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**ACADEMIC PERFORMANCE OF GRADE 8 STUDENTS IN THE TRADITIONAL AND ALTERNATIVE ASSESSMENT IN SOCIAL STUDIES**

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**ABSTRACT**

The study aimed to determine the Academic Performance of Grade 8 Students in the Traditional and Alternative Assessment in Social Studies. The multiple choice test, true/false test, essays, and matching type were the traditional assessment tools used. The alternative assessment tools used were the portfolio, checklist, journals, and performance assignments. Descriptive research design with documentary analysis were used on the study. The respondents of the study were the Grade 8 students of Botolan National High School, Botolan, Zambales, Philippines.

The findings revealed that the academic performance of Grade 8 students in Social Studies was Very Good. The performance of the students in traditional assessment are above average in multiple choice test; high average in true/false test and matching type respectively; and meets expectation in essays. The mean scores of the students in alternative assessment are very satisfactory in portfolio; in checklist; and in journals; and excellent in performance assignments. There was a very high significant correlation between performances in traditional and alternative assessments. There was a very high positive and highly significant relationship between academic performance in Social Studies and performance in multiple choice and true/false test. There was a high positive and highly significant relationship between academic performance in Social Studies and performance in essays and matching type. The relationship between academic performance in Social Studies and assessment performance in portfolio, checklist, journals and performance assignments was high positive and highly significant.

**Key Words:** Social Studies, Alternative Assessment Tools, Traditional Assessment Tools, Academic Performance, Grade 8 Students.

**1. INTRODUCTION**

Social studies teaching and learning are powerful when they are meaningful. Meaningful learning activities and assessment strategies focus students' attention on the most important ideas embedded in what they are learning. The teacher is reflective in planning, implementing, and assessing instruction.

Students do not fully learn what their teachers taught. If they learned what they were taught, there would be no need for assessment [1]. Assessment therefore is to bridge the gap between learning and teaching. Therefore, principles have been rising from the actual knowledge and practice of the teachers instead of well-rooted theories of testing. Tasks should allow students to

explore, discover, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant and interesting to the learner [2]. Assessment of student learning is a key professional skill plan for assessment, observe learning, analyze and interpret, evidence of learning, give feedback to learners and support learners in self-assessment. Assessment is understanding students' cultural backgrounds, interests, skills, and abilities as they apply across a range of learning domains and/or subject areas. Understanding students' motivations and their interests in specific class content. Clarifying and articulating the performance outcomes expected of pupils; and planning instruction for individuals or groups of students.

In social studies, as in other educational-teaching processes, the teachers can detect the scope of attainments via various assessment and evaluation approaches. These approaches are generally grouped into two subcategories as “traditional” and “alternative” assessments and evaluation. Traditional assessment and evaluation is an approach which includes assessment tools generally focusing on attainments in intellectual abilities, that is a focus on the cognitive area [3].

An alternative assessment and evaluation is a student-centered approach and it focuses on the level of the application of knowledge and skills to real life, taking the individual features of the students into consideration [4]. While traditional assessment and evaluation only considers the behaviors in the cognitive area, the alternative approach observes the developments in affective and psychomotor behaviors. Portfolio, project, performance assignments, concept maps, structured grids, descriptive branched trees, word association, self-evaluation and peer evaluation are accepted as the tools of alternative assessment and evaluation. Alternative tools encourage students to make up their minds on critical and complex problems, unlike the traditional tools. While students give short answers or select one of the multiple choices in traditional tools, with alternative tools they form and create answers from their own perspectives on real life, and they present their answers in different ways while traditional methods generally assess memorized knowledge, alternative tools try to reveal the comprehension and accomplishment of students.

According to Graham [5], the development of the knowledge and skills of teachers in terms of evaluation is one of the basic problems in the contemporary world of education. In assessment and evaluation applications, which have changed learning-teaching processes, and with the development of the new program, it is important to detect the types and scopes of the tools which are used by social studies teachers in order to discover any deficiencies and to allow effective measures to be taken in case of any problems. The present study aims to investigate the application of traditional and alternative assessment and evaluation tools as used by teachers in social studies.

The educational community will benefit from this study. The school's curriculum planners and developers will empirical information that will become their basis of development and implementation of a curriculum focused on the application of content knowledge, the process and methods of teaching and assessment that will engage students in active learning. Educators would be provided with information on the extent to which the academic performance of students is affected by the traditional and alternative assessment that will serve as basis for the

implementation of appropriate and relevant teaching practices. Learners would be provided with information on the advantage of acquiring traditional and alternative assessment that will enable them to apply their skills to any content area or discipline and to become confident in their reasoning. Lastly, Parents would be encouraged to undertake shared responsibilities that complement the teacher's role towards developing and improving the student's academic achievement.

## 2. STUDY STATEMENT OF THE PROBLEM

While This study aimed to determine the Academic Performance of Grade 8 Students in the Traditional and Alternative Assessment in Social Studies of the Botolan National High School during the school year 2017 – 2018. Specifically, it answered the following questions:

1. How is the academic Performance of Grade 8 students in Social Studies during the school year 2017 – 2018?
2. How is the performance of the Grade 8 students in Social Studies under the traditional assessment described as to: Multiple Choice Test; True/False Test; Essays; and Matching Type?
3. How is the performance of the Grade 8 students in alternative assessment described as to: Portfolio, Checklist, Journals, and Performance Assignments?
4. Is there is a significant relationship between performance of the Grade 8 students in the traditional and alternative assessment in Social Studies?
5. Is there a significant relationship between the performance in Social Studies and utilization of traditional and alternative assessment?

## 3. METHODOLOGY

The study used the descriptive research method with documentary analysis in order to collect data to describe the traditional and alternative assessment in Social Studies of Grade 8 students of the Botolan National High School. Descriptive Research is research that is based on experimentation or observation that will provide evidence. Such research is often conducted to answer a specific question or to test a hypothesis [6]. A documentary analysis of the Grade 8 student's academic performance in Social Studies during the school year 2017-2018 was also conducted.

The respondents included all the Grade 8 students enrolled during the school year 2017-2018 at the Botolan National High School, district of Botolan, Zambales, Region III- Central Luzon. Philippines.

The traditional and alternative assessment [7] in Social Studies were the tools to gather data to determine the academic performance of the Grade 8 students. It consists of 40 questions to test the traditional assessment multiple choice, true /false, matching type and essays and rubrics for alternative assessment. The numerical score and descriptive rating on the alternative assessment,

were assessed using the rubrics [8]. The numerical score was based on multiple choice, true/false, matching type and essay.

A letter addressed to the Schools Division Superintendent, Division of Zambales, requesting permission to conduct the study at the Botolan National High School was prepared by the researcher, with the thesis adviser and the Director of the Graduate School as signatories. A copy of the traditional test was also given to the Schools Division Superintendent. Upon approval of the request by the Schools Division Superintendent, the researcher prepared a letter addressed to the Principal of the Botolan National High School to request permission to conduct the traditional and alternative assessment and to obtain a copy of the Grade 8 students' final grade point average in Social Studies during the school year 2017-2018. The respondents were given a copy of the traditional assessment. The researcher read and explained the content of the test. The respondents were given one hour to write their answers. The answers in the traditional assessment were checked and the scores were tabulated and analyzed according to the statistical tools described in this chapter.

The data gathered were classified and tabulated in order to facilitate the statistical treatment and interpretation. Data was analyzed using the Statistical Package for Social Sciences (SPSS). The Pearson – Product Moment Correlation Coefficient (r) and the t-test were used in significance level  $p \leq 0.05$  for statistical analysis. In addition, descriptive statistics such as percentage and means were utilized.

#### 4. RESULTS AND DISCUSSION

##### Academic Performance of Grade 8 Students in Social Studies

The distribution of academic performance of Grade 8 Students in Social Studies is shown in Table 1.

**Table 1. Distribution of Academic Performance in Social Studies**

<b>Academic Performance</b>	<b>Frequency</b>	<b>Percent</b>	<b>Interpretation</b>
91-95	25	8.99	Excellent
86-90	60	21.58	Outstanding
81-85	92	33.10	Very Good
75-80	91	32.73	Good
70-74	10	3.60	Average
<b>Total</b>	<b>278</b>		

**Mean = 82.78; Very Good**

The academic performance of 81-85 interpreted as Very Good was obtained by 92 (or 33.10 %) out of 278 students. There were 10 (or 3.60 %) students whose academic performance was 70-74 interpreted as average. Overall, the academic performance of Grade 8 students in Social Studies was 82.78 or Very Good.

More than 30 years ago in the study of Shug, Todd & Beery [9], Social Studies is not perceived as a particularly enjoyable subject but is not considered difficult. Anticipated careers appear to have an effect on attitudes toward courses and since few careers are directly related to Social Studies, this may contribute to an unenthusiastic response to Social Studies. The grade of 82.78, interpreted as very good may be attributed to the mind-set of many students who find Social Studies content boring, citing that the information is too far removed from their experience, too detailed, or too repetitious.

**Performance of Grade 8 Students in Traditional Assessment in Social Studies**

**Multiple Choice Test.** The distribution of scores of Grade 8 students in multiple choice tests is shown in Table 2.

**Table 2. Distribution of Test Scores of Grade 8 Students in Multiple Choice Test**

Test Scores	Frequency	Percent
10	17	6.12
9	26	9.35
8	51	18.35
7	57	20.50
6	54	19.42
5	43	15.47
4	20	7.19
3	9	3.24
2	1	0.36
<b>Total</b>	<b>278</b>	
<b>Mean = 6.69 Above Average</b>		

The most frequent score was 7 from among 57 (or 20.50 %) students, followed by 6 from 54 (or 19.42 %) and 8 from 51 (or 18.35 %) students. Only 1 (or 0.36 %) student got the lowest score of 1. The mean score in the multiple choice test was 6.69 (above Average). Traditional multiple choice testing formats offer efficiency, objectivity, simplicity and ease of use for the assessment of student knowledge but are subject to many sources of interpretation error [10]. A student who is unaware of the answer has a 25 % chance of getting the correct answer with guessing [11]. In an effort to improve test scores in multiple choice tests, teachers focus on the memorization and recall of isolated facts which may be unchallenging and unrealistic in the light of the skills required from students in Social Studies.

**True/False Test.** The distribution of scores of Grade 8 students in multiple choice tests is shown in Table 3.

**Table 3. Distribution of Test Scores of Grade 8 Students in True/False Test**

Test Scores	Frequency	Percent
9	22	7.91
8	38	13.67
7	34	12.23
6	40	14.39
5	79	28.42
4	56	20.14
3	9	3.24
<b>Total</b>	<b>278</b>	
<b>Mean = 5.85 High Average</b>		

The score of 5 was obtained by most (79 or 28.42 %) students while the score of 4 was obtained by 56 (or 20.14 %). There were 22 (or 7.91 %) students who got the highest score of 9. The lowest and least frequent score was 3, obtained by 9 (or 3.24 %) students. The mean score in the true/false test was 5.85 (High average).

True/false tests are limited to testing for factual recall but can also be made to present quite difficult and complex problems. In true/false tests, data is collected on a range of knowledge targets such as generalizations with little demand on reading ability. The strong possibility of guessing the answer is one of its limitations.

**Essays.** Table 4 shows the distribution of scores of Grade 8 students in essays. The score of majority (203 or 73.02 %) of the students was 1.50-2.24 interpreted as meets expectation. There were 29 (or 10.07 %) whose scores were 2.25-3.00 interpreted as excellent.

**Table 4 .Distribution of Test Scores of Grade 8 Students in Essays**

Test Scores	Frequency	Percent	Qualitative Description
2.25-3.00	28	10.07	Excellent
1.50-2.24	203	73.02	Meets Expectation
0.75-1.49	36	12.95	Below Expectation
0.00-0.74	11	3.96	Serious Problem
Total	278		
<b>Mean = 1.79; Meets Expectation</b>			

The lowest and least frequent score of 0.00-0.74, interpreted as serious problem was obtained by 11 (or 3.96 %) students. The mean score in essays was 1.70 interpreted as meets expectation.

Essays raise serious design and scoring issues without clear and precise scoring criteria. Language is also a scoring issue in essays. Further, Social Studies requires a high degree of literacy. Many students struggle with basic literacy skills particularly when the language of instruction is not their first language [12]. In order for students to be successful in completing an essay exam, they need to be able to recall relevant information, organize the information properly, discuss the topic thoroughly presenting all sides of the argument, and make the appropriate conclusion using their interpretive or analytical skills.

**Matching Type.** The distribution of scores of Grade 8 students in matching type is shown in Table 5.

**Table 5. Distribution of Test Scores of Grade 8 Students in Matching Type**

Test Scores	Frequency	Percent
10	6	2.16
9	21	7.55
8	57	20.50

7	39	14.03
6	58	20.86
5	63	22.66
4	30	10.80
3	4	1.44
<b>Total</b>	<b>278</b>	
<b>Mean = 6.38; High Average</b>		

The most frequent score was 5, obtained by 63 (or 22.66 %) students. There were 6 (or 2.16 %) students who got the highest score of 10. The lowest and least frequent score was 3, obtained by 4 (or 1.44 %) students. The mean score in matching type was 6.38 (High Average).

The matching type test is one of the selected response tests that reflect the procedure of selecting correct responses from a range of possibilities. This type of test is often used because of its ease of marking, teachers have experienced this type of test when they were students themselves, and it is perceived to be objective [13]. With matching items, test scores are collected speedily with fewer demands for reading ability [12]. It is particularly useful in Social Studies for assessing student recognition of how ideas are associated.

Table 6 shows the summary of test scores of Grade 8 students in traditional assessment.

**Table 6. Summary of Test Scores of Grade 8 Students in Traditional Assessment**

<b>Traditional Assessment</b>	<b>Mean</b>	<b>Interpretation</b>
Multiple Choice Test	6.69	Above Average
True/False Test	5.85	High Average
Essays	1.79	Meet Expectation
Matching Type	6.38	High Average

The mean score in the multiple choice test was the highest at 6.69 interpreted as Above Average followed by 6.38 in matching type interpreted as High Average and 5.85 in true/false tests interpreted as High Average. The mean score for essay was 1.79 interpreted as meets expectation. \



Among the selected response tests, the mean score in the multiple choice test was the highest compared to the matching type and true/false test. This is in contrast to the higher chance at 50 % of getting a correct answer in a true/false test compared to the 25 % chance of getting a correct answer in a multiple choice test with four choices. Some students may have better ability to guess a correct answer without actually knowing anything. Most students find essay challenging because they are required to organize and write ideas in their own words.

**Performance of Grade 8 Students in Alternative Assessment in Social Studies**

**Portfolio.** Table 7 shows the distribution of scores of Grade 8 students in portfolio assessment.

**Table 7. Distribution of Test Scores of Grade 8 Students in Portfolio Assessment**

Test Scores	Frequency	Percent	Qualitative Interpretation
3.25-4.00	103	37.10	Excellent
2.50-3.24	175	62.90	Very Satisfactory
1.75-2.49	0	0.00	Satisfactory
			Needs Improvement
1.00-1.74	0	0.00	
<b>Total</b>	<b>278</b>		
<b>Mean = 3.15; Very Satisfactory</b>			

Majority (175 or 62.90 %) obtained scores 2.50-3.24 (Very Satisfactory). There were 103 (or 37.10 %) who scored 3.25-4.00 (Excellent). The mean score in portfolio assessment was 3.15, interpreted as Very Satisfactory. Finding revealed that the student respondents are very good in portfolio preparation and presenting their outputs through self-made portfolios.

Okan [14] and Ekmekçi [15] found that portfolio assessment affected student success. Portfolio assessment can help developed positive attitudes among students toward s specific subject[16]. The portfolio assessment can help students to be aware of their respective strengths and weaknesses [7]. Portfolio assessment was identified to have a positive effect on students’ learning

**Checklist.** Table 8 shows the distribution of scores of Grade 8 students in checklist assessment.

**Table 8. Distribution of Test Scores of Grade 8 Students in Checklist Assessment**

Test Scores	Frequency	Percent	Qualitative Interpretation
4.20-5.00	0	0.00	Outstanding
3.40-4.19	130	46.76	Very Satisfactory
2.60-3.39	148	53.24	Satisfactory
1.80-1.59	0	0.00	Average
1.00-1.79	0	0.00	Poor
<b>Total</b>	<b>278</b>		
<b>Mean = 3.37; Very Satisfactory</b>			

The score of 2.60-3.39 (Satisfactory) was obtained by 148 (or 53.24 %). There were 130 (or 46.76 %) who score 3.40-4.19 (Very Satisfactory). The mean score in checklist assessment was 3.37 interpreted as Very Satisfactory.

A checklist provides a tool for student's self-assessment on the development of specific skills, attitudes and behaviors necessary for demonstrating learning. Because the students are directly involved in the assessment and understanding, they exert effort to reflect on what they are expected to do to achieve the intended and expected outcome.

**Journals.** The distribution of scores of Grade 8 students in journals assessment is shown in Table 9. Majority (202 or 72.66 %) scored 2.50-3.24). There were 69 (or 24.82 %) who scored 3.25-4.00. The lowest score was 1.75-2.49 obtained by 7 (or 2.52 %) students. The mean score in journals assessment was 3.04 interpreted as Very Satisfactory.

**Table 9. Distribution of Test Scores of Grade 8 Students in Journals Assessment**

Test Scores	Frequency	Percent	Qualitative Interpretation
3.25-4.00	69	24.82	Excellent
2.50-3.24	202	72.66	Very Satisfactory
1.75-2.49	7	2.52	Satisfactory

1.00-1.74	0	0.00	Needs Improvement
<b>Total</b>	<b>278</b>		
<b>Mean = 3.04 Very Satisfactory</b>			

Journal writing is one of the most important components of the assessment process because it has the potential to promote critical thinking. It also reinforces the importance of writing across the curriculum with an emphasis on process rather than product, allows for personal expression, and serves as a record of thought. Journal writing helps students understand how they learn and it gives a voice to those who are not good at expressing themselves orally. Because journal writing requires active participation, the students take ownership of their learning [19].

**Performance Assignments.** Table 10 shows the distribution of scores of Grade 8 students in performance assignments.

**Table 10. Distribution of Test Scores of Grade 8 Students in Performance Assignments**

Test Scores	Frequency	Percent	Qualitative Interpretation
3.20-4.00	145	52.16	Excellent
2.40-3.19	133	47.84	Very Good
1.60-2.39	0	0.00	Okay
0.80-1.59	0	0.00	Needs Improvement
0.00-0.79	0	0.00	Major Difficulty
<b>Total</b>	<b>278</b>		
<b>Mean = 3.21; Excellent</b>			

Majority (145 or 52.16 %) got scores 3.20-4.00 (Excellent). There were 133 (or 47.84 %) who scores were 2.40-3.19 (Very Good). The mean score in performance assignments was 3.21 interpreted as Excellent. The figures revealed that the students are very outstanding in their classroom academic standing in performance assignments. Students value the task more because they view it as rich rather superficial, engaging rather than uninteresting, and active rather than passive. Complex, process oriented, product oriented, authentic, open-ended and time-bound were the important characteristics of performance assignments.

Teachers use performance assignments to assess complex cognitive learning as well as attitudes and social skills in Science, Social Studies, or Math. Learners analyze, solve problems, experiment, make decisions, measure, cooperate with others, present orally, or produce a product. These performance assignment activities allow teachers to directly observe and rate the students.

The summary of test scores of Grade 8 students in alternative assessment is shown in Table 11.

**Table 11. Summary of Test Scores of Grade 8 Students in Alternative Assessment**

Alternative Assessment	Mean
Portfolio	3.15 (Very Satisfactory)
Checklist	3.37 (Very Satisfactory)
Journals	3.04 (Very Satisfactory)
Performance Assignments	3.21 (Excellent)

The mean score in performance assignments was 3.21 or excellent, followed by 3.37 (Very Satisfactory) for checklist, and 3.15 (Very Satisfactory) for portfolio. The mean score for journals was 3.04 (Very Satisfactory). As for the Alternative Assessment results, it was very evident that the students scored highest in performance assignments. Performance assignment task allows students to apply the knowledge and skill they have learned and acquired. Here they are to demonstrate specific individual or group competencies.

Performance assignments usually involve real-world tasks that students find them more engaging and challenging. The students would rather spend many hours engaged and their projects than to study for a written test just enough to get a good grade. Their performance in journals is low because many students struggle with the task of writing itself and there would not put much time and effort into the writing process.

**Relationship between Performance of Grade 8 Students in Traditional and Alternative Assessments.** Table 12 shows the relationship between performance in traditional and alternative assessments. There was a very high correlation ( $r = 0.86$ ) that was highly significant ( $\text{Sig.} = 0.00$ ) between performance in traditional and alternative assessments. This indicates that an

improvement in the performance in traditional assessment results to a proportionate improvement in the performance in alternative assessment.

**Table 12. Relationship between Performance in Traditional and Alternative Assessments**

Pearson Correlation	0.86
Sig. (2-tailed)	0.00
N	278
Interpretation	Very high correlation
	Highly Significant
	Ho is rejected

According to Belle [20] students learn in a variety of ways and also need to be tested in a variety of ways in order to be fair to the individual. When teachers use various types of assessments, students eventually enjoy and benefit from different types of assessment. Whether assessment is traditional or alternative, it should put value on students' work. Although there is a growing trend towards alternative assessment, the previous methods used including traditional assessments were also successful.

**Relationship between Academic Performance in Social Studies and Performance in Traditional Assessments.**

Table 13 shows the relationship between academic performance in Social Studies and performance in traditional assessments.

There was a very high positive and highly significant relationship between academic performance in Social Studies and performance in: multiple choice ( $r = 0.81$ ,  $\text{Sig.} = 0.00$ ); true/false test ( $r = 0.76$ ,  $\text{Sig.} = 0.00$ ). There was a high positive and highly significant relationship between academic performance in Social Studies and performance in: essays ( $r = 0.53$ ,  $\text{Sig.} = 0.00$ ); matching type ( $r = 0.60$ ,  $\text{Sig.} = 0.00$ ).

This suggests that academic performance in Social Studies is a determinant of the performance in traditional assessments such as multiple choice test, true/false test, essays, and matching type.

**Table 13. Relationship between Academic Performance in Social Studies and Performance in Traditional Assessments**

	<b>Relationship Between Academic Performance in Social Studies and Performance in:</b>
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	Multiple Choice Test	True/False Test	Essays	Matching Type
Pearson Correlation	0.81	0.76	0.53	0.60
Sig. (2-tailed)	0.00	0.00	0.00	0.00
N	278	278	278	278
Interpretation	Very high correlation	Very high correlation	High correlation	High correlation
	Highly Significant	Highly significant	Highly significant	Highly significant
	Ho is rejected	Ho is rejected	Ho is rejected	Ho is rejected

Traditional assessment has the advantage of having higher reliability, validity and objectivity [21]. As such it is effective in serving its purpose of measuring student achievement that requires rote memorization of facts and procedures rather than understanding the idea behind the answer [22].

**Relationship between Academic Performance in Social Studies and Performance in Alternative Assessments.** Table 14 shows the relationship between academic performance in Social Studies and performance in alternative assessments.

**Table 14. Relationship between Academic Performance in Social Studies and Performance in Alternative Assessments**

	Relationship Between Academic Performance in Social Studies and Performance in			
	Portfolio	Checklist	Journals	Performance Assignments
Pearson Correlation	0.92	0.92	0.89	0.77
Sig. (2-tailed)	0.00	0.00	0.00	0.00

N	278	278	278	278
Interpretation	Very High Correlation	Very High Correlation	Very High Correlation	Very High Correlation
	Highly Significant	Highly Significant	Highly Significant	Highly Significant
	Ho is rejected	Ho is rejected	Ho is rejected	Ho is rejected

The relationship between academic performance in Social Studies and assessment performance in: portfolio ( $r = 0.02$ , Sig. = 0.00); checklist ( $r = 0.92$ , Sig. = 0.00); journals ( $r = 0.89$ , Sig. = 0.00); performance assignments ( $r = 0.77$ , Sig. = 0.00) respectively was high positive and highly significant. This shows that the academic performance in Social Studies is a determinant of the performance in alternative assessments such as portfolio, checklist, journals, and performance assignments.

Empirical studies of the impact of performance assessment show positive effects in the quality of students' learning and attitudes and interest. Performance-based assessment is a valid, equitable measurement of student progress. The use of performance assessment as teaching strategy in the classroom can increase student interest in class and improve academic achievement when compared to the control group. The performance assessment has statistically significant effects on conceptual and procedural knowledge. This suggests that a performance assessment approach promotes and supports learning by improving academic performance.

## 5. CONCLUSION

The following conclusions were drawn based on the findings of the study:

1. The Grade 8 students display very good academic performance in Social Studies.
2. The mean scores of Grade 8 students in traditional assessment in Social Studies are above average in multiple choice test, high average in true/false test and matching type respectively and meets expectation in essays.
3. The mean scores of Grade 8 students in alternative assessment in Social Studies are very satisfactory in portfolio, in checklist and in journals; and excellent in performance assignments.
4. Performance in traditional assessment is highly and significantly correlated with alternative assessment.
5. The academic performance in Social Studies is significantly correlated with the performance in traditional assessments such as multiple choice test, true/false test, essays, and matching type. The academic performance in Social Studies is significantly correlated with the

performance in alternative assessments such as portfolio, checklist, journals, and performance assignments.

## 6. RECOMMENDATION

The findings and conclusions of the study provided bases for the following recommendations:

1. The Social Studies teachers may use a variety of assessments and instructional strategies to enhance the academic performance of the students in Social Studies.
2. The Social Studies teachers may undergo further training on the preparation of test materials for traditional assessment and alternative assessment.
3. The Social Studies teachers may require students to perform real-world activities to maintain performance in alternative assessments such as portfolio, checklist, and journals.
4. Further study may be conducted that will include other year levels sections and other subjects in the junior high schools in Zambales to validate the findings obtained.

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