Digitalized Assessment in Teaching Technology and Livelihood Education to the Attitudes and Performance of Grade 8 Students

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Abstract

This study is about the Digitalized Assessment in Teaching Technology and Livelihood Education to the Attitudes and Performance of Grade 8 students. The purpose of the study was to determine the appropriateness and acceptability of the digitalized assessment to the selected Grade 8 students of Pacita Complex National High School.

This sought answer to the following questions. What is the level of Digitalized Assessment Delivery characteristics in terms of: clarity of instructions, level of easiness and difficulties, variety of lesson and language use? What is the extent of attitudes of Grade 8 students towards TLE with regards to: punctual, attentiveness, proficient, goal-oriented and honesty? Does the Digitalized Assessment Delivery have significant relationship to the attitude of the Grade 8 students towards TLE? Does the Digitalized Assessment Delivery have significant effect to the performance of Grade 8 students in TLE?

The level of the Digitalized Assessment Delivery characteristics in terms of clarity of instructions, easiness and difficulties, variety of lessons and language used have been interpreted very acceptable. On the other hand, the results of the Extent of Attitudes of Grade 8 students towards TLE are as follows. The extent of attitudes regarding punctuality, proficiency, goal-oriented and honesty have been remarked by the respondents as always and observed to be at a very great extent. As to the extent of attitude regarding attentiveness, it has been remarked as oftentimes and observed to a great extent by the respondents. The degree of ease and difficulty of a digitalized assessment must be determined by the aim of the assessment and the capacity of students at the grade level, which has the lowest mean in the delivery of digitalized assessments. It proves that significant relationship between the digitalized assessment delivery characteristics and attitudes of the students is evident. Majority of the digitalized delivery characteristics do not have significant relationship on the performance which partially accepted the null hypothesis. The clarity of instruction, level of easiness and difficulty and language use shows not significantly affects the performance of the Grade 8 Students.

The researcher had reached a conclusion after conducting extensive research. It has been proved that the Digitalized Assessment in TLE is appropriate and acceptable since the respondents have verified it based on the obtained and analyzed data. It was also shown that the Digitalized Assessment Delivery Characteristics and the student's attitude had a significant relationship. Furthermore, the digitalized assessment's delivery characteristic has a significant impact on students' performance.

Keywords: Clarity of instructions; Language use; Level of easiness and difficulties; Variety of lesson; Attentiveness; Goal-oriented; Honest; Proficient; Punctual;

1. **Main Text**

Introduction

The Philippines is currently in the process of adapting to the new normal in education, and educators' constant innovations and active participation from other stakeholders are the driving forces behind its success.

Technology and Livelihood Education (TLE) is one of the secondary learning competencies that are included in the K-12 curriculum of the current Philippine Education System. As the subject primarily aims to equip students with necessary skills in different specializations, there is a requirement for the teachers of the subject area to engage its students towards a teaching-learning process that is experiential, contextualized, and authentic (Javier, 2019).

The modality of Online Distance Learning (ODL) is confronted with its own challenges over the past school year especially in terms of methodological assessment and monitoring of the answers, seeing as there are limitations for instructors to facilitate, observe, and verify the credibility of the answers over the course of the formative and summative assessment.

In these times of distance learning, it is important that the assessments we create for students require them to apply their knowledge to new and novel situations. Performance tasks do that, and they create engaging multistep opportunities for students to show what they know. Performance items are similar, appearing in many traditional exams. Both require students to perform by applying their thinking; performance items are more limited in scope and often assess a single standard or skill. These concerns, in particular, necessitate the integration of other effective means of formative assessment that addresses the aforementioned problems.

This research study aims to explore the used of digitalized assessment to the students in the Online Distance Learning Modality (ODL), as well as its appropriateness and effectiveness in terms of academic performance and academic attitudes of the students.

Theoretical Framework

Learning theories play explicitly or implicitly a major role in instructional design models upon which the approaches to teaching by instructors are based; they form the foundation for effective instructional models, and provide frameworks for providing the conditions for, and interpreting observations of teaching and learning. Effective instructional models are based on learning theories.

Although it is largely known that the conception of formative assessments and assessment practice in general are not necessarily directly linked with any particular learning theory. As cited by Trumbull and Lash (2013) describe current conceptualizations of formative assessments as based on the constructivist view of leaning.

The constructivist view of learning is connected to the cognitive constructivist theory, which is based on the works of philosopher Jean Piaget who stresses the active role of learners in the educational process. According to the GSI Teaching and Resource Center (2015), cognitive constructivism states that the concept of knowledge itself is something that is being actively constructed by students based on their stage of cognitive development and existing cognitive structures. As such, the usage of cognitive constructivism as a learning-teaching theory pursues the assistance of students in acquiring new information and adding it to existing knowledge, thus providing them with the ability to make the appropriate changes to their existing intellectual framework in order to accommodate the new information that they gathered (McLeod, 2019).

Usage of the cognitive constructivist theory in assessments shares certain characteristics of first-generation assessment practice in the sense that it tests acquisition and understanding of the content and practice of relevant skills (Howell, 2014), but the main difference lies in the active role of the learner in the second-generation approach. In second-generation cognitive constructivist assessments, academic performance is an assumed correlation between the speed of a learner's completion and his or her acquisition of the concepts in the lesson.

Statement of the Problem

The purpose of the current research work was to test the appropriateness and acceptability of the digitalized assessment on the academic attitudes and performance of the selected students on the subject of Technology and Livelihood Education (TLE) at Pacita Complex National High School, School Year 2021-2022.

Particularly, the present work sought answers to the following questions:

1. What is the level of Digitalized Assessment Delivery characteristics in terms of:
    1.1. clarity of instructions;
    1.2. language use;
    1.3. level of easiness and difficulties; and
    1.4. variety of lesson?
2. What is the extent of attitudes of the Grade 8 students towards TLE with regards to:
    2.1. attentiveness;
    2.2. goal-oriented;
    2.3. honesty;
    2.4. proficient; and
    2.5. punctual?
3. What is the level of performance of the Grade 8 students in TLE as a summative test?

4. Does the Digitalized Assessment Delivery characteristic have a significant relationship on the attitudes of the Grade 8 students towards TLE?
5. Does the Digitalized Assessment Delivery have a significant effect on the performance of the Grade 8 students in TLE as to summative test?

Research Methodology

This study used experimental method to gather data and information to show the appropriateness and effectiveness of digitalized assessment to the academic performance and academic attitudes of Grade 8 students in Pacita Complex National High School, School Year 2021 – 2022.

As Tanner cited in (2018), experimental research to test hypotheses or generate theoretical explanations necessitates meticulous attention to all elements, from lab setup to protocol development to experiment execution. It was therefore rationalized as the most appropriate for the study under investigation. The researcher decided to conduct this study to selected Grade 8 students. The researcher wanted to determine the effects of digitalized assessment, to fulfill the objectives and to encourage the possible beneficiaries.

To measure the level of digitalized assessment delivery of the students' the mean and SD were used. In addition, the Pearson Product Moment of Correlation was used to determine the significant relationship of the digitalized assessment delivery from the attitudes of the students and F-Test was used to describe the significant effect of the digitalized assessment delivery from the performance results.

To answer the questions that have been stated in the statement of the problem, the researcher utilized an array of statistical tools that were deemed appropriate for the present research. The following statistical treatments were applied in the analyses and interpretation of data

The academic performance of the students was determined through weighted mean and the Standard Deviation (SD);

On the other hand, to measure the significant relationship of the delivery characteristics of the digitalized assessment to the attitudes of the students towards TLE, the Pearson Product Moment of Correlation was used.

Results and Discussions

Table 1. Level of Digitalized Assessment Delivery in terms of Clarity of Instructions

Indicative Statement	Mean	SD	Remark
The instructions are well-defined and easy to adhere.	4.12	0.59	Agree
The instructions use simple and straightforward language that makes the expected outcome clear.	4.02	0.56	Agree
The instructions are detailed to avoid uncertainty to the student.	4.02	0.56	Agree
The instructions describe the work to be done and how to do it.	4.02	0.60	Agree
The instructions are connected to the work to be done.	4.07	0.60	Agree

Overall Mean = 4.05
Verbal Interpretation = Very Acceptable

The table shows that the level of digitalized assessment delivery characteristics in terms of clarity of instructions was evaluated very acceptable and denoted by the overall mean of 4.05.

This further implies that respondents agree that the clarity of instructions were realized in the given digitalized assessment.

The respondents agree that the instructions are well-defined and easy to adhere to as it gained the highest M=4.12, SD=0.59. Similarly, the respondents also agreed that the instructions use simple and straightforward language that makes the expected outcome clear, detailed to avoid uncertainty to the student and describe the work to be done and how to do it as it bears the M=4.02, SD=0.56 & 0.60.

This explains more that the clarity of instructions, as one of the levels of its delivery characteristics, conform to the desired principles which was manifested by the respondents.

Table 2. Level of Digitalized Assessment Delivery in terms of Easiness and Difficulties

Indicative Statement	Mean	SD	Remark
The assessment is neither too easy nor too difficult for the students.	4.05	0.54	Agree
The learning of a student can be measured when the assessment is easy to answer.	4.10	0.53	Agree
The learning of a student can be measured when the assessment is difficult to answer.	4.07	0.60	Agree
The difficulty level of an assessment depends on its purpose, the ability of the students and the age of grade.	4.02	0.56	Agree
The student will be motivated to answer the assessment if the questions are easy.	4.24	0.58	Strongly Agree

Overall Mean = 4.10
Verbal Interpretation = Very Acceptable

Table 2 shows that the level of easiness and difficulties of the digitalized assessment highly affects the students as it gained the overall mean 4.10. This means that the students taking the digitalized assessments also look after the questions if it is easy or difficult.

Being the statement with the highest mean (4.24), the respondents strongly agreed that they will be motivated to answer the assessment if the questions are easy. Supported with the M=4.10, SD=0.53, they also agreed that the learning of a student can be measured when the assessment is easy to answer. Being with the lowest mean 4.02, the difficulty level of an assessment depends on its purpose, the ability of the students and the age of grade.

The degree to which an item is simple is determined by its level of difficulty or tough for the test-takers in question. This specifies the difficulty level of the digitalized assessment in teaching TLE to the attitudes and performance of Grade 8 Students.

Table 3. Level of Digitalized Assessment Delivery in terms of Variety of Lessons

Indicative Statement	Mean	SD	Remark
The assessment must not only focus in one lesson.	4.24	0.48	Strongly Agree
The assessment must cover variety of lessons in line with the course guide.	4.00	0.58	Agree
Variation of lessons covered by an assessment let the students discover new ways in which they prefer to learn.	3.98	0.64	Agree
Varieties of lessons motivate and encourage students' learning.	4.05	0.62	Agree
Variety of lessons enables highly able students to explore methods of learning to develop self-awareness of the methods and conditions under which they excel or struggle.	4.10	0.58	Agree

Overall Mean = 4.07
Verbal Interpretation = Very Acceptable

The table above shows the results of the level of digitalized assessment delivery characteristics in terms of variety of lessons. With the highest mean 4.24, it is strongly agreed by the respondents that assessment must not only focus in one lesson. Meaning, the respondents are aware that assessments must be made in accordance with the learning competencies given to them. As it agreed that the variety of lessons enables highly able students to explore methods of learning to develop self-awareness of the methods and conditions under which they excel or struggle with M=4.10, SD=0.58.

Even though students are aware of the variation of lessons, with the lowest mean 3.98, they only agreed that this variation of lessons covered by an assessment let the students discover new ways in which they prefer to learn.

Overall, the level of digitalized assessment delivery in terms of variety of lessons is high with the mean 4.07.

Focusing on **key concepts** and generalizations can ensure that all learners gain powerful understandings that serve as building blocks for meaning and access to other knowledge which is the focus of this digitalized assessment.

Table 4. Level of Digitalized Assessment Delivery in terms of Language Use

Indicative Statement	Mean	SD	Remark
The language used is easy to understand.	4.31	0.56	Strongly Agree
The language used is simple and straightforward.	4.26	0.63	Strongly Agree
The language used is appropriate in the lesson.	4.24	0.58	Strongly Agree
The language used is clear and precise.	4.19	0.55	Agree
The language used is stated in a manner that every student can comprehend.	4.29	0.55	Strongly Agree

Overall Mean = 4.26
Verbal Interpretation= Highly Acceptable

Of all the level of digitalized assessment delivery characteristics, the table 4 which indicates the level in terms of language have shown most answers which are strongly agreed by the respondents. With the overall mean of 4.26, the level of digitalized assessment delivery in terms of variety of language use is highly acceptable which means that the respondents consider how language is use as they answer the digitalized assessment.

The use of language in the digitalized assessment aids students in their learning. This also makes the test easier to comprehend and respond to.

Table 5. Extent of Attitudes of Grade 8 Students towards TLE with regards to Punctuality

Indicative Statement	Mean	SD	Remark
The student submits the digitalized assessment on time.	4.29	0.55	Always
The student submits the assessment on time during face to face compared to given digitally.	4.29	0.64	Always
The student promptly complies and gets higher scores in digitalized assessments.	4.26	0.77	Always
The student promptly complies in face-to-face assessments and gets higher scores compared to digitalized assessments.	4.07	0.64	Oftentimes
The students don't miss any part of the assessments and submit it promptly.	4.29	0.71	Always

Overall Mean = 4.24
Verbal Interpretation = Very Great Extent

Punctuality is the habit of arriving on time for a task. It is extremely important, undervalued, and must be given the highest priority. It's a habit of doing things at the correct moment in a broader sense. (Assignment Point, 2022)

Table 5 shows that the student submits the digitalized assessment on time and don't miss any part of the assessments and submit it promptly as it gets the highest mean 4.29. Comparing the digitalized assessment to face-to-face assessment, students always promptly complies and gets higher scores in digitalized assessments which gets 4.26, as to face-to-face assessment that only gets 4.07.

Overall, the attitudes of Grade 8 students towards TLE with regards to being punctual is observed to a very great extent which the mean 4.24.

This explains that the respondents are much more punctual with answering the digitalized assessments compared to face-to-face given assessments.

Table 6. Extent of Attitudes of Grade 8 Students towards TLE with regards to Attentiveness

Indicative Statement	Mean	SD	Remark
The student enjoyed answering the digitalized assessment.	3.95	0.66	Oftentimes
The student read the questions from the beginning up to the end of the assessment.	4.14	0.65	Oftentimes
The student remembers every detail of the digitalized assessment he/she answered.	3.71	0.64	Oftentimes
The student is more interested in answering assessment when it is given online.	3.86	0.57	Oftentimes
The student assures that he/she answered all of the questions in the digitalized assessment.	4.02	0.64	Oftentimes

Overall Mean = 3.94
Verbal Interpretation = Great Extent

The table explains the extent of Attitudes of Grade 8 Students towards TLE with regards to Attentiveness. With the highest gained mean 4.14, the respondents that oftentimes the student read the questions from the beginning up to the end of the assessment, as they also assure that he/she answered all of the questions in the digitalized assessment. They also agreed that oftentimes they enjoyed answering the digitalized assessment and more interested in answering assessment when it is given online. With the lowest mean gained 3.71, the student remembers every detail of the digitalized assessment he/she answered. The attentiveness of Grade 8 students towards TLE with regards to interest is observed to a great extent with the overall mean of 3.94. It implies that the students give interest in answering digitalized assessment as they give interest in

Table 7. Extent of Attitudes of Grade 8 Students towards TLE with regards to being Proficient

Indicative Statement	Mean	SD	Remark
The student understands the lessons and answers the assessment precisely.	4.19	0.63	Oftentimes
The student analyses digitalized assessments much better than given face-to-face.	4.26	0.77	Always
The student finds out the correct answer immediately in a digitalized assessment.	4.40	0.63	Oftentimes
The students' mastery and understanding of the topic is more assessed in digitalized assessment.	4.31	0.60	Always
The students' learning outcomes and also learning process and strategies are traced in digitalized assessment.	4.14	0.68	Oftentimes

Overall Mean = 4.26
Verbal Interpretation = Very Great Extent

In table 7, the respondents answered that the student always finds out the correct answer immediately in a digitalized assessment as it obtained the highest mean 4.40. With the lowest mean 4.14 and standard deviation 0.68, the respondents agreed that oftentimes students' learning outcomes and also learning process and strategies are traced in digitalized assessment.

Overall, it is interpreted that attitudes of Grade 8 students towards TLE with regards to being proficient is observed to a very great extent, meaning that the TLE students are also proficient in answering digitalized assessment.

Table 8. Extent of Attitudes of Grade 8 Students towards TLE with regards to Goal Oriented

Indicative Statement	Mean	SD	Remark
The student wants to complete all the questions in the digitalized assessment.	4.45	0.67	Always
The student aims to have a high score in the digitalized assessment.	4.19	0.67	Oftentimes
The student determines the wrong answers, missed questions from the retrieval of digitalized assessment.	4.26	0.59	Always
The student does not submit the digitalized assessment until he/she is sure to all of his/her answers.	4.21	0.68	Always
The student monitors his/her own process of knowledge building and skill acquisition through the given digitalized assessment.	4.19	0.55	Oftentimes

 Overall Mean = 4.26
 Verbal Interpretation = Very Great Extent

The table shows the extent of Attitudes of Grade 8 Students towards TLE with regards to Goal Oriented. The respondents answered that student always wants to complete all the questions in the digitalized assessment which got the highest mean 4.45 and SD=0.67. They always determines the wrong answers, missed questions from the retrieval of digitalized assessment and does not submit the digitalized assessment until he/she is sure to all of his/her answers. Oftentimes, they also agreed that the student aims to have a high score in the digitalized assessment and monitors his/her own process of knowledge building and skill acquisition through the given digitalized assessment which got the lowest mean 4.19.

Overall, the attitude of Grade 8 students towards TLE with regards to being goal oriented is observed to a very great extent and has the grand mean 4.26. It implies that that the students are goal-oriented in terms of answering their assessment. The results have shown that the students are goal-oriented in answering the digitalized assessment.

Table 9. Extent of Attitudes of Grade 8 Students towards TLE with regards to Honesty

Indicative Statement	Mean	SD	Remark
The student answers the digitalized assessment based from his/her own learning.	4.31	0.60	Always
The student does not depend from the answers of his/her classmates.	4.36	0.58	Always
The student prefers to commit mistakes and to have low scores than to copy the answer of his/her classmates.	4.31	0.64	Always
The student does not browse the answer from the internet.	4.31	0.64	Always
The student does not browse the answer from his/her notes and answers based only from his/her knowledge.	4.31	0.68	Always

 Overall Mean = 4.32
 Verbal Interpretation = Very Great Extent

Table 9 explains the extent of attitudes of Grade 8 Students towards TLE with regards to Honesty. With the highest mean of 4.36 and standard deviation of 0.58, the respondents strongly agree that the students does not depend from the answers of his/her classmates. Similarly, they oftentimes answers the digitalized assessment based from his/her own learning, prefers to commit mistakes and to have low scores than to copy the answer of his/her classmates, does not browse the answer from the internet and does not browse the answer from his/her notes and answers based only from his/her knowledge with the mean of 4.31.

Overall, the attitude of Grade 8 students towards TLE with regards to being honest is observed to a very great extent with the overall mean of 4.32. It implies that the students were honest towards answering the digitalized assessments.

Table 10. Mean Performance of Grade 8 Students in a 40-ItemSummative Test in TLE

Test	n	Min Score	Max Score	Sk	Mean	SD	Remark
Summative Test in TLE	42	13	36	-0.274	24.12	6.616	Moderately Satisfactory

Table 10 expresses the level of performance of Grade 8 Students in a 40 Item Summative Test in TLE. The lowest score from the respondents was 13 and the highest is 36 with the mean of 24.12 and SD 6.616. This remarks that the performance of the students is Moderately Satisfactory.

Table 11. Significant Relationship between Digitalized Assessment Delivery Characteristics and Attitude of Grade 8 Students in TLE

Digitalized Assessment Delivery Characteristics	Attitude				
	Punctual	Interest	Proficient	Goal Oriented	Honest
Clarity of Instructions	r = 0.504** Moderate p = 0.001	r = 0.288ns Weak p = 0.064	r = 0.277 Weak p = 0.075	r = 0.411** Moderate p = 0.007	r = 0.255 Weak p = 0.103
Easiness and Difficulties	r = 0.524** Moderate p = 0.000	r = 0.188ns Very Weak p = 0.234	r = 0.080 Very Weak p = 0.613	r = 0.310* Weak p = 0.046	r = 0.208 Weak p = 0.186
Variety of Lessons	r = 0.462** Moderate p = 0.002	r = -.064ns Very Weak p = 0.687	r = 0.183 Very Weak p = 0.246	r = 0.304 Weak p = 0.050	r = -0.074 Very Weak p = 0.641
Language Use	r = 0.355* Weak p = 0.021*	r = 0.364* Weak p = 0.018	r = 0.176 Very Weak p = 0.264	R = 0.261* Weak p = 0.095	r = 0.205 Weak p = 0.192

Table 11 explains the significant relationship between the Digitalized Assessment Delivery Characteristics and Attitudes of the students. With the significance level equal or less than 0.01 level, the correlation coefficient of the following is moderate: Between clarity of instructions and punctual with the r=0.504&p=0.001; clarity of instructions and goal-oriented with r=0.411 & p=0.007; variety of lessons and punctual with r=0.462 & p=0.002.

On the other hand, with the significant level equal of less than 0.05 level, the correlation coefficient of the following is weak: Between easiness and difficulties and goal-oriented with the r=0.310&p=0.007; language use and punctual with r=0.355 & p=0.021; language use and interest with r=0.064 & p=0.018; and between language use and goal-oriented with r=0.261 & p=0.095.

It implies that the following data proves that significant relationship between the digitalized assessment delivery characteristics and attitudes of the students is evident.

Table 12. Significant Effect of Digitalized Assessment Delivery on the Performance of the Students in TLE

Digitalized Assessment Delivery	F	P	Analysis
▪ Clarity of Instructions	0.328	0.745	Not Significant
▪ Easiness and Difficulties	0.462	0.462	Not Significant
▪ Variety of Lessons	2.743	0.047	Significant
▪ Language Use	0.775	0.443	Not Significant

The table explains the significant effect between the digitalized assessment delivery characteristics and the performance of the students by the means of the summative test.

This table shows that majority of the digitalized delivery characteristics do not have significant relationship on the performance which failed to reject the null hypothesis. The clarity of instructions, level of easiness and difficulty and language use shows not significantly affects the performance of the Grade 8 students. This further shows that only the variety of lesson has significant effect with the F=2.743 and p=0.047.

It implies that using variety of lessons that covers in the assessment can affect the performance of the Grade 8 students. There are success criteria and teaching strategies need to be aligned with those assessments in order for the teacher to accurately evaluate the knowledge of the students.

Summary

This study aimed to determine the appropriateness and acceptability of the Digitalized Assessment in Teaching TLE to the Attitude and Performance of the Selected Grade 8 Students of Pacita Complex National High School.

This sought answer to the following questions. What is the level of Digitalized Assessment Delivery characteristics in terms of: clarity of instructions, level of easiness and difficulties, variety of lesson and language use? What is the extent of attitudes of Grade 8 students towards TLE with regards to: punctual, attentiveness, proficient, goal-oriented and honesty? Does the Digitalized Assessment Delivery have significant relationship to the attitude of the Grade 8 students towards TLE? Does the Digitalized Assessment Delivery have significant effect to the performance of Grade 8 students in TLE?

This study utilized the experimental type of research. Questionnaire was the main major tool used and was divided into two parts. The first part focuses on the Level of the Digitalized Assessment Delivery Characteristics then followed by the Extent of the Attitudes of the Grade 8 Students towards Technology and Livelihood Education.

The foregoing findings of this study are hereby presented. In terms of the Level of the Digitalized Assessment Delivery Characteristics it is as follows: The level of the delivery characteristics in terms of clarity of instructions, easiness and difficulties and variety of lessons have been remarked by the respondents as agreed and interpreted very acceptable. Meanwhile, the level of delivery characteristics in terms of language use have a remark of agree and been interpreted highly acceptable.

On the other hand, the results of the Extent of Attitudes of Grade 8 Students towards TLE are as follows. The extent of attitudes with regards to punctuality, proficiency, goal-oriented and honesty have been remarked by the respondents as always and observed to be at a very great extent. As to the extent of attitude regarding attentiveness, it has been remarked as oftentimes and observed to a great extent by the respondents.

Lastly, it expresses the level of performance of Grade 8 Students in a 40 Item Summative Test in Technology and Livelihood Education. This remarks that the performance of the students is Moderately Satisfactory.

It proves that significant relationship between the digitalized assessment delivery characteristics and attitudes of the students is evident. Majority of the digitalized delivery characteristics do not have significant relationship on the performance which partially accepted the null hypothesis. The clarity of instruction, level of easiness and difficulty and language use shows not significantly affects the performance of the Grade 8 Students.

It implies that using variety of lesson in the assessment can affect the performance of the Grade 8 students. There are success criteria and variety of teaching strategies needs to be aligned with those assessments in order for the teacher to accurately evaluate the knowledge of the students.

Conclusion

As the Digitalized Assessment in Technology and Livelihood Education has been validated by the respondents, based on the gathered and interpreted data, it is proven that the Digitalized Assessment is appropriate and acceptable.

It is therefore concluded that the null hypothesis indicating that there is no significant relationship between

Digitalized Assessment Delivery Characteristic and Attitude is rejected. As well as the null hypothesis indicating that there is no significant effect of Digitalized Assessment Delivery Characteristics on Performance is partially rejected.

It can be concluded that the following proves that there is a significant relationship between the digitalized assessment delivery characteristics and attitudes of the students which is evident.

Therefore, using variety of lessons that covers in the assessment can affect the performance of the Grade 8 students. There are success criteria and teaching strategies need to be aligned with those assessments in order for the teacher to accurately evaluate the knowledge of the students.

Recommendations

Based on the conclusions drawn from the study, the following were recommended:
1. Since it received the lowest mean in the clarity of instructions, the instructions in the digitalized must employ plain and straightforward language that makes the expected outcome apparent, must define what to do and how to accomplish it, and must be detailed to avoid students' uncertainty.
2. The degree of ease and difficulty of a digitalized assessment must be determined by the aim of the assessment, as well as the capacity of students at the grade level, which has the lowest mean in the delivery of digitalized assessments.
3. Aside from Google Form, as recommended by the panelist, the future researcher can use other platforms as digitalized assessment. The other platform to be used by future researchers must be easy to access and easy to use by the students.
4. Since it was found out that there is a significant effect using variety of lesson in digitalized assessment, it is suggested to create engaging activities related to Technology and Livelihood Education subject on which students can increase their level of performance very satisfactorily in terms of summative test.
5. Other researchers can use this study to help them further analyze and improve the use of digitalized assessment to students using different variables and different research designs.

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