-Entrepreneurial Readiness (TIER) Model: Humanizing Careers in STEM for Industry 4.0
Maria Felicitas M. Mamauag, *Liceo de Cagayan University*

When the Fourth Industrial Revolution started to unfold, the demands of the world of work also changed. The unprecedented Covid-19 pandemic coupled with the ever-changing technology caused more havoc and paradigm shifts in the economy, business, and society in general. It is not only changing the "what" and the "how" of doing things but also "who we are". This inevitable change certainly brought about disruptions on how we learn, earn, work and live. So how do educational systems better prepare the learners to adapt and harness the disruptions of the Fourth Industrial Revolution as well as the pandemic crisis? Is there a silver-bullet solution to address the issues and challenges that are evolving to better shape the future of the next generation? How does Education 4.0 work to match with Industry 4.0? But how can we humanize learning science and technology for learners to be better equipped with the evolving demands of the workplace in the Fourth Industrial Revolution? The learners must not only be adept with the use of technology but also cultivate a new mindset as well as human skills such as collaborative leadership, social-emotional intelligence and critical thinking. This paper introduces the TIER Model which exemplifies a holistic student formation towards equipping students to become ready to face the demands of the Industry 4.0.