

Research Article

Narratives of Technology and Livelihood Education Teachers in the Use of Authentic Assessment

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About Article

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ABSTRACT

The study aimed to explore the narratives of teachers in the Philippine educational context. It focused on understanding the strategies implemented by teachers, the responses of students to strategy applied, the difficulties encountered by teachers, and how students responded to authentic assessment execution difficulties. By examining these elements through a phenomenological research design, this research interviewed 13 Junior High School teachers from the Division of Cabuyao. In order to select the right informants and participants for the study, the used of Criterion Sampling Method was utilized. This method is a subtype of Purposive Sampling Method used in research to select individuals based on specific predetermined criteria or characteristics. After gathering the data from the participants, a thematic analysis was done to ensure a comprehensive analysis. The inquiry sought to provide an in-depth analysis of the current state and challenges of authentic assessment in schools in Cabuyao, Laguna, Philippines. The findings revealed that teachers employed a variety of authentic assessment strategies aimed at fostering deeper learning and critical thinking skills among students. These strategies included performance-based assessments, project-based learning, and real-world problem-solving tasks. Students generally responded positively to these methods, showing increased engagement and improved learning outcomes. However, the study also highlighted significant challenges faced by teachers, such as limited resources, large class sizes, and a lack of professional development opportunities. There were also issues expressed in terms of curriculum alignment and support. These difficulties posed hindrances in the effective implementation of authentic assessments. While authentic assessment strategies offered the potential in enhancing student learning, their successful implementation requires addressing the systemic and individual challenges faced by educators. There is a need for increased support in terms of resources, training, and institutional policies to fully realize the benefits of authentic assessment. The findings underscore the importance of a supportive educational environment that empowers teachers to innovate and apply effective assessment methods that cater to the diverse needs of students.

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1. INTRODUCTION

In the ever-evolving landscape of education, authentic assessment has emerged as a critical component of effective teaching and learning. Authentic assessment refers to evaluation methods that align closely with real-world tasks, enabling students to apply their knowledge and skills in practical contexts. This approach contrasts with traditional assessments that often emphasize rote memorization and recall. In Technology and Livelihood Education (TLE), a subject designed to impart practical skills and knowledge essential for livelihood, the application of authentic assessment can be particularly transformative.

The quality of this study lies in its exploration of the narratives of TLE teachers from Cabuyao, Laguna, Philippines, in implementing authentic assessment strategies. By focusing on teachers' experiences, the study aims to shed light on the practical challenges and successes in adopting this approach within a specific cultural and educational context. The objectives are to identify the strategies teachers use, understand how students respond to these strategies, and uncover the difficulties teachers face during implementation.

Understanding these elements is crucial as it allows for a more nuanced application of educational theories such as constructivism and experiential learning. Constructivist theory suggests that learners construct knowledge through experiences and reflection, which aligns with the principles of authentic assessment. Experiential learning theory also emphasizes the importance of engaging students in meaningful activities that promote critical thinking and problem-solving skills.

The findings from this study have significant implications for educational practice. They can establish teacher training programs, curriculum development, and policymaking to enhance the quality of education and better prepare students for real-life challenges. By providing insights into the practical application of authentic assessment in TLE, this research contributes to the broader discourse on educational reform and innovation.

2. LITERATURE REVIEW

2.1. Authentic assessment

Authentic assessment has been a key factor in curricular and instructional improvements related to worldwide educational reforms, as noted by Koh (2017). In order to engage students in in-depth subject learning and support their mastery of the 21st-century competencies, many education systems worldwide have concentrated on the development of assessment literacy for teachers and teacher candidates since the 1990s. This includes teacher competence in the design, adaptation, and use of authentic assessment tasks or performance assessment tasks. As cited by Koh (2017), rote learning and process repetition are out of style in today's educational environments because of the exponential growth in new information brought about by the development of digital technology. Learners are anticipated to locate, organize, interpret, synthesize, analyze, and apply new ideas or knowledge to solve non-routine problems. Therefore, Arnold (2022) stated that authentic assessment entails providing assessment opportunities that are similar to 'real-world' tasks. While as cited by Palm (2019), mastery is defined by the concept

of authenticity and is evaluated in authentic assessment. This means that learners should build knowledge during authentic assessment. Disciplined inquiry is the cognitive work that must be done. Students should perform their work and communicate their results in detail, use past knowledge to expand on it, and create connections between bits of knowledge to develop in-depth understanding around a topic that is sufficiently focused. It has been mentioned by Gulikers and Kirschner (2006) that to establish what knowledge, abilities, and attitudes (or competencies) experts employ and how they utilize them, an investigation of the professional practice environment should be the first step in any authentic assessment. This research offers up-to-date performance benchmarks for creating genuine assessments or assessing the genuineness of assessments. Moreover, for Villarroel *et al.* (2017), the mastery defined by the concept of authenticity is assessed in authentic assessment. This means that students should construct knowledge during authentic assessment. Disciplined inquiry is the cognitive work that must be done. Students should use prior knowledge to go beyond it, establish relationships between pieces of this knowledge to build in-depth understanding around a reasonably focused topic, and conduct their work and express their conclusions through elaborate communication. In addition to this, according to Wiggins, authentic assessments offer students a wide range of tasks that mirror the objectives and difficulties present in the best learning experiences. These tasks include conducting research, writing, editing, and debating papers; giving a compelling oral analysis of a recent political development; participating in group debates; and more. Tests using paper and pencil usually provide single-answer questions only.

However, Saher *et al.* (2022) identified that the effectiveness of authentic and traditional assessments continues to be an important responsibility of educators. To accurately extrapolate growth, educators should use both traditional and authentic assessment procedures. Furthermore, educators should provide a means of demonstrating achievement of learning outcomes, whether through traditional or authentic assessment.

The majority of definitions of performance assessment seem to be subject-independent, hence, definitions that are not subject-specific are the emphasis of this concept's section. In this regard, authentic assessment definitions are often subject-independent, however, not as much as definitions for performance assessments. Furthermore, Fook and Sidhu (2010) said that in order to help students evaluate their strengths and weaknesses, pinpoint areas for improvement, and mobilize existing capacity, feedback from peers and the lecturer should be formative. Assessing authentic performances should be a part of the instructional cycle.

2.2. Authentic assessment in technology and livelihood education

In the Philippine context, the key competencies is one response to the demand for such change in the educational system. Rather than simply accumulating knowledge, future educational system developments emphasize the importance of knowledge utilization. As a result, the focus of a curriculum must be on providing students with the ability to develop



knowledge selection and utilization skills rather than traditional rote methods. Furthermore, according to the K to 12 basic curriculum, TLE that focuses solely on mastery of skills and processes without incorporating appropriate work values is weak and dangerous. The cognitive, behavioral, or psychomotor, as well as effective components of human development, form the foundation of an efficient TLE. Teaching this subject entails completely transmitting facts, concepts, skills, and values. As a skill-based subject, TLE requires teachers to include students in an authentic, contextualized, and experienced teaching and learning process. It is expected that the students will play a major role in the advancement of a more dynamic and self-sufficient economy, the quest for an improved standard of living, and the eventual achievement of global competitiveness. Given the current economic climate, the type of education that students should receive must be relevant to the workforce and provide benefits to improve their lives.

The Department of Education is adopting the Policy Guidelines on Classroom Assessment for K-12 Basic Education Program (DepEd Order No. 8, s2015) in accordance with the implementation of the Enhanced Basic Education Act 2023 (Republic Act No. 10533). The order highlights the need for learners to be assessed based on both performance and content criteria. This describes the abilities and skills that learners are expected to demonstrate in relation to the content standards and integration of 21st-century skills. As discussed in the assessment in the classroom on the existing DepEd order, performance standards in TLE are depicted as the highest component in the grading system accumulating 60%. This already connotes the importance of assessing the student's skills with regards to real-world tasks in TLE, thus, the need for an implementation of authentic assessment.

In the skill subject of TLE, students engage in experiential, contextualized, and real-world learning procedure. It can be incorporated into other disciplines or subject areas. For instance, it incorporates entrepreneurship into every TLE area of specialty so that students can acquire the fundamental knowledge and abilities in business and grow into good, customer-focused, market-oriented individuals who can contribute to society (SEAMEO-INNOTECH, 2020).

In the exploratory phase, TLE is taught to learners in grades 7 and 8. Every level offers a minimum of four (4) TLE courses that the students in grades 7 and 8 can choose from. Five (5) fundamental competences that are covered in all TLE courses were provided to them. These include how to utilize supplies, tools, and machinery, measure and compute, read and understand product designs, carry out simple maintenance, and follow occupational health and safety procedures. Students in Grades 9 and 10 are taught in accordance with the TLE curriculum map and their selected TLE specialization. In or after Grades 9 and 10, the student may obtain a Certificate of Competency (COC) and/or a National Certificate I or II (NC I/ NCII). If he or she chooses to pursue the Technical-Vocational-In Grades 11 and 12, the Livelihood (TVL) track builds upon the TLE specialization that was completed in Grades 9 and 10 (DepEd, 2014).

In 2020, DepEd issued the Interim Policy Guidelines for Assessment and Grading in Light of the Basic Education

Learning Continuity Plan (DepEd Order No. 31, s2020) to supplement the need for authentic tasks in assessing students. The policy is based on the idea that evaluations should capture the acquisition of the most important learning competencies in a holistic and authentic manner.

Overall, the adoption of authentic assessment in TLE not only enhances the assessment practices but also reinforces the educational objectives of preparing students for future success through practical and relevant learning experiences. By emphasizing performance standards and integrating 21st-century skills, this approach ensures that assessments in TLE accurately reflect students' abilities to meet both content standards and real-world demands.

2.3. Authentic assessment strategies in technology and livelihood education

Any subject requires the instructor to use knowledge from numerous areas, making planning and teaching it an extremely complicated cognitive task (Auckaraaree, 2013). Effective teachers know how to design and guide learning experiences, under conditions and constraints, to help diverse students develop their knowledge and skills and prepared them to the world of work. The knowledge of the teachers influences student learning through classroom practice.

Authentic assessment in TLE addresses the skills and abilities the students need to perform real tasks. Thus, it is an advanced strategy for learning that requires students to apply what they have learned in a similar situation that occurs in the actual workplace. To make this happen, a range of methods should be used in authentic assessment, including produced products, field reports, practical in-class work, portfolios, article reviews, interviews, case study discussions, role-play exercises, peer evaluations, teacher observations, and group projects (Sewagegn, 2020). Each of these strategies plays a part in developing students into proficient learners, critical and creative thinkers, and capable of improving their surroundings. As a result, it is advised in various literary works that including authentic assessment into the teaching process offers several advantages.

One of the most used authentic strategies in TLE is the use of demonstration. Demonstrations help students grasp complex subjects by giving them an easy-to-understand, step-by-step visual portrayal of real-world abilities and procedures. For an instance, when a teacher demonstrates how to operate kitchen appliances or build furniture, for example, students can watch the tasks being expertly performed before attempting them themselves. This approach not only raises comprehension but also establishes a benchmark for excellence and security (Crockett, 2020). Furthermore, by appealing to several senses and consolidating theoretical knowledge through real-world application, demonstrations support a variety of learning styles, especially those that are visual and kinesthetic. Demonstrations fill the knowledge gap between theory and practice in TLE, where practical skills are critical, making sure students are equipped to complete tasks competently and confidently in the real world.

In addition, role plays and simulations are used in the conduct of Authentic Assessment in TLE. Due to its many advantages in



improving student learning and preparing them for real-world problems, the use of simulations as authentic assessment in TLE is significant. Simulations provide a safe and controlled environment where students can practice and apply their skills without the risk of real-world consequences, making them particularly valuable in fields like automotive repair, culinary arts, and electronics. By providing students hands-on experience in problem-solving and realistic scenarios, this approach helps close the gap between theoretical understanding and real-world application (Beasley, 2022).

Likewise, Project-based assessment is also an endeavor to challenge learners to engage in real-world tasks and challenges. This strategy aids TLE teachers in stimulating possibilities for meaningful activities that engage learners in higher-order thinking and problem solving in authentic circumstances (Caione *et al.*, 2016). In using project-based assessment in TLE, the teacher supports learning in an experiential learning approach. Project-based assessment places a strong emphasis on applying multifaceted talents to a combined project. For an example, assignments compile into projects can be a technique that can be used by TLE teachers in reviewing the students' ability to be creative, diverse, and authentic with their course of work and experiences throughout the time frame of class. Students acquire experience dealing with realistic situations, with an emphasis on using communication, teamwork, and resources to construct ideas and build reasoning abilities.

Moreover, the use of portfolios has been a significant strategy that has been utilized in Authentic Assessment. The use of portfolios in TLE holds significant importance due to its multifaceted benefits in documenting and assessing student learning and progress. Portfolios function as a thorough documentation of students' work throughout time, highlighting their development, aptitude, and accomplishments in a range of TLE assignments and projects. Beyond that, portfolios offer a customized learning environment where students can showcase their distinct interests and strengths within the TLE program. Furthermore, beyond the standard examinations and quizzes, portfolios provide teachers with an abundant amount of information to assess student performance holistically. A variety of competencies, such as project management, technical proficiency, and the application of academic knowledge to real-world scenarios, can be evaluated by them. Overall, TLE uses portfolios to improve evaluation, facilitate customized learning, and better prepare students for opportunities and problems they will face in the real world.

Aside from demonstrations, simulations and role play, portfolios, and project-based assessments, inquiries are another strategy that is commonly used in a TLE for skill-based assessment. The most common research methodology that is adaptable but difficult to implement is case study and inquiry-based assessments (Cope & Kalantzis, 2015). As cited by Yin and Yuan (2022), case studies and inquiries is another type of empirical investigation that delves deeply into a current occurrence and examines it within its actual environment, particularly in situations when it can be difficult to distinguish between the two. Considering problem-based inquiries (PBI) are highly effective at encouraging critical thinking, practical skills, and real-world problem-solving abilities, they are widely

used in authentic assessment in subjects like TLE. In addition, PBI provides teachers with numerous potentials for assessment. Students' understanding, ability levels, and opportunities for growth can be inferred by watching how they approach and solve tasks. Compared to traditional exams, this type of evaluation shows students' preparedness for tasks that will come up in the real world.

In summary, teachers have a lot of tools and resources at their disposal to make sure that students are motivated and accountable, both individually and within their project group. These strategies mentioned above are aligned closely in the holistic and authentic evaluation in TLE in ensuring that learners are assessed not only on their cognitive knowledge but also on their competencies on skills needed by the subject area.

2.4. Student's response on authentic assessment in technology and livelihood education

For assessment methods or procedures to be able to verify the growth of students' skills, authentic assessment examines students' skills about the state of a person who has studied appropriately (Amoy, 2022). Students should be required to use the necessary information and abilities for authentic assessments to pose real-world problems. The teacher delivers the authentic assessment as part of a class assessment. The purpose of this evaluation is to gauge a learner's proficiency in a particular subject. This internal evaluation is a component of education. An additional component to raising the caliber of learning outcomes is authentic assessment. The assessment is conducted in several methods, with a focus toward competency, benchmark reference, and mastery learning. According to Stiggins, authentic evaluations of performance (work output), portfolios (student work), assignments (project), performance (performance), and self-assessment can all be used to carry out an honest evaluation.

In addition, Authentic Assessment "can motivate and inspire students to explore dimensions of themselves and the world that they might otherwise overlook" (Herrington *et al.*, 2014). Authentic assessment also provides students with the chance to learn by interaction with classmates and the larger community from a sociocultural perspective. On a study done by Swaffield (2016), Authentic Assessment students are more self-regulating, autonomous learners. Students are influenced to move from being consumers of knowledge to creators of knowledge. Additionally, students who are involved in the creation of courses as well as their own learning process are able to reflect on themselves to a higher extent resulting in an increase academic performance.

On the other hand, low learners' absorption continues to be the primary issue with learning in formal education today (Muis *et al.*, 2013). The average learning outcomes of the students, which are consistently very concerning, demonstrate this. This outcome is undoubtedly the consequence of learning environments that remain teacher-centered and ignore the student's personal qualities. Many students are also making the issue worse by not completely grasping the concepts, even though it is crucial that they do. This could be due to the students' lack of interest in learning on the subject area, their lack of participation in the learning activities, the fact that the



learning still follows the traditional model of teaching lessons, or the fact that the evaluation is the last one.

The realistic nature of these assessments compels students to integrate information from other disciplines and apply it in real-world circumstances. This integration requires a thorough comprehension of ideas and how they are used hence the need for students to exercise their critical thinking abilities. While regardless of the difficulties encountered in engaging with authentic tasks, learners responded well by taking considerable time to judge the requirements of the tasks and giving appropriate efforts in accomplishing them. Moreover, students' adaptability shines through their ability to adjust to changing circumstances and unforeseen challenges inherent in authentic assessment. They learn to flexibly modify their plans, strategies, and methodologies to meet the demands of complex tasks. This adaptability not only enhances their learning experience but also prepares them for real-world scenarios where flexibility and quick decision-making are crucial (Darling-Hammond & Adamson, 2014).

Overall, the positive reaction from students as well as the difficulties they encounter while using authentic assessment in TLE have a big impact on teaching methods and student outcomes. Positive responses to authentic assessments show that students find these teaching strategies interesting, motivating, and relevant. These factors can boost students' interest in learning and help them retain more information and abilities. For TLE, where the practical application of skills is crucial, this engagement is necessary.

2.5. Teacher's difficulties on the use of authentic assessment in technology and livelihood education

Teachers that specialize in Technology and Livelihood Education (TLE) are essential in preparing students for the job by equipping them with the knowledge and abilities needed to thrive in the quickly evolving modern economy.

These days, it might be a bit challenging to teach the TLE curriculum. It requires in-depth understanding of the subject matter, the curriculum, and the standards in addition to passion, empathy, creativity, a love of learning, and a desire to positively impact the lives of the students. To create certified National Certificate holders, it also requires high-quality training in terms of mastery of learning competencies in each TLE field of expertise (Basal, 2022).

Teaching 21st century students about technology and livelihood presents enormous challenges for TVE/TLE teachers. It is expected that through performance activities, students will improve their communication, critical thinking, and problem-solving abilities. TLE/TVE instructors need to be skilled in facilitating learning and helping students advance their knowledge and abilities through a variety of laboratory exercises, such as performance assignments and project creation. Teachers should have strategies which could help develop student's creativity, innovativeness and collaborative skills. However, TLE teachers have difficulties in applying different strategies and transfer skills to students due to several factors such as limitation of skills and lack of materials.

Among the primary obstacles in the provision of Authentic Assessment are the lack of facilities that frequently obstructs

schooling and instruments and apparatus that do not adhere to the required standards to aid learners pursuing TLE courses (Gregorio, 2016). In most schools, there are no designated Technology and Livelihood laboratories. Such challenges pose a great barrier in the successful implementation of Authentic Assessment in TLE as it continues to feed on more problems in the future.

In addition, a study between the significant correlation between Performance Tasks-Enriched Materials and student's level of proficiency done by Bragado (2023), shows that students can perform competently when instructions are provided with the necessary materials needed in the tasks. Likewise, learner's skills are enhanced when secondary schools have access to adequate laboratory equipment. Recognizing the tools and resources in the laboratory helps the students dive into the real setting (Restiana *et al.*, 2021).

Furthermore, according to Ng *et al.* (2013), the primary issues with student performance assessment in the classroom were the students themselves and the amount of time they spent there. In addition, the assessment process was lengthy and complicated, which confused the teacher and caused her to switch her attention from teaching to primarily assessing.

The limitations of time and resources have significant implications for the application of authentic assessment in TLE. Time constraints prevent students from fully committing to difficult, real-world assignments, which results in shallow learning and insufficient skill development. They miss out on the chance to refine, perform, and thoroughly examine their skills—all of which are necessary to master TLE competencies. Furthermore, time constraints also prevent meaningful feedback from being given and critical thought from occurring, both of which are essential for ongoing development and a deeper comprehension of the subject. Nevertheless, the inadequate resources, such as the insufficiency of tools and proper laboratory hinders the creation of realistic and industry-standard assessment scenarios. This has an impact on the tasks' authenticity and quality, but it also restricts students' exposure to the real-world experiences needed to be prepared for the workforce. When put together, these limitations result in a less productive learning environment, lower-quality student outcomes, and more stress for both teachers and students. As a result, authentic assessment's capacity to improve learning and better equip students for obstacles they may face in the actual world is greatly reduced.

Meanwhile, inquiries over the employment of innovative teaching techniques and the professional development of TLE teachers have grown more widespread on a global scale, particularly as nations strive to equip their young people for the demands of the workforce of the twenty-first century. One of the main issues facing TLE teachers in a worldwide context, according to Kaur (2024), is the requirement that teachers continuously refresh their knowledge and abilities to stay up to date with the newest technologies and trends in the industry. In addition, a lack of resources or assistance may make it difficult for TLE teachers to incorporate cutting-edge teaching techniques into their classes from the management of the school. Another concern in the education setting is the need for TLE teachers to develop cultural competence to better serve diverse students.



In addition, study discovered that teachers who took part in professional development courses that emphasized pedagogical expertise and technological integration reported better teaching techniques and student results (Torrato *et al.*, 2023). For instance, a study by Wu and Chen (2021) discovered that TLE teachers' teaching methods and student outcomes were improved by professional development programs that emphasized technology integration and pedagogical understanding. Generally, the issues and concerns surrounding TLE teachers' professional development and the use of modern teaching methods in the Philippines are critical to address.

Moreover, the alignment of the curriculum with authentic assessment has profound implications for the effectiveness of educational programs, particularly in TLE but in contrast most of the teachers find it challenging to attain the set competencies and objectives considering the limitations they faced. Instead of focusing on the assessment, exceptional teachers go above and beyond to make it engaged and as focused on the needs of the students as possible (Noor *et al.*, 2020). The vast number of competencies required in TLE faces significant challenges when resources and time are limited. TLE offers a broad range of skills spanning technical proficiency, problem-solving, creativity, and industry-specific knowledge. However, due to limitations on facilities, tools, and other resources, students might not have enough chances to fully practice and master these competencies (Kaur, 2024). These difficulties are made worse by a lack of time, which makes it difficult for teachers to cover a comprehensive curriculum while providing students enough opportunity for practice and assessment. To overcome those challenges, creative teaching strategies, resource allocation that makes sense, and an inclusive educational environment that values equal access to learning opportunities are all necessary to help every student successfully acquire the range of skills needed for TLE.

In conclusion, these challenges faced by the teachers creates a barrier in the successful application of Authentic Assessment in TLE. Thus, these challenges must be addressed immediately in order to provide an efficient learning environment not only for the teachers but also for the learners who are the principal concern of the learning process.

2.6. Student's response on challenges and struggles in the use of authentic assessment in technology and livelihood education

Despite the many benefits of Authentic Assessment, learners specifically face significant challenges with the complexities of tasks in Authentic Assessment due to its departure from traditional assessment methods. Due to the realistic nature of these assessments, students should integrate information from other disciplines and apply it in real-world circumstances. This integration requires a thorough comprehension of ideas and how they are used, frequently putting one's ability to think critically and solve problems beyond memorization (Hart, 2020). Thinking critically, one of the causes of these problems is student's low level of motivation and confidence towards Authentic Assessment leaning towards the limitations of resources and time constraints students encounters. The pressure to perform effectively in tasks that mirror real-world

challenges adds a level of authenticity that can motivate learners but in return due to hindrances increase stress among students.

However, the difficulties that students face such as limited resources, time, and task complexity highlight the areas that require more assistance and innovation. Likewise, by recognizing these difficulties and solutions, curriculum can be designed in a way that creates more supportive and balanced learning environments. In the end, resolving these issues and utilizing the benefits of authentic assessment can promote a stronger educational framework, better preparing students for their future professional endeavors and real-world applications.

2.7. Synthesis of the reviewed literature and studies

The reviewed research and literature provided an in-depth insight on the role of Authentic Assessment in Technology and Livelihood Education as it highlights its significance, strategies, student responses, and the difficulties encountered by teachers. Authentic assessment in TLE is crucial as it aligns with real-world tasks, enhancing students' learning experiences by requiring them to apply their knowledge in practical scenarios. This method fosters a deeper understanding of subject matter and equips students with relevant skills needed for their future careers

The use of authentic assessment in TLE has significant implications. The Department of Education with Interim Guidelines for Assessment and Grading in Light of Basic Education Continuity Plan Assessment (DepEd Order No. 31, s2020) highlighted that assessments should be holistic and authentic. This order is in conjunction with the Policy Guidelines on Classroom Assessment for K to 12 Basic Education Program which reiterates that teachers must assess students not only through content standards but also with the corresponding performance standards. With regards to the orders mentioned, engaging students in real-world tasks, authentic assessments help students develop practical skills that are directly applicable to their future careers. They can increase student motivation and engagement by making learning more relevant and meaningful, providing a more comprehensive evaluation of students' competencies, including cognitive, behavioral, and psychomotor skills. To effectively implement authentic assessments, teachers need adequate training, resources, and support from school administrators. Authentic assessments should also be aligned with curriculum goals to ensure they effectively measure students' mastery of essential skills and knowledge. While there are challenges in implementing authentic assessments in TLE, the potential benefits for student learning and skill development make it a valuable approach. Providing teachers with the necessary support and resources is crucial to overcoming these challenges and maximizing the effectiveness of authentic assessments in TLE. Thus, the effectiveness of Authentic Assessment continues to be an important responsibility of educators (Saher *et al.*, 2022).

Various strategies are employed in TLE to implement authentic assessment, including demonstrations, role plays, simulations, project-based assessments, and portfolios. These methods provide students with hands-on experiences and opportunities to demonstrate their skills in realistic contexts. For instance,



demonstrations help students grasp complex subjects by visualizing real-world applications, while project-based assessments engage students in meaningful tasks that develop their problem-solving and critical-thinking abilities.

Furthermore, students' responses to authentic assessment in TLE are generally positive, as they find these methods engaging and motivating. Authentic assessments encourage students to explore and apply their knowledge, which enhances their learning outcomes and prepares them for real-world challenges. However, students also face challenges such as resource limitations and time constraints, which can affect their performance and increase stress levels.

Teachers, on the other hand, encounter difficulties in the application of authentic assessment due to these same constraints. The vast number of competencies required in TLE, coupled with limited resources and time, make it challenging for teachers to provide adequate practice opportunities and comprehensive assessments. Addressing these challenges requires innovative teaching strategies, efficient resource allocation, and supportive learning environments to ensure that both teachers and students can succeed in the authentic assessment process.

In conclusion, Authentic Assessment in TLE significantly impacts both teaching practices and student outcomes. It enhances the relevance and application of learning, preparing students for real-world challenges. However, the successful implementation of authentic assessment requires addressing resource limitations, time constraints, and the need for teacher support and training. By overcoming these challenges, authentic assessment can provide a robust educational framework that better prepares students for their future careers and eventually contribution to the society.

3. METHODOLOGY

This study employed a qualitative research design to explore the narratives of Technology and Livelihood Education (TLE) teachers in the use of Authentic Assessment. A phenomenological approach was utilized to capture the depth and complexity of teachers' experiences and personal accounts. This method allowed for an in-depth exploration of the strategies teachers employed, how students responded to these strategies, and the challenges teachers faced. The participants included 13 TLE teachers who were teaching grade levels 9 and 10 during the conduct of the study. Grade levels 9 and 10 were chosen since they focus on specialized skills in TLE and accommodate teachers with aligned major or areas of specialization. Only those with at least three years of teaching experience were included as participants as they are considered to have been involved in various educational events and have had experience in teaching TLE. To assist the researcher in authenticating and confirming the statements provided by the participants, additional questions were posed to the key informants to supplement their responses. Data were gathered using an Interview Guide, which was validated by experts and conducted on the most convenient time.

To obtain a comprehensive analysis of the data gathered, the researcher used Braun and Clarke's six steps of thematic data analysis. Thematic analysis is the procedure for finding themes

or patterns in qualitative data (Clarke & Braun, 2013). The researcher recorded the participant's responses verbatim for data familiarization. Interview extracts from the transcribed interviews were then given initial codes which were used to identify the themes that explained the interviewees' answers to the questions. Key informants were also interviewed in order to assess and ascertain the importance of the themes that were created. The material provided by the primary informants, the Department of Education's current official papers, and relevant literature and research were all taken into consideration when reporting and discussing the final themes.

This research secured an ethical clearance and an approved Informed Consent form from the Polytechnic University of the Philippines Research Ethics Board. To obtain the willingness of the participants, a non-disclosure agreement letter and the informed consent form were sent to each participant and to the key informants. All participants involved in the study have signed the abovementioned letter and form. This agreement will conceal their names and maintain confidentiality regarding the given information in accordance with Republic Act No. 10173, also known as the Data Privacy Act of 2012. Prior to conducting interviews, the researcher ensured that the subjects provided their complete consent. Additionally, to make sure that the participants were aware of the study's goals. The participants were assigned with code names, Participant 1, Participant 2, Participant 3, Participant 4, Participant 5, Participant 6, Participant 7, Participant 8, Participant 9, Participant 10, Participant 11, Participant 12, and Participant 13 to conceal their identities. In-depth interviews were conducted based on each participant's preferred date, time, and mode of communication, whether in-person or through online platforms such as Google Meet, Zoom, or Messenger Video Call.

4. RESULTS AND DISCUSSION

The findings from the thesis offer and in-depth understanding of how authentic assessment is implemented in Technology and Livelihood Education (TLE) in Cabuyao, Laguna, Philippines. Teachers in this context employed a variety of authentic assessment strategies, such as demonstrations, simulations, role-playing, project-based assessments, portfolios, and inquiry-based tasks. These strategies were chosen to align with real-world applications, aiming to foster critical thinking, problem-solving, and hands-on learning among students. The diversity in assessment methods reflects the teachers' commitment to engaging students in meaningful learning experiences that extend beyond traditional testing methods. By incorporating tasks that mimic real-life scenarios, teachers hoped to better prepare students for the practical challenges they would face in their future careers.

Despite the innovative nature of these strategies, teachers encountered several challenges in their implementation. One significant obstacle was the limitation of resources, which made it difficult to execute certain tasks effectively. Large class sizes and time constraints further compounded these difficulties, making it challenging for teachers to provide the individual attention and support necessary for students to succeed in more complex, hands-on tasks. Additionally, the alignment of authentic assessments with the existing



curriculum competencies posed another challenge. Teachers often struggled to balance the requirements of standardized education with the flexible, student-centered approach demanded by authentic assessment practices. These challenges highlight the tension between innovative teaching methods and the practical realities of the classroom environment. On the other hand, students generally responded positively to the authentic assessment methods, despite the initial hurdles. Many students found the tasks to be more engaging and enjoyable compared to traditional assessments, which often led to improved academic performance and a deeper understanding of the subject matter. The study also revealed

that students appreciated the relevance of the tasks to real-world scenarios, which helped them see the value in what they were learning. However, the challenges faced by teachers, particularly the lack of resources and the demands of aligning assessments with curriculum standards, underscore the need for systemic support. This includes providing teachers with adequate resources, training, and time to develop and implement authentic assessments effectively. Overall, while the study illustrates the potential of authentic assessment to enhance student learning, it also emphasizes the need for structural changes to support its successful implementation.

Table 1: Summary of Initial Codes and Themes

SOP	Matrix Title	Initial Codes	Themes
1. What are the common Authentic Assessment strategies used in TLE?	Matrix 1 – Authentic Assessment Strategies used in TLE	<ul style="list-style-type: none">• Demonstration• Simulations and Role-play• Project-based assessment• Portfolio• Inquiry-based assessment	Hands-on Learning Critical Thinking Development Project-based Learning
2. How do TLE teachers describe students’ response in Authentic Assessment?	Matrix 2 – Students’ Response on Authentic Assessment in TLE	<ul style="list-style-type: none">• High level of interest and participation in activities• Engagement and enjoyment• Positive outcomes and performance• Challenges due to complexities of tasks and lack of resources	Positive Response and Outcomes Challenges Faced in Authentic Assessment
3. How do TLE teachers narrate the difficulties they encountered in using Authentic Assessment?	Matrix 3 – Difficulties in the Application of Authentic Assessment	<ul style="list-style-type: none">• Resource Limitation• Time Constraints• Complexities in Planning• Challenges in Meeting Competencies• Need for Curriculum Support	Resource Scarcity Curriculum Alignment
4. How do students respond to the difficulties encountered in using Authentic Assessment?	Matrix 4 – Student’s Response on Difficulties Encountered in Authentic Assessment in TLE	<ul style="list-style-type: none">• Challenging due to limitations of resources• Resourcefulness• Challenging due to complexity of tasks• Adaptability• Peer Cooperation	Challenges and Struggles Resourcefulness and Adaptability Need for Support and Guidance

The matrix presents the summary of initial codes and themes based on the narratives of TLE teachers in their use of Authentic Assessment to project their insights on every interview question. The first thematic cluster includes “**Hands-on Learning**”, “**Critical Thinking Development**”, and “**Project-based Learning**”, Hands-on learning such as demonstrations, simulations and role play is commonly described as the learners mimicking real-world tasks. It is also closely similar or related to project-based assessment and portfolios where students create crafts as an application of the skills they have acquired. Inquiry-based assessments on the other hand, refers to the use of investigative activities, and exploration through questions and scenario building, thereby, helps in stimulating critical thinking skills among learners. The second thematic cluster includes “**Positive Response and Outcomes**” and “**Challenges Faced in Authentic**

Assessment”. These themes were synthesized from the observed students’ response on Authentic Assessment. The learner’s high level of interest and participation in activities, and positive engagement and enjoyment were manifested among the students during the application of Authentic Assessment. Challenges were also expressed, as some of the learners find certain difficulties whenever they are engaging in tasks that are too complex given the limited time and resources they have. “**Resource Scarcity**” and “**Curriculum Alignment**” as the third thematic cluster is identified as the difficulties encountered by the teachers in their conduct of Authentic Assessment. As resources play a pivotal role in the successful implementation of Authentic Assessment, teachers find it as one of the major challenges they are facing. Upon the interview among the teachers, one of the most mentioned difficulties focuses on the lack of learning materials and conducive laboratory in their schools. They also mentioned the struggles of juggling the

activities with the limited time given on the subject area. The misalignment and overloaded objectives set to accomplish in the subject area poses as a challenge as well to the teachers as they find it hard to achieve all the objectives given the limitations they are facing.

The fourth thematic cluster includes “**Challenges and Struggles**”, “**Resourcefulness and Adaptability**”, and “**Need for Support and Guidance**”. It focused on the students’ responses to certain difficulties they faced during the implementation of Authentic Assessment. As teachers faced difficulties with resources, learners were greatly affected as well. Most learners find it challenging to engage in Authentic Assessment while having limitations on materials they need. The same goes for the complexity of tasks involved in the assessment that without being properly geared with the necessary materials can pose a great difficulty. This highlights the importance of ensuring that assessments are appropriately

aligned with students’ abilities and the available resources to avoid overwhelming them. Additionally, students’ need for support and guidance suggests that there is a role for teachers and educational institutions to provide the necessary assistance to help students navigate these challenges successfully.

Despite these difficulties, students also demonstrated resourcefulness, adaptability, and peer cooperation, indicating their willingness to engage with and overcome challenges in the learning process. This suggests that while authentic assessments in TLE may present initial challenges, they also provide valuable opportunities for students to develop important skills such as problem-solving, collaboration, and resilience. Overall, the responses of students highlight the importance of carefully designing and implementing authentic assessments in a way that supports student learning and development while also acknowledging and addressing the challenges they may face.

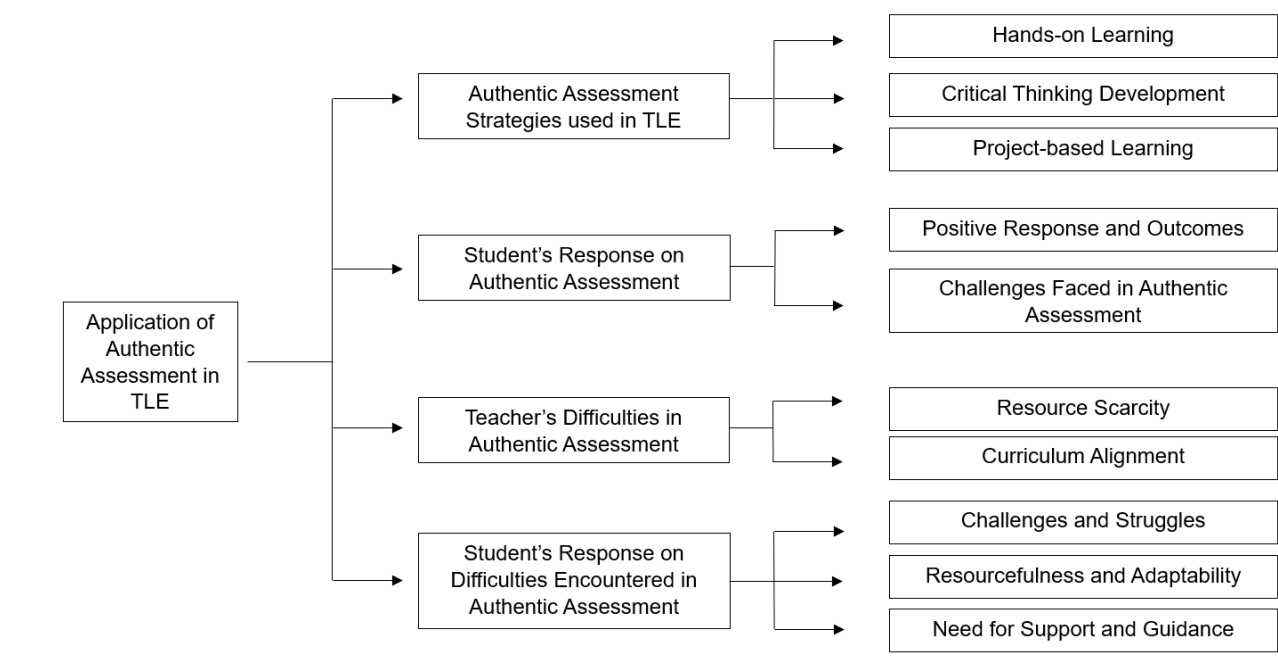


Figure 1: Thematic Mapping on the Narratives of Technology and Livelihood Education Teachers in the Use of Authentic Assessment

The figure shows the application of Technology and Livelihood Education teachers of Authentic Assessment. The strategies they observed during the conduct of assessment are mostly hands-on learning, critical thinking, and project-based learning. The teachers also narrated the student’s response when dealing with Authentic Assessment such as, active engagement and participation, positive learning outcomes which includes better academic performance, and the challenges learners faced. With this application of Authentic Assessment, teachers also express the challenges they experienced. It includes the limitations and scarcity of resources, and the need for a better curriculum alignment. Aligning authentic assessments with the existing curriculum standards is another hurdle. Regarding the challenges they faced, students’ responses such as, struggles, resourcefulness and the willingness to adapt despite the needs

for support and guidance surfaced during the study. Generally, the themes illustrated in figure, highlight the multifaceted nature of applying authentic assessment in TLE. It outlines the difficulties that teachers and students encounter in addition to explaining the possible advantages, such as project-based learning, critical thinking exercises, and hands-on learning. Students will have more interesting and meaningful learning experiences if concerns like resource scarcity, curriculum alignment, and the need for help and guidance are addressed. These actions will also increase the effectiveness of authentic assessments.

5. CONCLUSIONS

This study on authentic assessment practices among TLE teachers in Cabuyao, Laguna, reveals the significant potential

of these methods to enhance educational experiences. Teachers used strategies like demonstrations, simulations, and project-based assessments, engaging students and fostering critical thinking and problem-solving skills essential for real-world applications. However, challenges such as resource limitations, large class sizes, and curriculum alignment issues persist, indicating the need for a supportive infrastructure.

To address these challenges, it is recommended that teachers receive the necessary resources and training to design and implement effective authentic assessments, including access to materials and professional development opportunities. Revising curriculum standards to accommodate and reward innovative teaching methods that align with real-world applications is essential. Efforts should also focus on reducing class sizes and providing adequate planning time for teachers, ensuring personalized attention to students. Implementing these recommendations will create a more conducive environment for authentic assessment, leading to improved educational outcomes.

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APPENDIX**Proposed Development Program**

Professional Development Program for Technology and Livelihood Education Teachers

Title

Empowering TLE Teachers through Authentic Assessment: Enhancing Practical Skills and Real-world Learning

Rationale

The landscape of education is rapidly evolving, and with it, the need for assessment methods that accurately reflect students' abilities to apply knowledge in real-world contexts. Traditional assessment methods often fail to capture the full spectrum of students' skills, especially in subjects like Technology and Livelihood Education (TLE), where practical application and hands-on experience are crucial. This proposed development program addresses this gap by empowering TLE teachers with the tools and knowledge to implement authentic assessment effectively.

The proposed program titled "Empowering TLE Teachers through Authentic Assessment: Enhancing Practical Skills and Real-world Learning" is designed to address these needs through several key objectives. First, it provides a comprehensive understanding of authentic assessment principles and differentiates them from traditional methods. Second, it guides teachers in creating authentic materials that reflect real-world tasks and integrate industry-relevant resources into their lesson plans. Third, it ensures teachers can design clear, comprehensive rubrics that accurately measure student performance on real-world skills. Fourth, it trains teachers to integrate authentic assessment into daily teaching practices and use assessment results to inform instruction. Fifth, it develops strategies to engage students in self-assessment and peer assessment, fostering a classroom environment that encourages creativity and critical thinking. Lastly, it identifies common challenges in implementing authentic assessment and shares best practices and successful strategies.

The impact of this program is multifaceted. By aligning assessments with real-world tasks, students will develop skills that are directly applicable to their future careers, leading to improved educational and professional outcomes. Teachers will develop into more proficient and confident in their use of authentic assessment, which will result in more impactful and successful teaching strategies. Furthermore, authentic assessment promotes a more dynamic and interesting learning environment in the classroom, helping students develop a lifetime learning and continuous improvement mindset. TLE educators will collaborate more as a result of the program's mentorship and professional learning community components, which will build a network of support for exchanging ideas and resources.

The program "Empowering TLE Teachers through Authentic Assessment" is a significant start in updating TLE evaluation procedures. This program will greatly improve student learning outcomes and experiences while also enhancing the professional growth of teachers by equipping them with the skills and resources they need. In order to ensure that education

is impactful, applicable, and relevant in the real world, there is a need for a change toward authentic evaluation.

Program Description

The training program comprises of a number of interactive workshops that are specifically designed to meet the demands and address the difficulties faced by teachers to better improve TLE instruction. It provides participants with the following:

Workshop 1: Introduction to Authentic Assessment

This introduces the participants to the fundamental ideas of authentic evaluation in this program. It starts with a summary of the distinctions between authentic and standard assessment techniques, highlighting the significance of real-world relevance in TLE.

Workshop 2: Designing Authentic Assessment Tools

In this hands-on workshop, participants will learn how to design assessment tools that align with authentic tasks. The workshop will address the development of project guidelines, checklists, and rubrics specific to TLE themes. In order to create and improve these resources, teachers will work together to ensure that they are thorough and useful.

Workshop 3: Planning and Developing Authentic Materials

This workshop focuses on the planning and development of authentic materials that enhance the learning experience in TLE. Participants will explore methods for producing materials that are true to practical applications and industry standards. Examples of useful real-world resources and materials that can be incorporated into lesson plans will be provided during the workshop.

Workshop 4: Crafting Effective Rubrics

In this workshop, participants will delve into the intricacies of crafting effective rubrics. During the workshop, recommendations for creating rubrics that effectively measure student performance and correspond with real-world tasks will be provided. Instructors will work together to develop and improve rubrics throughout practice sessions, making sure they are comprehensive, equitable, and unambiguous.

Workshop 5: Implementing Authentic Assessment in the Classroom

The practical application of authentic assessment in the classroom is the main topic of this workshop. Learning skills for incorporating real assessment into lesson plans and daily teaching practices will be imparted to participants.

Workshop 6: Enhancing Student Engagement through Authentic Assessment

During the workshop, strategies for encouraging and integrating students in the evaluation process—such as peer and self-assessment—will be covered. Teachers will get an understanding on how to set up a classroom that fosters cooperation, creativity, and critical thinking. Teachers will get the chance to share their experiences and gain knowledge from



one another through interactive exercises and conversations.

Workshop 7: Overcoming Challenges and Sharing Best Practices

The typical issues teachers run across while adopting authentic assessment are covered in this final workshop. Through group discussions and problem-solving exercises, participants will identify potential roadblocks and investigate alternatives. Teachers will also have a forum to discuss successful tactics, best practices, and their experiences during the workshop.

Program Objectives

1. Provide a clear understanding of authentic assessment principles and their benefits in TLE.
2. Ensure materials align with authentic assessment principles to enhance student learning.
3. Guides teachers in creating materials that reflect real-world tasks and integrating industry-relevant resources into their lesson plans.

4. Equip teachers with the skills to design clear, comprehensive rubrics that align with authentic assessment tasks.

5. Share best practices, successful strategies, and solutions among participants to achieve a successful implementation of Authentic Assessment.

6. Develop strategies to engage students in the assessment process, including self-assessment and peer assessment.

7. Identify and address common challenges and obstacles teachers may face when implementing authentic assessment.

8. Gather feedback on the program's effectiveness and areas for improvement.

Target Participants

Technology and Livelihood Education teachers, including TLE coordinators, Master Teachers, and School Heads in Junior High Schools in the Division of Cabuyao.

Delivery Platform

Face-to-face and online

Table: Interview process and activities

Phase	Objectives	Activities	Time Frame	Participants	Resources
Introduction to Authentic Assessment	Provide a clear understanding of authentic assessment principles and their benefits in TLE.	Workshops and seminar catering the basic understanding on Authentic Assessment and its significance in TLE.	August	TLE teachers, coordinators, master teachers, and school heads	School Fund/MOOE
Designing Authentic Assessment Tools	Ensure materials align with authentic assessment principles to enhance student learning.	Workshops and seminar providing hands-on activities to create rubrics, checklists, and project guidelines.	September-October	TLE teachers, coordinators, master teachers, and school heads	School Fund/MOOE
Planning and Developing Authentic Materials	Guides teachers in creating materials that reflect real-world tasks and integrating industry-relevant resources into their lesson plans.	Workshops and seminars offering techniques for creating materials that reflect industry standards and real-world applications.	October-November	TLE teachers, coordinators, master teachers, and school heads	School Fund/MOOE
Crafting Effective Rubrics	Equip teachers with the skills to design clear, comprehensive rubrics that align with authentic assessment tasks.	Workshops and seminars delivering practice session for creating and refining rubrics.	December-January	TLE teachers, coordinators, master teachers, and school heads	School Fund/MOOE
Implementing Authentic Assessment in the Classroom	Share best practices, successful strategies, and solutions among participants to achieve a successful implementation of Authentic Assessment.	Workshops and seminars discussing strategies for integrating authentic assessment into lesson plans.	February	TLE teachers, coordinators, master teachers, and school heads	School Fund/MOOE



Phase	Objectives	Activities	Time Frame	Participants	Resources
Enhancing Student Engagement through Authentic Assessment	Develop strategies to engage students in the assessment process, including self-assessment and peer assessment.	Workshops and seminars that includes techniques in motivating students and building a supportive classroom environment for authentic learning.	March-April	TLE teachers, coordinators, master teachers, and school heads	School Fund/MOOE
Overcoming Challenges and Sharing Best Practices	Identify and address common challenges and obstacles teachers may face when implementing authentic assessment.	Workshops and seminars identifying potential obstacles and solutions while sharing experiences and successful practices among participants.	May	TLE teachers, coordinators, master teachers, and school heads	School Fund/MOOE

Proposed by: Hanna Claire O. Rosal

