

Effectiveness of Performance-Based Assessment Tools (PBATs) and the Students' Academic Performance

Fahad Abdul Salendab^a, Yolanda Cruspero Dapitan^b

^a Author, Sultan Kudarat State University

^b Co-Author, Sultan Kudarat State University

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Abstract: Man tries to learn his surroundings by showing tendencies such as discovering, researching, asking questions, and noticing the relationships between objects. In other words, he tends to understand the world he lives in with various judgments. Therefore, it is important to raise individuals with advanced reasoning skills, mathematical thinking skills, proofing skills, problem solving skills, metacognitive knowledge, skills or qualifications. It can be said that this can only be possible with the right teaching models, methods, techniques and teachers who can use them in the most efficient way. In this context, the aim of the study is; To determine the difficulties in the preparation process for LGS, which has been implemented in our country since 2018, and the reflections of LGS on mathematics education applied in schools within the framework of the opinions of mathematics teachers and make suggestions accordingly. In the study, the screening model was adopted because it was tried to portray the thoughts of a certain group of participants on a subject. The sample of the study; It consists of 110 mathematics teachers who attended 8th grade classes in the 2018-2019 academic year. The data obtained from teachers' opinions were analyzed by content analysis method. According to this; The predominant opinion is that students have problems in understanding, interpreting, thinking and reasoning in the new examination system, however, because the textbooks and the exam are not parallel, teachers have various difficulties. In this direction, various activities can be organized to increase students' motivation and to gain reading habit. In addition, it is thought that it would be beneficial to provide teachers with in-service training for the The study aimed to assess the effectiveness of performance-based assessment tools (PBATs) at STI College Cotabato and their correlation with students' academic performance. The study employed a quantitative approach. This study surveyed two (2) groups of respondents. The first group consisted of teachers who taught Communication Arts 3 lessons, and the second group consisted of their students. Three (3) teachers served as teacher-respondents, and each teacher is responsible for thirty-five (35) students; therefore, a total of one hundred five (105) students were included in this study. The statistical tools used were the frequency, percentage count, mean, grand mean, and the Pearson Product-Moment Correlation Coefficient.

Five (5) performance-based assessment tools were subjected to assessing their effectiveness to help students improve their target communication skills. The teachers assessed their use of the assessment tools to be very effective, while the students assessed their teachers' use of the performance-based assessment tools as fairly effective.

The students' performance in Communication Arts 3 subject was 85.97, described as satisfactory in the STI College Cotabato grading system. There was no relationship between the teachers' effectiveness of using the performance-based assessment tools and the students' academic performance. The effectiveness of the PBATs can only be achieved if they are used correctly and appropriately by the teachers.

Furthermore, the various assessment tools for improving students' target skills were deemed valid and played an essential role in advancing students' skills.

The recommendation of using the same tools in other areas of discipline is applicable since it was found to be effective. It further recommends that the institution design monitoring and implementing strategy relative to the effectiveness of performance-based assessment for the sustainability in developing students' communication skills. Lastly, studies exploring the feasibility of using the same tools in other areas of discipline to improve students' academic performance should be conducted.

Keywords: Effectiveness, Performance-Based Assessment, Students' Performance, Communication Arts, Assessment Tools

1. Introduction

Through the years, education is primarily concerned with developing and modifying human behavior patterns in thinking, learning, creating, and problem-solving. It achieves these improvements by the use of a specified curriculum. It has been undergoing paradigm shifts and innovations, which aim to improve students' learning.

In this technological advancement period, improving students' academic performance is believed to be easier than before. The widespread use of computers, specifically computer courseware, in a broad range of fields and domains has had a significant effect on education, especially in second and foreign language education. This computer courseware was created to teach English as a second language, provide concepts necessary for the daily situation, and bring out the students' best potential.

Consistent with this trend, for students to think objectively and address challenges independently and socially, the Philippine educational system has been calibrated to these various innovations. These innovations and paradigm shifts are made evident in the fields of language instruction and language evaluation. It is a good sign for the teachers and the students to achieve effective and productive learning outcomes. It also implies that teachers should minimally use the traditional teaching method, mainly characterized by lectures where students become passive learners.

The advocacy of language teaching today is the use of the communicative approach. The basic concept of this approach is to use the target language for authentic learning. This kind of learning allows students to know the disciplines' content when they graduate; instead, it allows them to use the real world's acquired knowledge. Thus, the communicative approach subscribes to the use of the so-called performance-based assessment.

The teachers use PBATs to measure the students' performance. It aims to assess the students' language performance and ensure that they progress while engaged in the real-world task. The task and performance are displayed for all students and teams to see. The roles, the criteria, the success indicators, and the metrics are all specified and delegated collectively. It helps learners to understand from the beginning what is required of them in a particular learning situation. The challenge, therefore, is for the teachers to measure appropriately and effectively the students' academic performance.

Moreover, the utilization of the PBAT involves some activities in which learners apply higher thinking skills in a real-life situation. The PBAT seeks to evaluate, measure, and value a learner's success when doing an assignment, which necessitates that an instructor creates tasks that they can track and analyze as explicitly as possible. According to Deygers (2015), these activities can highlight what a learner can do rather than just summarizing their skills.

Quenemon (2008) stresses the value of maintaining performance-based assessment's transparency, integrity, validity, and expected progress. The need to consider how different teaching activities are connected to learning outcomes necessitates complete transparency in assessment development, implementation, and results. It is not about developing the student's skill alone but checking if it is appropriate with the subject matter.

However, even though there is a rampant spread of assessment tools, one cannot assure its effectiveness. Some students do not possess any development that is used to have; thus, they could not meet the teacher's minimum criteria or requirement, leading to poor academic performance.

Students at STI College Cotabato benefit from the Enrollment to Employment (E2E) scheme, which will provide them with relevant schooling, work-ready skills, career readiness, and job placement assistance. The institution uses the courseware, which is designed to bring desired changes in the learners. It is where the PBAT, target communication skills, and general and specific objectives are stated. In other words, this is a complete approach to human resource development.

In this case, teachers are mandated to use the courseware. The courseware serves as their guide while they engage themselves in the teaching-learning process. However, as observed, some teachers do not follow precisely the procedures indicated in the courseware relative to the use of the identified performance-based assessment tools. By principle, these PBATs are perceived to be effective. However, effectiveness degree would somehow be affected by practices that do not conform to what is identified in the courseware. Also, students may miss some of the opportunities to experience some of the concepts needed in their linguistic development.

It is in this context that the researcher finds this study relevant and worth researching.

2. Related Literature

Assessment, Measurement, and Evaluation

Assessment, measurement, and evaluation are three terms that are webbed together to yield a meaningful function of each. The overall interrelatedness of these factors plays a crucial role in the entire educational assessment. Ineffective use of any of them affects the entire process of giving meaning to students' performance.

Often, these terms are used by some interchangeably. The term "assessment" refers to the wide variety of data teachers accumulate and synthesize for their students and classrooms. Informal methods, such as observations and verbal exchange, may be used to collect information on students. Assessment may provide knowledge about classrooms and teacher instruction. According to Freeman and Lewis (1998), the term "assess" is derived from the Latin word "asidere," which means "to sit by" in judgment. To them, assessment involves evaluating the degree to which students have understood.

The term "assessment" refers to a structured method of gathering data in which inferences regarding the students' characteristics can be drawn (Reynolds and Wilson, 2009). As a process, assessment is used to enhance students' efforts, engagements, and performances (Hammerman, 2009).

Assessment is used to evaluate students' comprehension, understanding, capabilities, according to Marriot and Lau (2008). As a result, evaluation is related to the desired learning results of a course or curriculum

The assessment results support the students' learning process and shape the teacher's teaching pedagogies. These results help the teacher determine his effectiveness and efficiency. The information the teacher obtain from

the results of the assessment would provide him several adjustments in his teaching and learning activities that are taking place in his classroom (James et al. 2007).

Ainsworth (2007) added that assessment results would enable the teacher to accurately diagnose his students' learning needs. The teacher then can make significant modifications and changes in his instructional approaches.

Thus, Black et al. (2006) point out that assessment, curriculum, and instruction are linked. Assessment needs to be integrated with curriculum and instruction. This integration makes assessment a necessary learning experience. Accordingly, assessment should be integral in the teaching process.

Moreover, Linn (1989), as cited by Gardner (2012), stressed that the design of assessment is of great value in making instructional decisions. It means that assessment is indeed integrated with the teaching-learning process.

These appraisal definitions offered by the identified authors are closely linked to one another. On the other hand, the term measurement is described by Gines et al. (1998) as the method of quantifying the degree to which someone or something possesses a certain attribute, quality, characteristic, or trait. They state that it is not the same as conducting a test because it can be obtained by evaluation or already existing and collected from records.

Oosterh (1999) shares the same definition of measurement as the process used to assign numbers or attributes or characteristics of a person, like Gines et al. (1998). Oosterh (1999) defines assessment as a collection of similar tests used to evaluate a person's complex trait or a group of individuals. According to him, evaluation combines measures and assessment with other information to establish the desirability and importance of what teachers have observed.

Measurement in education is the quantification of what students have achieved by using assessments, questionnaires, ranking scales, checklists, and other instruments, according to Garcia (2993) and Osuji (2006). It provides the answer to the question, "How much do students learn?" according to Garcia (2003), the assessment includes the whole spectrum of knowledge collected and synthesized by the teachers about their students and classroom. It examines how much the students' development of abilities, knowledge, or quality has changed before and after a particular learning experience. On the other hand, "evaluation" is the act of making value decisions or deciding on the worth of students' output. It responds to how good, appropriate, desirable it is because it is concerned with making decisions.

The Role of Assessment in Language Teaching

Assessment is closely linked to teaching in all learning environments. According to Shaaban (2005), it assists teachers and administrators in making decisions regarding students' linguistic skills, unacceptable placement levels, and achievement. It ensures that the right selection and use of suitable instruments and procedures are critical to evaluating effectiveness. "Assessment," according to Shaaban (2005), is essential not only for assessing students' development and accomplishment but also for evaluating the program, teaching methods, and instructional materials' suitability and effectiveness.

The government administers the assessment tools and procedures for final review at a certain level of education. However, there have been certain positives and drawbacks of the national examination policy. The objection derives from the assumption that the policy does not promote learner-centered and communicative teaching practices. Regulation regarding the gathering and evaluation of information has moved from centralized authority to the classroom, where assessment happens only daily, with the introduction of learner-centered and communicative teaching methodologies. It further stresses teachers' need to search out new assessment methods to measure students' achievement and progress.

In general, clients favor schools that perform well on these national achievement tests. As a result, structured testing's backwash effect allows the teacher to concentrate on the material and help students do better on national exams. In effect, more important and constructive methods, such as providing communicative practices, are omitted in favor of a national examination coverage that is dictated.

This scenario contributes to the problem already felt. Making the learning and teaching process effective requires analyzing the students' needs and matching the teaching and assessment practices with these needs. According to Frey and Fisher (2003), Wise teachers understand the importance of such assessment as a rich source of evidence.

It is of prime importance for teachers to identify the kind of assessment that will help develop the students' skills to achieve success in language learning. The knowledge that gauges when the students are making progress; the perspective that through the assessment tools used, the students can respond to instructional methods and materials; and the tools to support the students in fulfilling nuanced learning standards are all contained in the recommendation for choosing suitable assessment tools to use. In other words, O'Malley and Pierce (1996)

contend, rather than isolated pieces of expertise and skills, teachers need information about the integrative language and content knowledge.

Performance-Based Assessment

Teachers must establish tasks that they can observe and evaluate as directly as possible using performance-based assessment, which seeks to assess, measure, and appreciate a learner's performance when carrying out a task or project. According to Gorp and Deygers (2014), these tasks must be a way of highlighting what a learner can do rather than just a rundown of their skills. As a result, learning is organized around assignments, which Shehadeh (2012) defines as activities that engage students in actual language use. Such exercises, in other words, embed the teaching outcomes and allow teachers to evaluate their students while they are speaking the target language. Teachers must consider the finished product and the procedure when grading the task to ensure that they are not distracted.

Oral engagement, open-ended questions, community tasks, writing, and speaking in the target language are examples of activities that can help learners communicate in the target language. According to Pena-Florida (2002), performance-based assessment is another option that encourages learners to use the target language for communicative purposes. It helps teachers to analyze both the process and the final product. Instead of remembering or reproducing what had previously been learned, students were encouraged to produce creatively (Coombe, Purmensky, Davidson, 2012).

The PBAT, according to Coombe, Purmensky, and Davidson (2012), engages learners in problem-solving through collaboration, negotiations, projects, and work, as well as facilitating second language acquisition. PBAT also includes journals, portfolios, conferences, interviews, rubrics, observations, and self and peer evaluation. The tools allow teachers to measure and recognize the true value of their students' writing and speaking abilities and success in a real-world setting without relying solely on timed traditional tests, which can be stressful (Brown et al. 2010)

The PBAT encourages students to participate in open-ended and authentic activities to communicate using the language. In terms of evaluation principles, these communicative activities that PBAT evaluates have high (1) washback, (2) validity, and (3) authenticity (Brown et al. 2010). Rubrics can also help with PBAT success if they are well-designed.

Brown et al. (2010) define washback as the positive or negative effect of evaluating the teaching-learning process. PBAT allows teachers to provide feedback to students, which they can use to plan for upcoming classes or develop their current job. On the other hand, positive washback encourages students to explore the input and grades they received from their teachers. It encourages students and teachers to work together, making class more fun and cohesive.

According to Messick (1996), validity is the degree to which an assessment's results are relevant and significant when used in the assessment context. If an assessment measures what it intends to measure and can be used for communication, it is valid. Furthermore, teachers' decisions should represent the true abilities of the students and be free of irrelevant considerations such as the students' experience or familiarity with the subject or the grader's personality (Weigle, 2012)

The degree to which a job represents real-life circumstances is known as authenticity. When learners are working on assignments or attempting to answer open-ended questions, PBAT has a high level of authenticity due to the four communication skills of listening, speaking, reading, and writing. As a result, teachers should create tasks that encourage students to use the language in real-life situations (Brown et al. 2010).

Authenticity also encompasses pragmatics, which LoCastro (2012) defines as "the comprehensive analysis of the relationships between the linguistic properties of utterance and their properties as a collective action." Interviews, booking airline tickets online, greetings, and making recommendations are speech acts or activities that contextualize evaluation and language usage. Such tasks can be carried out as a project that lasts a long time.

Performance-Based Assessment and Students' Performance

Performance-Based assessment has to emerge from a traditional technique of testing the students' capabilities. Thus, having a direct effect on students' performance is referred to as the student's general academic grades. Then, PBA partakes a wide responsibility in developing and increasing the students' performance as a whole. Many educators have realized that PBAT is valuable means of acquiring complex pictures of students' academic and linguistic growth, as reported by Hamayan (1995). It only means that PBAT played a significant role in achieving the students' goals and preferred learning needs during the course. In testing application, the PBAT evaluates what the students can integrate and produce rather than the students can recall and reproduce; Huerta-Macias (1995)

concerns the direct impact of assessing the student's holistic development ability and skill. PBAT gives the students a chance to evaluate and assess their performance and the extent of efforts they had exerted to attain high ranks. PBAT gives the learners opportunities to negotiate with their teacher on how their learning activities should be done. It strengthens the interrelationship of having a close connection between the students and teachers in checking students' progress and improvement. Thus, providing a deeper understanding of each way of assessing such performances. A certain example of a teacher and students partaking significant role in assessment is when the learners are given a chance to formulate criteria on how their performances are evaluated, thus given the chance and opportunity to the students to make their criteria during criterion-based assessment thus, making them pay more attention to attaining their peer made criteria. Having the students make their criteria encourages them to perform more from what they are expected to do, concerning their full cooperation while reflecting on what they should do.

Characteristics and Types of Alternative Language Assessment Tools

There are several performance-based evaluation tools (PBATs) that are widely used in the teaching profession. Brown and Hudson gave the basic characteristics of these assessment tools (1998).

PBATs, they say, enable students to act, create, develop, and do something. In order to complete a task, students must use real-world scenarios or simulations. The activities the students perform are non-intrusive since the activities are extensions of their daily classroom work.

Students may also be assessed and measured for what they do in class daily using the PBATs. The students use tasks that represent meaningful instructional activities; hence, students would focus on both the process and the product. When the activities are planned and implemented properly, students will develop higher-order thinking skills and problem-solving skills. Hence, students are provided with feedback and information about their strengths and weaknesses.

When administered properly, PBAT is multi-culturally sensitive. It ensures that people do the scoring and this type of assessment encourages the students' participation in formulating the standards of performance and the rating criteria. Moreover, performance-based assessment calls teachers to plan and implement new instructional activities and assessment roles.

Structured or unstructured performance-based assessments are possible. Unstructured methods are those that rely entirely on the teacher's and students' collective imagination. Some things can be carried out on school premises. The structured methods are more carefully designed. The results of the tasks are typically more apparent, such as whether they are done or not.

Assessment techniques are also categorized according to the focus of these techniques. The focus could be on the process or the product. When the focus is on the process, activities ensure that students demonstrate how the information is processed. On the other hand, when the focus is on the product, activities ensure a behavior, task, or activity.

According to Huerta-Macias (1995), traditional assessment methods may offer several useful indicators of students' success, but they frequently struggle to provide details on what students can achieve. Traditional ways of assessment do not include information on what students should do in mastering their second language. As a result, the alternate assessment focuses on evaluating learners' abilities to use language holistically in real-life contexts, and it is normally done over time.

Performance-based assessment includes a variety of instruments that can be modified in varying situations. According to Goodman and Hood (1973), these instruments include the use of role-plays, panel discussions, oral presentations, interviews or conferences, demonstration, argumentation and debate, demonstrations, and others.

Hence, PBAT is a flexible way to gather information about learners, especially their reasoning ability, physical ability, and speaking ability.

English Language Teaching Courseware

Computers and courseware are becoming increasingly important teaching and learning resources in this day and era. According to various research findings, these tools have a major influence on English teaching and learning.

As defined by Gibbs et al. (2001), the instructional courseware is a software developed to provide instructions. These supplements aid the language teachers to produce an effective and productive learning outcome.

Criswell (1989) backed up this argument, stating that the word "courseware" was originally used to describe any computerized kit of teaching-learning resources that teachers could use to complement the main lesson. He further introduced two meanings of courseware, stating that courseware applies to systems that administer instructions in a narrow context and all handbooks, performance aids, and course materials in a broad sense.

Furthermore, Mukundan and Nimehchisalem (2008) argued that courseware is described as an educational program that includes some language lessons or courses and tests, teacher's or learner's guides, and available guidance online. As a result, the courseware functions as a reference and a repository for numerous techniques, strategies, methods, and instructional resources that language teachers may use while teaching English.

The Malaysian Ministry of Education's Curriculum Development Center (CDC) stressed that the courseware's instructional resources, such as audio, video, and animations, make classroom lessons more visually appealing and engaging. These resources have a positive impact on students' grades.

Furthermore, it is believed that by using the English language courseware, language teachers will have resources that are tailored to their needs in developing their students' language competencies. Teachers need to exert extra time and effort to acquaint themselves with new technologies, particularly courseware, to bring out their desired learning outcomes. Teachers must be responsible for knowing how to use the courseware to implement correctly and appropriately the strategies or methods indicated in the courseware to develop the students' skills (CDC, 2003).

A language courseware curriculum is structured to give students the foreign language skills and specialized technical experience they need to excel in the job market. According to John and Dudley-Evans (1991), since 2000, colleges have emphasized English for practical purposes instruction. The aim is to address the needs of students learning English for various purposes such as business, science, technology, medicine, recreation, and even academic learning. According to this viewpoint, using English language courseware will increase students' awareness of business growth while also improving English skills within the existing framework of higher education. It will help students gain relevant talents, including language skills, for possible future employment (John and Dudley-Evans) (1991).

According to Hsia (2004), the use of courseware allows for the creation of English language instruction, described as a learner-centered, content-based approach to teaching and learning English as a foreign language. The courseware provides different tasks or activities that could enhance the students' target skills. These activities bring out the English learners' best linguistic potential, which is essential in a real-world context.

3. Theoretical Framework

This study is anchored on the concept of Stiggins (1994) and Brown (2010), stating the "effective assessment" must develop the students' target skills. Stiggins and Brown stressed that the act must have a clearly defined purpose, must specify the criteria for judging, must set appropriate tasks to elicit optimal output, and finally must establish practical and reliable scoring procedures.

These "effective assessment" specifications are identified in what Hsia (2004) termed as courseware which was defined by Mukundan and Nimechisalem (2008) as an educational package including several language lessons or sources appended with tests, teachers' or learners' manual, and guidelines of use.

In the field of language teaching, courseware is part of the so-called Performance-Based Assessment approach. It offers a different perspective of teaching and assessing learning. Embedded in the courseware are the various tools for assessment.

It is believed that by using the courseware appropriately, the teacher likewise establishes the effectiveness of the tools in developing the learners' target skills. The tools become effective if they can aid in improving the learners' language performance. The PBATs identified and assessed in this study are the oral presentation, interview, panel discussion, physical demonstration, and voicing and decoding.

4. Research Problem

This study aimed to assess the effectiveness of Performance-Based Assessment Tools (PBATs) at STI College Cotabato and their relationship to the students' academic performance.

Specifically, this study sought answers to the following questions:

1. How effective is performance-based assessment tools (PBATs) in developing the students' target skills as assessed by the teachers and the student?

2. What is the students’ performance in Communication Arts 3 subject?

3. Is there a significant relationship between the effectiveness of PBATs and the students’ academic performance?

5. Method

The researcher used the quantitative type of research. It utilized the Communication Arts 3 courseware of STI College Cotabato and the students’ grades in Com. Arts 3 during the first semester of the academic year 2013-2014. In assessing the effectiveness of PBATs in developing the students’ target communication skills, the mean of the four-point scale was used while the significant relationships were interpreted using the scale of Rumsey (2010).

There were two (2) groups of respondents. One group consisted of the teachers who taught Communication Arts 3 classes, and the other group consisted of these teachers’ respective students. There was 3 Com. Arts 3 teachers and 105 students served as the respondents of this study. A total of 108 respondents participated in this study.

Two (2) parallel questionnaires were used as the instruments in this study. One was used for the teacher-respondents, and the other one was used for the student-respondents. Items in this questionnaire were formulated based on the Communication Arts 3 courseware. The five subject experts validated the items.

The statistical tools used were the frequency, percentage count, mean, grand mean, and the Pearson Product-Moment Correlation Coefficient. The significance of the correlation coefficient *r* was set to 0.05 level of significance. The value of *r* to be significant should be at least 0.19 (Ferguson, 1981).

6. Results and Discussions

Table 1 Effectiveness of Use of the Performance-Based Assessment Tools as Assessed by the Teachers

PBATs	Mean	Description
1. Oral Presentation	3.63	Very Effective
2. Interview	3.65	Very Effective
3. Panel Discussion	3.64	Very Effective
4. Physical Demonstration	3.64	Very Effective
5. Voicing and Decoding	3.59	Very Effective
Over all Mean	3.63	Very Effective
Legend:	Range of the Effectiveness	Description
	3.50 – 4.00	Very Effective
	2.50 – 3.49	Fairly Effective
	1.50 – 2.49	Less Effective
	1.00 – 1.49	Ineffective

This table reflects the effectiveness of the use of the performance-based assessment tools as assessed by the teachers. There were five (5) identified PBATs and each tool has five (5) target communication skills. As reflected, oral presentation as one of the PBATs has a mean of 3.63 described as very effective; interview 3.65, very effective; panel discussion, 3.64, very effective; physical demonstration, 3.64, very effective; and voicing and decoding, 3.59, very effective. The overall mean of 3.63, which is described as very effective, implies that Communication Arts 3 effectively use the PBATs to develop the students’ target communication skills. Also, the utilization of the different activities contributes to a very high level of advancement in the target communication skills, as demonstrated in their responses in the different tasks embedded in the courseware. This finding affirms the idea of Stiggins (1994) that the PBATs involve a variety of tasks, all requiring learners to use higher-level thinking skills in real life or authentic situations”.

Table 2 Effectiveness of Use of the Performance-Based Assessment Tools as Assessed by the Students

PBATs	Mean	Description
1. Oral Presentation	3.35	Fairly Effective

2. Interview	3.37	Fairly Effective
3. Panel Discussion	3.64	Very Effective
4. Physical Demonstration	3.30	Fairly Effective
5. Voicing and Decoding	3.33	Fairly Effective
Over all Mean	3.39	Fairly Effective
Legend:	Range of the Effectiveness	Description
	3.50 – 4.00	Very Effective
	2.50 – 3.49	Fairly Effective
	1.50 – 2.49	Less Effective
	1.00 – 1.49	Ineffective

The table above shows the assessment of students on the identified PBATs. As seen in this table, the oral presentation has a mean score of 3.35, fairly effective; interview, 3.37, fairly effective; panel discussion, 3.64, very effective; physical demonstration, 3.30, fairly effective; and voicing and decoding, 3.33 described as fairly effective.

The grand mean of 3.39, which is described as fairly effective, suggests that the PBATs are believed to be effective by the students of Communication Arts 3 in developing their target communication skills. It means that PBATs allow the students to demonstrate their knowledge and skills in a real-life context, leading to a high level of advancement in knowledge and skills. They further believed that teachers delivered the lesson using the identified PBATs effectively. Students could demonstrate and bring out their best potential by participating in the teachers' different activities, as reflected in the courseware. The students' motivation was observed to be driven by the class activities, which require them to use their personal experience.

This finding affirmed Brown and Hudson's (1998) claim that the performance-based assessment (PBATs) requires students to perform, create, produce, or do something and use real-world contexts or simulations.

Table 3 Distribution of the Students' Performance in Com.Arts 3

Grades	Frequency	Percentage
76-78	3	2.86
79-81	19	18.10
82-84	21	20.00
85-87	23	21.90
88-90	17	16.19
91-93	16	15.24
94-96	6	5.71
Mean Grade = 85.97	105	100.00
Highest Grade: 96	Lowes Grade: 77	

As displayed in this table, there were three students or 2.86 percent, whose average grades ranged from 76-78. Nineteen Or 18.10 percent of the students had an average grade ranging from 79-81. Twenty-one or 20.00 percent of the students had an average grade ranging from 82-84, while the twenty-three or 21.90 percent had an average grade ranging from 85-87. The 16.19 percent or 17 students got an average ranging from 88-90, while the other 15.24 percent or 16 students got an average grade ranging from 91-93. The remaining 5.71 percent or six students got an average grade ranging from 94-96. The highest grade obtained was ninety-six (96), while the lowest grade was seventy-seven (77). The calculated mean grade was 85.97.

Table 4

The Correlation Coefficient between the Effectiveness of PBATs and the Students' Performance

Paired Variable	Correlation Coefficient r	Description
Effectiveness of PBATs and Students' Performance	0.09	Very Weak (Not Significant)

r to be significant (S) at 0.05 level of significance should be at least 0.19

Legend:	Ranges of Values of r	Description
	0.00 - ±0.19	Very Weak
	± 0.20 - ±0.39	Weak
	± 0.40 - ± 0.59	Moderate
	± 0.60 - ±0.79	Strong
	± 0.80 - ± 0.99	Very Strong
	± 1.00 -	Perfect

Table 4 shows the relationship between the effectiveness of the performance-based assessment tools (PBATs) and the students' academic performance. As gleaned, there was no significant correlation. It means that the effectiveness of the tools had nothing to do with the grades of the students. What matters most in the students' grades is using the tools correctly and appropriately. The performance-based assessment tools are perceived to be effective in developing the students' target communication skills; that is why they are embedded in the courseware. However, the effectiveness of the PBATs can only be achieved if they are used correctly and appropriately by the teachers.

7. Conclusions and Recommendations

In the light of the study's findings, it is concluded that the different tools in developing the target communication skills of the students were perceived to be effective, and they played a vital role in the development of students' skills. Likewise, the identified PBATs become only effective as perceived if they use them appropriately in the teaching-learning process. By using these tools, teachers used the communicative approach to language teaching.

It is recommended that the teachers' expertise in using and implementing the alternative language assessment tools is indispensable. Thus, the learning institution must maintain, if not, improve their performance towards using the courseware in speech and oral communication arts. Performance-based assessment tools effectively develop students' target communication skills; thus, using the same tools in other discipline areas is applicable. Also, the institution must design monitoring and implementing strategy relative to the use of PBATs for the sustainability of effectiveness in developing students' communication skills. Lastly, studies exploring the feasibility of using the same tools in other areas of discipline to improve students' academic performance should be conducted.

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