

Transformative Assessment: A Tool in Improving Performance Tasks of Grade 11 Students in Language Subjects

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ABSTRACT

Transformative Assessment is designed to help learners acquire mastery in the language field. This will help learners realize the significance of each assessment they will undergo. This assessment is different from traditional assessments since learners are given a series of outputs connected to their final activity. This research intends to analyze the efficacy of Transformative Assessment as a technique for enhancing the performance tasks of Grade 11 students in language subjects. The researchers conducted a pre-test to determine which competencies needed the Transformative Assessment Tool. After this, an intervention was conducted. To evaluate the efficacy of the transformative assessment, the researchers administered a post-test and employed a z-test to determine the difference between the outcomes. The result showed substantial discrepancies between the scores. Furthermore, the researchers conducted focus group discussions to gather feedback from the students and gain a deeper understanding of their perspectives on the transformative assessment process.

Keywords: Transformative Assessment; Language; Learner Engagement; Student-centered Assessment

Introduction

Collaborative assessment in the classroom is crucial for both teaching and learning, as it requires the active participation of both teachers and students, according to DepEd (2015). This form of assessment offers a comprehensive analysis of students' existing and emerging skills by entrusting them with the responsibility for the evaluation process. It acknowledges the variety of learners in the classroom and emphasizes the importance of employing various techniques to assess their distinct talents and learning prospects. Additionally, it involves learners as active contributors to the assessment process. In a study by Sharma (2021), the transformative assessment approach that is correlated with it is highly sought after in the current era of information technology. Given that information is shared rapidly across the world, it is essential to have a global culture that recognizes and attends to everyone's needs. Consequently, student evaluations are now conducted separately from year-end activities, and no longer rely on a single examination system to determine the student's performance. The learner is now not only actively involved in the learning process but also wants to judge their learning achievements. The assessment system no longer involves the learner as a passive participant. Self-assessment, peer assessment, and teacher assessment are now required when the collective approach is widely regarded as the most effective method for creating a comprehensive 360-degree report card that evaluates the learner's overall development. Department of Education Order no. 8 s. 2015 states that assessing students in the classroom is a mandatory aspect of implementing a curriculum. Through these means, educators can monitor their students' development over time and modify their lessons accordingly.

The utilization of assessment tools, such as written and oral tests, is crucial in classroom activities (Sabijon, 2021). Teachers frequently administer various evaluations to make important decisions regarding instruction and

promotions. It is worth noting that many standardized tests and other assessments are not designed to measure individual progress and development within a classroom. Nonetheless, assessment tools can serve multiple purposes and can be effectively utilized. Even though teachers have modified their lesson plans and teaching techniques to ensure that they deliver high-quality teaching and learning, some students still choose to sit passively through class and submit low-quality performance tasks, which often leads to failing grades or very low grades. However, there are some things to consider when submitting pupils' substandard tasks.

Transformative Assessment is designed to help learners acquire mastery in the language field. This will help learners realize the significance of each assessment they will undergo. This assessment is different from traditional assessments in that learners no longer focus on multiple-choice tests, true/false tests, short answers, or essays (Fasih, 2022). Rather, learners are given a series of outputs connected to their final activity. Examples of this type of assessment are Idea Generation Session, Graphic Organizer Exercise, Topic Outline Development, Comparative Analysis, Real-life Applications, Discussion of Multiple Viewpoints, Critical Reading Response, Assigned reading and instructing students to write a critical response, Analyze a book review or article critique, Creating a literature review, Developing a Research Report, Crafting a project proposal, Writing A Position Paper, Text Writing, Data Grasping, Gallery Walk, Cause and effect, etc. This research intends to analyze the efficacy of Transformative Assessment as a technique for enhancing the performance tasks of Grade 11 students in language subjects.

Methodology

The study participants were Senior High School students from a public school in the Philippines. They were chosen because they reported encountering difficulties in creating their performance tasks. The effectiveness of transformative assessment was evaluated using a pre-test and a post-test. Additionally, focus group discussions were conducted to collect data on their perceptions of using transformative assessment. The intervention's effectiveness was assessed by analyzing the collected data with mean scores, percentage scores, and standard deviations. To assess the significance of any differences between the pre-test and post-test results, the Z-test was employed (Tabalis, 2019). The results from the focus group discussion were interpreted from the collected data using discourse analysis.

Results and Discussion

Perceptions of Students in Using Transformative Assessment

In the focus group discussions, researchers uncovered several perceptions among students regarding the use of Transformative Assessment. Firstly, participants expressed that Transformative Assessment serves as a highly beneficial tool in attaining the desired competency. Secondly, students highlighted that the implementation of transformative assessment allows them to grasp the concepts of the subjects gradually. This is attributed to their engagement in a series of activities that specifically target the achievement of learning competencies in language subjects. This is shown in the responses below:

I was able to achieve output because of the formative activities given to us. Transformative assessment encourages me to delve deeper into the subject matter beyond memorization and surface-level understanding. This prompts me to think critically, analyze concepts, and make connections, which enhances my overall comprehension. Participant 1

The more precise the activities, the more they will lead us to the performance tasks of the subjects. We were able to work more efficiently and the competencies were met. Through transformative assessment, I am encouraged to reflect on my learning process, identify my strengths and weaknesses, and set goals for improvement. This self-awareness and ability to monitor my progress foster a sense of responsibility for my education and empower me to take charge of my learning. Participants 2

The final exams were much easier, as we had different activities. This helped us to achieve much higher grades. One of the key benefits of transformative assessment is the feedback that is provided. Instead of just receiving grades, I received constructive feedback that helped me understand where I went wrong, what I did well, and how I could improve. This feedback guided my learning and enabled me to make targeted efforts to enhance my performance. Participants 3

Transformative assessment encourages me to embrace challenges and view setbacks as opportunities for growth. Focusing on the process of learning rather than just the outcome, cultivates a growth mindset within me, in which I see mistakes as stepping stones to success and strive for continuous improvement. Participant 4

By employing this intervention, teachers can teach competencies to learners more effectively. Additionally, this approach improved the learning styles of students, allowing them to better understand the lessons and master their competencies through a series of activities. Therefore, students' perceptions were evident through the activities and results of using the tool as an intervention. Consequently, transformative assessments are effective in promoting student advancement.

Pre-Test and Post-Test Scores

Table 1 and 2 indicate that the results are statistically significant at $p < 0.05$. The results of the pre-test and post-test indicate a significant increase in students' scores in both Filipino Language and English Language subjects utilizing transformative assessment. This underscores the efficacy and substantial impact of the intervention, as evidenced by the z-test results (Middelleyin, 2022). The implementation of this intervention enables educators to impart competencies to learners more easily. Additionally, it enhances students' learning styles, enabling them to comprehend the lessons thoroughly and master competencies through a range of activities. Consequently, students' perceptions were evident in the conducted activities and results, validating the utility of the tool as an intervention. Hence, transformative assessment proved to be effective in fostering student progress.

Table 1: Results of pre-test and post-test for Filipino Language subject

Participants	Mean		Test statistics		Remarks
	Pre-Test	Post-test	Z-Value	P-value	
Section 1 (n=51)	22.73	37.12	14.05	0.05	Significant
Section 2 (n=56)	23.27	34.55	11.32	0.05	Significant
Section 3 (n=47)	23.79	36.89	19.75	0.05	Significant

Table 2: Results of pre-test and post-test for English Language subject

Participants	Mean		Test statistics		Remarks
	Pre-Test	Post-test	Z-Value	P-value	
Section 1 (n=51)	26.75	41.31	15.66	0.05	Significant
Section 2 (n=56)	23.32	36.89	11.32	0.05	Significant
Section 3 (n=47)	23.59	37.65	13.27	0.05	Significant

Effectiveness of Transformative Assessment in attaining the advancement of students

Transformative assessment is a powerful approach to learning that fosters critical thinking, analysis, and self-reflection. By encouraging students to engage beyond memorization and surface-level understanding, transformative assessment promotes deeper comprehension and a greater sense of responsibility for one's education. The different activities and feedback provided as part of this approach enable students to identify their strengths and weaknesses, set goals for improvement, and make targeted efforts to enhance their performance. The collaborative nature of transformative assessment also fosters important skills such as communication, teamwork, and problem-solving. Overall, transformative assessment empowers students to take charge of their own learning and cultivates a growth mindset, in which setbacks are viewed as opportunities for growth and continuous improvement is sought.

Transformative assessment constitutes a method of assessment that surpasses conventional grading techniques. It focuses on delivering comprehensive, constructive feedback, which enables students to comprehend their strengths and areas that need improvement. This innovative approach allows students to learn from their missteps and apply concentrated efforts to enhance their performance. By integrating transformative assessment into the educational process, educators can facilitate students' development of deeper comprehension of the subject matter and foster their growth into more self-motivated learners.

Overall, the transformative assessment has had a profound impact on my academic journey. It helped me develop a deeper understanding of the subjects I study, fostered my metacognitive skills, provided me with valuable feedback, instilled a growth mindset, and facilitated meaningful collaboration with my peers. Indeed, it is an effective approach that has propelled my advancement as a student.

The results of the pre- and post-test clearly indicated a significant increase in students' scores. This underscores the efficacy and substantial impact of the intervention, as evidenced by the z-test results (Middelleyin, 2022). The implementation of this intervention enables educators to impart competencies to learners more easily. Additionally, it enhances students' learning styles, enabling them to comprehend the lessons thoroughly and master competencies through a range of activities. Consequently, students' perceptions were evident in the conducted activities and results, validating the utility of the tool as an intervention. Hence, transformative assessment proved to be effective in fostering student progress.

Conclusions

It was concluded that based on the results, transformative assessment has a great impact on learners, considering that it helps learners attain improvement in the learning competencies of language subjects. The results show that there are significant differences between the pre-test and post-test; therefore, the intervention tool Transformative Assessment manifested efficacy in attaining the advancement of the students in competencies used in language subjects. It is prominent that this kind of intervention will help teachers teach lessons and their competencies. In addition, students will have the ease of understanding and attaining competencies. Transformative assessment is vital for the learning process. The researchers recommended continuing the intervention to the next school year as it showed efficacy as an intervention.

Contributions of Authors

This research has only one author, and the final version of this work is reviewed and approved.

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Conflict of Interests

The author declares no conflicts of interest.

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