

Exploring the Perspective of Assessment as Learning (AaL) among Grade 6 Students

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Abstract: *This study explored the Perspective of Assessment as Learning (AaL) among grade 6 students enrolled in chosen elementary schools in the municipality of Sto. Tomas, Pampanga. Using a descriptive-correlational research method research design focused on describing and interpreting existing conditions for the quantitative design, the study surveyed 150 grade 6 students to explore their perspective when it comes to Assessment as Learning (AaL). The instrument used was an adapted survey questionnaires to collect quantitative data. The data were then analyzed using descriptive statistics such as frequency, percentage, standard deviation, and inferential analysis like t-test and analysis of variance (ANNOVA). Based on the findings accumulated, there was a presence of Assessment as Learning (AaL) on the respondents with significantly differences according to their age and sex. There is also a significant relationship among the respondents when it comes to the different types of Assessment as Learning (AaL). The conclusion drew the essentials targeted early interventions for Assessment as Learning (AaL), while some recommendations suggest that there should be an active collaboration between schools and home for the parents to communicate and practice Assessment as Learning (AaL) for them to encourage their children at home. To summarize, this study points out that Assessment as Learning (AaL) has a great contribution to the development of the students' learning capabilities and the importance of collaborative efforts in promoting the Peer Assessment, Formative Assessment, Self-assessment, and Self-Regulated Assessment involving the teachers, students, school, and parents at home.*

Keywords - Assessment as Learning (AaL), Peer Assessment, Formative Assessment, Self-Regulated Assessment, Self-Assessment.

1. INTRODUCTION

Assessment as Learning (AaL) as a breakthrough teaching strategy in this age where education is rapidly evolving, assessment is no longer about measuring what students know, but rather about continuously guiding them on how to learn. It is also one of the three approaches to classroom assessment alongside with Assessment for Learning (AfL) and Assessment of Learning (AoL). The Assessment as Learning (AaL) builds from the philosophy of Assessment for Learning (AfL) but with a greater emphasis placed on the metacognition of the students. As explained by Dr. Lao (2022), the Assessment as learning claims to provide more learning opportunities for the students through assessment activities, promoting the development of the long-term learning capacity, like self-regulation and also metacognition. Even though the students are center to the practice, the teachers need to play a key role, especially when it comes to younger age groups. Teachers are more expected

to plan, monitor the students, teach, and give feedback, so that the students can improve their learning when they are doing their assessment. Assessment as learning claims to improve students' long-term learning capacity. Assessment as Learning (AaL) is an effective method to make their development in school and in life. In the era where education continues to evolve and see the needs of the knowledge-based world, assessment is no longer just used to measure student learning abilities. Swason (2021) stated that just like Assessment for Learning, AaL has a strong focus on the process of learning. AaL is not about the mark but instead provides the learners with information about how they are progressing. This allows the learners to make their own personal evaluation about their knowledge and whether they are ready to move on to new content, or if they need to revisit what they have just learned. Additionally, AaL is where the metacognition piece comes in. In this method, it is not only that the teacher simply evaluates the students but rather the students themselves are actively involved in monitoring their learning, knowing their

own strengths and weaknesses, creating their own knowledge, and even making decisions that they themselves make to further develop themselves. Traditional assessment methods only focus on marks, grades and results, which cause students to be given little opportunity to understand

the learning process in deeper way. There are four aspects of Assessment as Learning (AaL), namely Peer Assessment, Self-Regulated Assessment, Formative Assessment and Self-assessment. H. Chung et al. (2022) claimed that peer assessment (PA) is being employed as one of the most important fundamental practices in classroom-based assessment when it comes to learning-oriented and formative nature. The process of peer assessment has several benefits when it comes to the learning of the students. However, the learning process in peer assessment is scarce in both theory and in practice, making it difficult to evaluate its value as a tool in Assessment as Learning (AaL). This focuses on both the learning process and outcome through assessment activities. This study declares that Peer Assessment (PA) can promote active participation in class, which students can use to share their understanding. Peer Assessment also strategies in teaching where the students critique their peer's work. It can also develop their critical thinking and deepen their understanding. Part of the aspects of Assessment as Learning (AaL) is the Formative Assessment. Carney, E.A. et al. (2022) studied that formative assessment within a classroom to be any practice that collects information about student achievement and is utilized to adjust steps in instruction that are intended to be more effective than if that evidence had not been collected. Formative assessment can be described as the use of low-stakes activities, along with the provision of ongoing and timely feedback on students' strengths and gaps, to continuously monitor student progress toward the intended learning outcomes throughout a course. This study focused on the practice activities to check how well the students are learning, while encouraging the teachers to give feedback and adjustment for lessons so that the students can reach the learning goals much better. The next aspect in assessment as learning is self-regulated assessment. According to J. Broadbent et al. (2021), in self-regulated assessment, learners plan, set goals, and engage in strategies to achieve those goals. Strategies are monitored and modified to enhance one's progression toward goal achievement through evaluation and reflection. Self-regulated assessment learners are motivated, persistent, and managed. It focuses on how they can regulate their emotions and plans for tasks and monitor their performance. In addition, they are better equipped with focus on learning, problem-solving, and engaging in classroom activities. The last aspects of Assessment as Learning (AaL) is known as self-assessment. Olwan (2025) mentioned that self-assessment is the process by which you evaluate your own work, measure your progress, and reflect on your understanding and skills. It states that the learners monitor their own work and evaluate their own progress with little to no assistance from others. This helps to understand what a learner already knows and what needs to be improved. The changes brought by Assessment as Learning (AaL) affect a

learner not only through their cognitive skills but also in their independence and capacity to recognize or observe their own cognitive abilities. This make Assessment as Learning (AaL) meaningful and useful tool for enhancing learners' development as well as in their academic and personal lives. This approach provides skills that give students the ability to think critically and become knowledgeable about how they learn. By adapting to this ability, the students will gain personal responsibility that will empower them to take ownership of their own learning journey. Mistakes are not seen as mistakes, but rather students learn to see the value of feedback as a guide for them to grow and deepen their understanding. As the education system prepares students to not only be intelligent but also to reflect, adjust, and make decisions for themselves. Discovering the transformative potential of assessment is both important and meaningful, which actually fulfills the objective of Assessment as Learning (AaL). In the study that took place in Hongkong, Zi Yan (2021) examined the difficulties teacher encountered in implementing Assessment as Learning (AaL) in the primary classroom of Hongkong, the teachers recognized AaL as an important way to support students' autonomy and metacognitive development, but many struggles to implement its principle into an effective practice within the classroom. Teachers experience uncertain ways to guide students for them to engage in meaningful self-assessment, reflection, and goal setting that are the essential central components of AaL. These challenges are not only pedagogical but also contextual. Teachers experience many restraints, including heavy curriculum demands and pressure to meet performance standards, which limit opportunities to integrate reflective and student-centered assessment strategies. As a result, AaL practices are sometimes used quickly and are inconsistent to provide a transformative approach to learning. These barriers highlight the gap between teachers and their understanding of AaL and how they can effectively apply it in their daily teaching. On the study conducted by The Professional Development Programme on the year 2021, with the main goal to enhance teachers' capacity to use AaL in their classrooms through the use of AaL, the findings of which showed professional development is not enough to ensure change. The goal is only possible with continued support from the teacher, the study highlights the importance of paying attention to the challenges experienced within the school and maintaining the effectiveness if the long term implementation of Assessment as Learning (AaL) in the perspective of the teacher. Moreover, the implementation of Assessment as Learning (AaL) significantly enhanced students' motivation and academic performance. By actively engaging the students in monitoring their own learning, reflecting on their progress, and setting personal goals in learning, AaL shifted the role of assessment from purely evaluative tool to a learning-oriented process. In this way, AaL encourages students to take their ownership of their own learning, increasing motivation and helping them develop skills that are useful and helpful for them. Hinduja et.al. (2023) studies that when students are directly involved

in assessing their own learning and performance, they become more aware about their strengths and what challenges they face in their academic performance that they needed to pay more attention for. Additionally, the study conducted by Hinduja et.al (2023) highlighted the usefulness of incorporating AaL into standard classroom education in schools, which will aid teachers in evaluating their students. Drawing to the study of Hinduja et. al. (2023), an atmosphere where students are more interested, engaged, accountable, and active in their own learning can be created by consistently using AaL implications tactics including peer assessment, self-assessment, formative assessment, and self-regulated learning. AaL enhances students' academic achievement and fosters a stronger, longer-lasting commitment to learning via ongoing reflection and active student participation. Accordingly, findings provide compelling evidence for instructors to include AaL into their regular classroom instruction, as it shifts from assessment to learning that supports the holistic development of student. In the study of Desnacido (2023), Assessment as Learning (AaL) in the Philippines engaged students in actively monitoring and regulating their own learning. Unlike traditional assessments where activities are simply recorded and graded, AaL involves learners performing tasks with their peers receiving both formal and informal feedback and engaging in self-assessment. This process provides students with information that guides them in planning and adjusting their learning strategies according to their own pace. Assessment as Learning (AaL), was suggested that encourages students to actively monitor and control their own learning. With AaL, students complete their own assignments with their peers, get both formal and informal feedback, and evaluate themselves, in contrast to traditional assessments where actions are only recorded and assessed by teachers. Salvador et.al (2023) mentioned that the procedure for giving students informational guides them in organizing and modifying their own educational methods in accordance with their own styles of learning. Additionally, it was seen that Bataan students are still reflecting on themselves, skills via cooperation, introspection, and self-analysis. In this manner, students are accountable for their own development by posing insightful queries, pinpointing areas in need of development, and merely putting peer and instructor criticism into practice. They can utilize assessment data to help them revise and modify their learning strategies in addition to the grades themselves. Students' metacognition abilities, which enable them to identify their own strengths and shortcomings and establish reasonable goals for themselves, are reflected in this learning process. Enhancing students' communication and independence is just as important as improving their academic performance. Assessment is a crucial tool that encourages students to take charge of their education and improves their personal learning experiences in addition to being used to gauge student achievement. Tauro A.A (2024) stated that the AaL in Pampanga classroom supports both academic growth and the improvement of local knowledge by encouraging students to connect their personal reflection with community-

based teaming. Assessment is not seen as a tool for grading or measuring the performance of the students, because AaL positions students as active and reflective learners who can analyze their own strengths, identify their own improvements, and set their own specific goals to enhance their understanding. This approach emphasizes metacognition, which refers to how they think, learn, and solve problems. In Pampanga, the application of AaL has become particularly important because learning is closely connected to local community life. When students can reflect on knowledge about traditions, students are also able to evaluate academic knowledge while also understanding different cultural information. Through guided reflection by teachers, students become engaged, and self-directed. In conclusion, one type of assessment method is Assessment as Learning, which measures the significance of creating a procedure. Students are more than just passive consumers of grades or comments; students get the ability to actively reflect on and plan their own education. The different facets of assessment as learning help students become more capable of identifying their own advantages and disadvantages as well as setting relevant goals for themselves. These students' ability to learn and develop their sense of responsibility are both necessary for transformation. The system's ongoing evolution and the multiplicity of demands place a strong emphasis on students' capacity for self-regulation, which is crucial for them. Therefore, the study of Assessment as Learning (AaL) is a strategy or inquiry concerning how education might generate students who are independent, thoughtful, and resilient, in addition to exploring different assessment approaches. This study aims to support sustainable teaching and learning by putting students at the center of the process. Assessment as Learning (AaL) is been widely recognized because of several reasons and that includes the way it contributes to self-regulation and reflective learning. There are already existing studies that are talking about its benefits to the academic outcomes, but it was not focused on the implementation of it to the classroom and its real academic outcomes because it remains inconsistent. The study conducted by Zi Yan (2021) states that teachers experience significant challenges in applying assessment as learning strategies to their classroom despite proper personal development practices. In addition, students tend to experience inconsistency when it comes to knowing the assessment as learning. These findings indicate that although the assessment as learning is widely known and has been supported by different theories, there is still limited research that focuses on how it is implemented on schools. According to Hinduja (2023), the students are clarified with activities made by their teachers, after that they are more engaged to work to their peers. They can improve themselves by checking their weaknesses and strength, so they can set their own learning goals.



4 Components (Peer Assessment, Formative Assessment, Self-Regulated Assessment, and Self- Assessment). Frame 1: The independent variable of the study is Assessment as Learning (AaL) that demonstrated that it served as a core strategy, guiding grade 6 students to reflect on their own thinking, assess their progress, and set their own learning goals. Through analytical practices and teacher feedback, students improved their cognitive skills and awareness of their learning processes that mediated the relationships between AaL and learning outcomes. Frame 2: The dependent variable of the study is the four components (Peer Assessment, Formative Assessment, Self-Regulated Assessment, and Self-Assessment). These four components show the different ways on how the students actively engage in the assessment process to improve their own learning. Guided by the study of Topping (2021), peer assessment involves students evaluating each other's outputs based on given criteria, which helps them develop critical thinking and collaborative skills. According to Sadler (2024), formative assessment refers to how the teacher guides their students also to identify strengths and areas for improvement. As reported by Barry Zimmerman (2022), self-regulated assessment focuses on the learners' ability to monitor, control, and adjust their own learning strategies to achieve academic goals. According to Andrade and Du (2024), self-assessment allows students to reflect on and evaluate their own performance to become more aware of their learning progress. Collectively, these four components serve as indicators of Assessment as Learning and reflect how students take an active role in their own learning development.

1.2 STATEMENT OF THE PROBLEM

This study aimed to explore the role of Assessment as Learning (AaL) practices in the development of independent learning skills of students in their academic performance. Specifically, it examined how Peer Assessment, Formative Assessment, Self-Regulated Assessment, and Self-Assessment were manifested by students and how these variables were related to each other. Specifically, this study sought to answer the following questions:

1. How the respondents can be described in terms of:
 - 1.1. Sex; and
 - 1.2. Age
2. What is the Assessment as Learning (AaL) level of respondents in terms of (Peer Assessment, Formative Assessment, Self- Regulated Assessment, and Self-Assessment)?
3. Is there significant relationship among respondents Assessment as Learning (AaL) (PeerAssessment, Formative

Assessment, Self- Regulated Assessment, and Self-Assessment)?

4. Is there significant difference among the respondents of Assessment as Learning (AaL) (PeerAssessment, Formative Assessment, Self- Regulated Assessment, Self-Assessment) when grouped according to their profile?

1.3 SIGNIFICANCE OF THE STUDY

The main goal of this study was to explore the assessment as learning (AaL) among grade 6 students. The outcomes of the study are expected to be useful to students, teachers, parents, school, community, and future researchers.

Students. This study will help grade 6 students become aware in the assessment as learning. The results of the study will guide them to understand the importance of each assessment and prepare them for real-life challenges by practicing responsibility and decision making in their studies.

Teachers and Parents. This study will provide teachers and parents with assistance into showing how children can learn. Teachers can design assessment-responsive activities, while parents can extend assistance in guiding their own learning of their children even at home. The findings of the study could be used to teach how to use AaL in class and in home.

School and Community. This study will benefit schools and communities by promoting practices to explore AaL. The results of this study will show how AaL improves student reflection.

Future Researchers. The study will provide empirical data that can be used by future researchers and to evaluate the effectiveness of Assessment as Learning in grade 6 students in basic education. It will serve as a reference for future researchers about the Assessment as Learning from grade 6 students in elementary school.

1.4 SCOPE AND DELIMITATION

This study is limited to the Assessment as Learning (AaL) such as, Formative Assessment, Self-Assessment, Peer Assessment and Self-Regulated Assessment contributed by assessing the knowledge of the students. The respondents were the grade 6 students of San Bartolome Elementary School (SBES) and San Vicente Elementary School (SVES) located at the Province of Pampanga, Municipality of Sto. Tomas. As per research design, the researchers employed a quantitative type of research in the form of descriptive correlation design. This enabled the researchers to identify the characteristics of the respondents while investigating the changes that will be made.

1.5 DEFINITION OF TERMS

Use either SI (MKS) or CGS as primary units. (SI units are encouraged.) English units may be used as secondary units (in

parentheses). An exception would be the use of English units as identifiers in trade, such as “3.5-inch disk drive.”

1.1 Equations

The following terms are operationally and technically defined for the purpose of this study.

Academic Achievement. It refers to the level of knowledge and skills a student has acquired and demonstrated through various assessments of learning (Tian et.al 2021).

Assessment. It describes the process of collecting, analyzing, and interpreting information about students' learning to make informed decisions regarding their academic progress (Newton 2021).

Assessment as Learning. It refers to the process in which students reflect on and evaluate their own learning to improve understanding and performance (Dann 2022).

Assessment Method. This serves as the specific techniques or tools teachers use to measure and evaluate students' knowledge, skills, and performance (IMSM Hassan, 2024).

Educational Method. This is the systematic approach or strategy used by teachers to deliver instruction and facilitate student learning (Baghdad, 2021).

Formative Assessment. It is defined as an integrated part of the teaching process where teachers and students overcome gaps in the students' learning (Berisha et.al 2024).

Metacognition. Metacognition is the ability to monitor and regulate one's thinking, which supports meaningful, life-long learning (Shiyi Chen et.al, 2022).

Peer Assessment. This describes when students assess other students' work, both formative and summative, many potential benefits to learning for the assessor and the assessee. It encourages student autonomy and higher order thinking skills (Bostoc, 2021).

Self-Assessment. It was when students evaluate their own learning and performance to identify strengths and areas for growth (Boud, 2023).

Self-Regulated Assessment. This claims that involving goal setting, planning, monitoring, and reflection is crucial for academic success (Faza, 2026).

Traditional Assessment. It refers to conventional tests and examinations that primarily measure students' knowledge recall and mastery of content (Aastha, 2023).

2. METHOD

This chapter shows the research design, the respondents of the study, and the instrument used in the data gathering procedure by the researchers. This study outlines the method for collecting data, the process for addressing ethical

considerations, and the statistical treatment applied to data analysis.

2.1 RESEARCH DESIGN

This research utilized the description correlational research method, which mainly focused on describing, analyzing, recording and interpreting existing as part of the quantitative research method conditions. According to Bhat (2023), descriptive correlational research enabled researchers to collect data to explain the variables of interest and figure out how they related. The main goal was to give a full account of the variables and how they were related without changing them or assuming that one thing causes another. This study incorporated survey questionnaires, observation, and interventions. This research design was used because it rendered assistance that the researchers had to grasp importantly the connections between variables in real-life settings. It was specifically useful since the study dealt to explore the perspective of grade 6 students towards to Assessment as Learning (AaL). By identifying relationships, researchers could make informed predictions and gain deeper insights into patterns involved in the study. It provided valuable information that was useful that future researchers could use. To administer a descriptive correlational study, the researchers first distinguished the variables to be quantified and formulated a research question. Afterwards, tools such as survey questionnaires, tests, and existing records were designed for gathering data of the respondents. After accumulating the data, statistical methods like correlation analysis (e.g., Pearson r) were used to determine the strength and direction of the relationship between the variables. Finally, the variables were classified as positively and negatively related or not related at all and the results were then interpreted and presented.

2.2 RESPONDENTS

The grade 6 students at San Bartolome Elementary School (SBES) and San Vicente Elementary School (SVES) located at the Province of Pampanga, Municipality of Sto. Tomas were the chosen target respondents of this study. These grade 6 students were selected because they are at their developmental stage capable of reflecting on their own learning processes and engaging in classroom assessment practices. Focusing on this group allowed the researchers to better understand perspective towards Assessment as Learning strategies influencing students' overall learning outcomes. To gather the important data needed, the researchers utilized an adapted Likert-scale survey questionnaire designed for grade 6 students to measure students' perceptions and responses toward the Assessment as Learning in their classrooms. The questionnaire included statements related to self-assessment, peer assessment, formative assessment, and self-regulated assessment. The respondents were asked to indicate their level of understanding on a scaled-response format, enabling the researchers to quantify attitudes and identify patterns in the data. Through this method, the study aimed to provide a clear understanding on how Assessment as Learning practices were perceived by

grade 6 students and how these practices contributed to their learning and development as independent, and self-directed learners.

2.3 INSTRUMENTS

The researchers used questionnaires that measure quantitative attributes. For quantitative measures, the researchers made use of Teacher and Students Perceptions of Formative Assessment Practice of M.J. Veugen et al., which has a Cronbach's alpha of 0.72, and The Teacher Formative Assessment Practice Scale of S. Pastore et al., with a Cronbach's alpha of 0.79. These instruments were selected for their reliability and relevance to the study's objectives. In measuring the formative assessment, the researchers employed the adapted survey questionnaire from Teacher and Students Perceptions of Formative Assessment Practices by S. Pastore with a Cronbach alpha of 0.87 and the survey questionnaire from Self-regulated Manual for the Patterns of Adaptive Learning Scales by T. Urdan with a Cronbach alpha 0.78. Meanwhile, in assessing the aspect of Self-Assessment, the researchers adapted the survey

questionnaire to the study Development and Validation of a Teacher Self-Assessment instrument by M. Akram with a Cronbach alpha 0.94. On the other hand, the Peer Assessment aspect adapted the questionnaire utilized in the study The effect of Peer Assessment on the Evaluation Process of Students by J. Alzaid and garnered a Cronbach alpha 0.74. The survey questionnaires were composed of a list of adapted/modified questions carefully structured to obtain the appropriate information for the study. The researchers utilized adapted questionnaires to collect data for the study. The questionnaires contained 44 items divided into four sections: formative assessment, peer assessment, self-assessment, and self-regulated assessment. A 4-point Likert scale was incorporated by the researchers to measure the responses, also ensuring clarity and consistency in data collection. To ensure the accessibility and accuracy, the questionnaires were translated into Filipino before the administration. A pilot test was also conducted to validate the clarity, reliability, and appropriateness of the items.

2.4 DATA COLLECTION

The researchers obtained official approval from the authorities of Sto. Tomas Elementary School (STES) for pilot testing. The purpose of the pilot testing is to determine the clarity, Reliability, and effectiveness of the research questionnaire. Through pilot testing, the researchers can identify confusing questions and ensure that the instrument accurately measures the students' perspectives on Assessment as Learning. It also helps establish the validity and reliability of the research instrument. The researchers selected 30 students in grade 6 at Sto. Tomas Elementary School (STES) as respondents in the pilot testing for their study. The 30 surveyed respondents represented the data obtained from pilot testing. By doing so, it helped the researchers test the effectiveness and reliability of the

research instrument. The study used a purposive sampling technique in selecting the respondents. The researchers visited San Bartolome Elementary School (SBES) and San Vicente Elementary School (SVES). These schools granted approval for the conduct of the study. A permission letter and parental consent was first submitted to the school administrators to request approval for the conduct of the study. The survey was conducted among grade 6 elementary learners with a total of 150 students into several segments that corresponded to the respondents' perceptions of assessment as learning factors. After the reliability test, the research validators approved the questionnaires and copies were distributed to the respondents of the grade 6 students at San Bartolome Elementary School (SBES) which has two sections with a total population of 69 students. Meanwhile, San Vicente Elementary School (SVES) has three sections with a total population of 81 students. The researchers gave respondents enough time to answer the questionnaires

honestly and completely before collecting the survey forms. A statistician totaled, calculated, and analyzed the data collection by the study instrument. To measure the tally of grade 6 students of San Bartolome Elementary School (SBES) and San Vicente Elementary School (SVES) through survey questionnaires, the researchers computed for the respondents' answers from the questionnaire.

2.5 DATA ANALYSIS

The researchers used descriptive and correlational tools to explain the data collected from the respondents involved in the research study. The basic methods such as frequency counts, tallying, and also percentages were applied to summarize the data and organized.

Weighted mean - Statistical tools were applied to measure the weight of the responses of the respondents in the questionnaire throughout the actual data collection process. Weighted mean was calculated using the following formula where; $\bar{x}$ referred to the weighted mean, f represented the frequency, and x was the assigned value or score in the questionnaire.

Standard Deviation - This statistical tool was used to determine how spread out the values in the questionnaires were from the mean (average). The formula for standard deviation is shown below: where SD represented the standard deviation, x referred to the individual score of each respondent, $\bar{x}$ represented the mean, N referred to the total number of respondents, and Σ represented the summation of all squared differences between each individual score and the mean.

Pearson Correlation Coefficient - This statistical tool was used to compute the relationship between the variables using the Pearson correlation coefficient. The formula for the Pearson correlation coefficient is shown below: where r represented the Pearson correlation coefficient, n referred to the number of respondents, and x and

y were the individual scores of the two variables being correlated.

Finally, the **t-test** was utilized to determine whether there was a significant difference between the means.

2.6 ETHICAL CONSIDERATION

There are certain ethical concerns with the research project. Every parent of a respondent signs their written consent form that indicates their agreement to participate in the study. The letter's consent was given to encourage individuals that taking part in the study is voluntary. The respondents receive comprehensive information about the goals of the study at the same time as assurances that their information will be kept private and used strictly for academic and research purposes. With the exception of the previously mentioned, study subjects are not subjected to physical, psychological abuse or damage. By considering these ethical considerations, the researchers took full responsibility to conduct this study that are valuable to the field of elementary education.

3. RESULT AND DISCUSSION

This chapter seeks to analyze and interpret the data gathered provided by the respondents, emphasizing their experiences, perceptions, and understanding of assessment as learning. The results emphasize how students engaged in self-assessment, reflection, and active involvement in their learning process. Furthermore, this section provides more in-depth analysis into how Assessment as Learning (AaL) contributed to students' autonomy, engagement, and academic achievement.

Table 1: Descriptions of the Respondents according to their Sex

SEX	Descriptions of the Respondents according to their Sex	
	<i>Frequency</i>	<i>Percentage</i>
MALE	74	49.33
FEMALE	76	50.67
TOTAL	150	100

Table 1 shows the distribution of the respondents according to their sex. The total respondents are 150, the male were 74, which corresponds to 49.33% of the sample. For the female, there were 76 respondents who answered the survey, or equivalent to 50.67% of the total population. The data presents an almost equal distribution between the male and female respondents. There is a slightly higher percentage for the female respondents. This shows that the samples are

balanced when it comes to sex, which guarantees that the results of the study are not one sided towards one group.

Table 2: Descriptions of the Respondents according to their Age

AGE	Descriptions of the Respondents according to their Age	
	<i>Frequency</i>	<i>Percentage</i>
11 and below	64	42.67
12-13	79	52.67
14 and above	7	4.66
TOTAL	150	100

Table 2 presents the distribution of the respondents' data based on their age. Out of the 150 total respondents, the highest frequency group fall under to the 12–13 years old category, with 79 respondents (52.67%) while the second highest group, the respondents consisted of the age 11 and below, with 64 respondents (42.67%). However, there were only 7 respondents (4.66%) that fell under the 14 years old and above category, making it the least represented group. The data accumulated age distribution reveals that the respondents are concentrated in the 12–13 years old range, with relatively fewer participants from older age groups. This indicates that the outcome of this study is more reflective of early adolescent learners, and any conclusions drawn may be most applicable to this specific age group.

Table 3: Respondents' Level of Assessment as Learning (AaL) in terms of Peer Assessment

Indicators	Mean	Standard Deviation	Verbal Interpretations
1. I enjoy being assess by my peers	3.360	0.688	Agree
2. I enjoy the tasked assess by my peers	3.347	0.768	Agree
3. Peer Assessment			Agree

is more fair than the Traditional Assessment	3.140	0.819	Agree
4. I have the skill and knowledge to assess my peers	3.327	0.746	
5. I like being assess by my peers	3.280	0.778	Agree
6. I found the task of Peer Assessment difficult	2.707	0.909	Agree
7. I prefer my teacher to grade me than my peers	3.427	3.376	Agree
8. I was reluctant to be critical to my peers	2.900	1.022	Agree
9. I was reluctant to give low marks to my peers	2.913	0.941	Agree
10. Peer Assessment is unfair	2.713	0.992	Agree
TOTAL	3.111	1.104	Agree

Table 3 shows that the mean scores range of the given data are ranging from 2.707 to 3.427, which indicates that there is a high level of agreement within the respondents when pertaining about peer assessment as a learning strategy in Elementary level. This result suggests that the range of

students generally share a similar perception when it comes to studying and applying peer assessment on their learning styles. According to Raichel et al. (2022) the students who participated in peer assessment activities demonstrated comparable perceptions and attitudes towards the process, especially when guided by common criteria and shared experiences. The respondents showed a similar consistency when it comes to understanding the form of peer assessment in their academic endeavors that were being assessed on the table. The highest mean score obtained was 3.427 from the statement "I prefer my teacher to grade me than my peers". This suggests that although the students are fully engaged in peer assessment, they still place greater trust in their teachers' evaluation rather than relying on the perceptions of their peers. These findings support the study of Diyue Liu et al. (2022) which stated that the students tend to value teacher influence more strongly than peer influence in academic settings because teachers are perceived as more credible and authoritative sources of evaluation. However, the lowest mean score obtained was 2.707 which correlates to the statement "I found the task of Peer Assessment difficult". This indicates that the respondents generally do not strongly believe that using peer assessment as a learning approach is difficult, it implies that the respondents have satisfaction regarding the peer assessment process. It supports the study conducted by Education Science (2023) which states that students tend to have positive perceptions of peer assessment, especially as they gain experience and familiarity with it. Even though the students recognize the value of peer assessment evaluation, they still rely on and more comfortable to teachers' evaluation accuracy and fairness. With a standard deviation of 1.104, indicating as learning among grade 6 elementary students in relation to student characteristics. Overall, the computed total mean is 3.111 which corresponds as "Agree" indicates that the respondents generally have a positive perception of peer assessment as their learning tool. This suggests that the peer assessment contributes to the learning process and development of the respondents.

Table 4: Respondents' Level of Assessment as Learning (Aal) in terms of Formative Assessment

Indicators	Mean	Standard Deviation	Verbal Interpretations
1. I feel happy when our teacher lets us think about our own strengths and areas for improvement	3.493	0.749	Agree

2. I learn best when our teacher discusses the learning goals with us	3.640	0.594	Strongly Agree	our teacher lets us explain our answers to each other	3.273	0.827	Agree
3. I feel happy when our teacher lets us compare our own work based on the criteria of the task	2.907	0.854	Agree	9. I learn best when our teacher uses examples to show us what the task looks like	3.507	0.653	Agree
4. I learn best when our teacher helps us come up with the next steps in learning	3.553	0.719	Strongly Agree	10. I feel happy when our teacher pays attention to our emotional responses to assessment	3.460	0.748	Agree
5. I feel happy when our teacher gives us the opportunity to show what we have learned.	3.673	0.562	Strongly Agree	TOTAL	3.386	0.730	Agree
6. I learn best when our teacher shows us the assessment criteria	3.193	0.833	Agree	The table presents the distribution of the respondents' level of Assessment as Learning (AaL) in terms of formative assessment. Among the indicators, the highest mean is 3.673 which is observed in the statement "I feel happy when our teacher gives us the opportunity to show what we have learned" which falls under "Strongly Agree" category. According to Black and Wiliam (2021) who proclaimed that formative assessment augments learning through active engagement and continuous feedback helps them refine their understanding and performance. This is followed by the statement "I learn best when our teacher discusses the learning goals with us" with a mean 3.640 which reinforces clarity of objectives. Meanwhile, the statement "I learn best when our teacher helps us come up with the next steps in learning" garnered a mean of 3.553 with an interpreted duality as "Strongly Agree". According to Hattie (2021), clear learning intentions and success criteria significantly improve student achievement because they help learners understand what is expected of them. However, the lowest mean score is 2.907, interpreted as "Agree" indicating that some students are less engaged in comparing their work based on given criteria. Table 5: Respondents' Level of Assessment as Learning in terms of Self-Regulated Assessment			
7. I feel happy when our teacher discusses my strengths with me	3.167	0.772	Agree				
8. I learn best when							

Indicators	Mean	Standard Deviation	Verbal Interpretations					
1. I'm certain I can master the skills taught in class this year	3.433	0.618	Agree	students found out I did well on a test, I would tell them it was just luck even if that wasn't the case	2.673	1.007	Agree	
2. It's important to me that I learn a lot of new concepts this year	3.613	0.553	Strongly Agree	8. It's important to me that other students in my class think I am good at my class work	3.000	0.882	Agree	
3. My teacher asks me to explain how I get my answers	3.327	0.738	Agree	9. I sometimes copy answers from other students during tests	2.587	1.106	Agree	
4. When I'm working out a problem, my teacher tells me to keep thinking until I really understand	3.540	0.587	Strongly Agree	10. I like academic concepts that are familiar to me, rather than those I haven't thought about before	3.110	0.886	Agree	
5. One of my goals in class is to learn as much as I can	3.587	0.604	Strongly Agree					
6. It's important to me that I don't look stupid in class	3.240	0.792	Agree					
7. If other								
				TOTAL	3.211	0.777	Agree	

Table 5 presents the distribution of the respondents' data in terms of self-regulated assessment. Among the indicators, the highest mean score of 3.613 is observed in the statement "It's important to me that I learn a lot of new concepts this year" which falls under the category "Strongly Agree." This indicates that students feel satisfied when they are aware of their own learning progress. According to Barry Zimmerman (2021), self-regulated assessment improves student achievement because learners take control of their own learning by setting goals, monitoring their progress, and reflecting on their performance. This is followed by the statement "setting learning goals" with a

mean of 3.587 and “identifying strategies to improve learning” having the commuted mean of 3.540, interpreted as “Strongly Agree”. According to Paul Pintrich (2021), students who practice self-regulated assessment are more motivated and perform better academically because they actively plan, monitor, and evaluate their own learning process. However, the lowest mean score is 2.587, interpreted as “Agree” indicating that some students are less engaged in evaluating their own work based on learning criteria. According to Dale Schunk (2021), self-regulated assessment helps improve students’ learning by developing their ability to reflect on their performance and make necessary improvements. The data collected revealed that students generally have a favorable perception of self-regulated assessment practices, especially in terms of goal setting, selfmonitoring, and active participation in learning. This suggests that self-regulated assessment strategies help improve students’ learning experiences by making them more responsible, independent, and aware of their progress. Overall, the results imply that self-regulated assessment practices are generally observed among students. The overall collected mean is 3.211 with a standard deviation of 0.777, verbally interpreted as “Agree” which indicates that most of the students’ use of self-regulated assessment has a constructive impact on their learning outcomes. Guided by the study of Nicol and Macfarlane-Dick (2023), effective formative assessment should actively engage students in comparing their performance against standards to develop self regulation skills. The collected data revealed that students generally have a favorable perception of formative assessment practices. This suggests that formative assessment strategies help improve students learning experiences by making them more involved and aware of their progress. There is still room to enhance strategies that promote student reflection, peer interaction, and deeper engagement with assessment criteria. The overall collected mean is 3.386 of score with a standard deviation of 0.730 is verbally interpreted as “Agree” indicating that most of the students’ use of formative assessment has a constructive impact in their learning results.

Table 6: Respondents’ Level of Assessment as Learning (AaL) in terms of Self-Assessment

Indicators	Mean	Standard Deviation	Verbal Interpretations
1. I learn best when my teacher uses different strategies to enhance my understanding.	3.593	0.592	Strongly Agree

2. I learn best when my teacher uses appropriate materials, technology, and resources.	3.533	0.609	Strongly Agree
3. I maintain my attention when my teacher motivates and engages us	3.593	0.557	Strongly Agree
4. I learn best when my teacher teaches using the appropriate curriculum.	3.453	0.619	Agree
5. I like it when my teacher ensures that we participate in the learning process	3.553	0.619	Strongly Agree
6. I like it when my teacher corrects my vocabulary and grammar in speaking and writing.	3.467	0.730	Strongly Agree
7. I like it when my teacher encourages us to interact respectfully	3.600	0.624	Agree
8. I learn best when my teacher conducts tests to	3.547	0.574	Strongly Agree

monitor our performance			
9. I like it when my teacher keeps the class records confidential.	3.433	0.670	Strongly Agree
10. I learn best when my teacher responds to our questions using appropriate language	3.553	0.608	Strongly Agree
TOTAL	3.532	0.620	Strongly Agree

The table 6 shows that the mean scores of the given data are ranging from 3.433 to 3.600, which indicates that there is a high level of agreement within the respondents when pertaining about self-assessment as a learning strategy in elementary level. This result suggests that the range of students generally share a similar perception when it comes to Self-Assessment such as "I like it when my teacher keeps the class records confidential" and "I like it when my teacher encourages us to interact respectfully". According to Panadero et al. (2021); Yan & Brown (2022), the self-assessment can be as simple as "guessing a grade", or can be a complicated process during which, students engage in different actions, such as determining standards and/or criteria, seeking feedback information, reflecting on one's own performance, making and calibrating self-assessment judgement. The respondents showed consistency reflecting a common understanding from the self- assessment. The highest mean score obtained was 3.600 from the statement "I like it when my teacher encourages us to interact respectfully", this means that students set a high value on a classroom setting wherein the teacher actively encourages respect and positive communication. This indicates that when students are taught how to express themselves in a respectful and positive way, they feel more comfortable, engaged, and motivated to learn. The study conducted by Jennings and Greenberg (2023) highlights how classroom environment based on respect and encouraging teacher-student relationships improves students' social and emotional growth as well as their academic engagement supports this statement. Students are more likely to actively participate and work well with their peers when teachers show and encourage respectful behavior. On the other hand, the lowest mean score obtained was 3.433 which states "I like it when my teacher keeps the class records confidential" indicates that students place

slightly lower value on confidentiality compared to other classroom procedures, even though it still falls within a generally good response. This suggests that they might not completely understand how it directly affects their educational experience or involvement in the classroom. The is similar to the study made by Pianta et al. (2023) which indicates that students typically value teachers' interpersonal and instructional behaviors such respect, encouragement, and interaction more than administrative procedures like record keeping, lends validity to this finding. However, confidentiality continues to be a crucial aspect of traditional moral education. Manning and Bucher (2021) claim that protecting students' private information and academic records promotes teacher-student trust. Students feel safe and are more inclined to participate honestly in class activities when confidentiality is maintained. With a standard deviation of 0.620, indicating an overall moderate level of Assessment as Learning among grade 6 elementary students in relation to student characteristics. Overall, the computed total mean was 3.532 which corresponds as "Agree" which indicates that the respondents generally have a positive perception of self-assessment as their learning tool. This suggests that self-assessment contributes to the learning process and development of the respondents.

Table 7: Pearson (r) Correlation Coefficient among Respondents' Assessment as Learning (AaL) in terms of Peer Assessment

Bivariate	Perason r	P value	Verbal Interpretation
Peer Assessment and Formative Assessment	0.304	0.000(**)	Significant (Low Positive Correlation)
Peer Assessment and Self-Regulated Learning	0.417	0.000(**)	Significant (Low Positive Correlation)
Peer Assessment and Self-Assessment	0.273	0.001(**)	Significant (Negligible Correlation)
Peer Assessment and Overall AaL	0.750	0.000(**)	Significant (High Positive Correlation)

In this table, the significant relationships discovered are four. The first significant relationship discovered in the study is between peer assessment and formative assessment ($r = 0.304$, $p = 0.000^{**}$). This means that when the students give feedback to their peers, it can also help them improve ongoing assessment in their classroom. Tom Sherrington (2021) claimed that formative assessment becomes more efficient when students are more actively involved in the assessment process. His research emphasized that peer assessment offers more opportunities for learners to contribute and acquire feedback, which deepens knowledge and academic performance. The other significant correlation is between the peer assessment and self-assessment ($r = 0.273$, $p = 0.001^{**}$). This means that when the students evaluate their peers, they also learn how to evaluate themselves more. They also become more reflective and aware of their strengths and weaknesses. According to David Bound (2021), peer assessment can help the learners build self-assessment skills. When the students evaluate the work of their peers, they also gain more knowledge of standards and guidelines or criteria, which they can apply to their own work. This method developed their capability to analyze and examine their own learning. The third significant correlation is observed among the peer assessment and self-regulated learning ($r=0.417$ and $p=0.000$). This indicates that peer assessment and self-regulated learning are significant and has a low positive correlation. This means that the students are engaged in peer assessment that somehow can contribute to their ways on how they regulate their own learning. Lastly, the peer assessment and overall Assessment as Learning (AaL) ($r = 0.750$, $p = 0.000^{**}$) indicates that peer assessment plays an important role for improving the overall learning process. The Department of Education claims that the Assessment as learning emphasizes that students are actively participating in their learning method through reflection on their own works and feedback that they get to others. The peer assessment is recognized as the key strategy in Assessment as Learning (AaL) because it also allows the students to be more engaged when it comes to evaluating others while also developing their own understanding. This shows that the finding of the peer assessment provides significantly with the overall effectiveness of Assessment as Learning (AaL).

Table 8: Pearson (r) Correlation Coefficient among Respondents' Assessment as Learning (AaL) in terms of Formative Assessment.

Bivariate	Assessment as Learning (AaL)		
	Pearson r	P-Value	Verbal Interpretation
Formative	0.258	0.001(**)	(Significant (Negligible Correlation))

Bivariate	Assessment as Learning (AaL)		
	Pearson r	P-Value	Verbal Interpretation
Assessment and Self-Regulated Learning	0.482	0.000(**)	Significant (Low Positive Correlation)
Formative Assessment and Self-Assessment	0.695	0.001(**)	Significant (Moderate Positive Correlation)
Formative Assessment and Overall AaL			

The significant correlation in the table above is among the formative assessment and self-regulated learning ($r = 0.258$, $p = 0.001$). This shows that when the teachers give their regular feedback to their students, learners learn more how to manage and improve their own learning. Barry Zimmerman (2022) claims that formative assessment assists the development of self-regulated learning by giving regular feedback. This feedback can also help the students plan, monitor, and evaluate their own learning strategies. As a result, the learners turn into more independent and responsible students for their academic growth. Consequently, the table describes the significant correlation between the formative assessment and self-assessment ($r=0.482$ and $p=0.000^{**}$) which indicates that they are significant and have a low positive correlation. This means that the students are engaged in formative assessment while developing their own way of assessing themselves. Kelly Beekman et al. (2021) stated that formative assessment strategies such as self- and peer-assessment positively contribute to the development of students' self-regulation and motivation. Their findings revealed that students who actively engage in formative assessment gradually develop independent monitoring and evaluation skills, indicating that formative assessment supports learners in creating their own ways of assessing their progress. Lastly, there is also a significant relationship between the formative assessment and overall assessment as learning ($r=0.695$ and $p=0.000^{**}$) which indicates a significant and moderate positive correlation. This means that when formative assessment is being compared in the overall Assessment as Learning (AaL), there is a significant relationship that is present among them.

Table 9: Pearson (r) Correlation Coefficient among Respondents' Assessment as Learning

Bivariate e	Assessment as Learning (AaL)		
	Pearson r	P-Value	Verbal Interpretation
Self-Regulated Learning and Self-Assessment	0.404	0.000(**)	Significant (Low Positive Correlation)
Self-Regulated Learning and Overall AaL	0.697	0.000(**)	Significant (Moderate Positive Correlation)

(AaL) in terms of Self-Regulated Assessment

The table presents the data for self-regulated assessment and self-assessment. The correlation coefficient ($r = 0.404$) indicates a low positive relationship. The computed value is 0.000 (**), which meets the required level of significance ($\alpha = 0.05$). This means that the two variables showed relationship; it is strong enough to be considered statistically significant and may have occurred by chance. According to Global Metacognition (2024), the self-assessment and self-regulated assessment forms have a close connection that is central to fostering effective educational practices. Self-regulated assessment is a step where the learners can actively control and monitor their own cognitive and their metacognitive strategies; it is significantly improved by the addition of self-assessment mechanisms. Similarly, for self-regulated assessment and overall Assessment as Learning (AaL), the correlation coefficient ($r = 0.697$) shows a moderate positive relationship. This means the computed value 0.000 (**) is significant, indicating that the relationship is strong enough to confirm a true effect in the population and may also be due to chance. Tan, S. H. et al. (2022) claim that in the context of self-regulated assessment and to the assessment as learning, their chapter inspects the role of being a competitive learning choice in managing relationships between the other components.

Table 10: Pearson (r) Correlation Coefficient among Respondents' Assessment as Learning

Bivariate e	Assessment as Learning (AaL)		
	Pearson r	P-Value	Verbal Interpretation
Self-Assessment and Overall AaL	0.725	0.000(**)	Significant (High Positive Correlation)

(AaL) in terms of Self-Assessment

The table shows a high positive connection between the self-assessment and also to the overall Assessment as Learning, with a correlation coefficient of $r = 0.725$. This means that the students improve in self-assessment, the overall performance in Assessment as Learning (AaL) also tends to increase. The computed test value is 0.000 (**), it is statistically significant at the usual level of (0.05). This means there is a strong connection present by the correlation, there is evidence to validate that this relationship is reliable. According to Zi Yan (2021), self-assessment is as important of assessment as learning. It can help students to evaluate their own improvement, by checking their grades after receiving it from their teachers, they can reflect on what they need to improve.

Table 11: Significant Difference of the Respondents' Assessment as Learning (Peer Assessment) when grouped according to profile

	Groups	Mean	Variance (SD)	Standard Deviation (DF)	Computed Value	P-value
Sex	Male	3.105	0.152	128	0.141	0.888
	Female	3.117	0.369			
Age	11 and below	3.013	0.131	147	2.830	0.062
	12-13	3.204	0.369			
	14	2.97	0.059			

	and above	1				
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In terms of the sex of the respondents, the survey revealed the mean score of males as 3.105 with a variance of 0.152. On the other hand, females have a slightly higher mean of 3.117 with the variance of 0.369. The computed value is 0.141, and the p-value is 0.888. Since the p-value is higher than the standard level of significance 0.05, it indicates that there is no significant difference between the male and female respondents. This means the both groups have almost the same assessment when it terms of the peer learning. The respondents' data based on their age shows that respondents aged 11 years old and below has a mean of 3.013 and a variance of 0.131. Those who belong to ages 12–13 years old obtained the highest mean of 3.204 with a variance of 0.369, while the respondents at the age of 14 and above accumulated a mean of 2.971 and the variance of 0.059. The computed value is 2.830, and the p-value is 0.062 and since the p-value is greater than the 0.05, this present that there is no significant difference among the age groups. For the overall, the results showed that both sex and age do not significantly affect the respondents' assessment as learning (AaL) through the peer assessment. The differences in their mean scores are minimal and not statistically significant.

Table 12: Significant Difference of the Respondents' Assessment as Learning (Formative Assessment) when grouped according to profile

	Groups	Mean	Variance (SD)	Standard Deviation (DF)	Computed Value	P-value
Sex	Male	3.320	0.165	143	2.117	0.036
	Female	3.451	0.121			
Age	11 and below	3.358	0.148	147	0.802	0.451
	12-13	3.420	0.146			
	14 and above	2.271	0.146			

In terms of sex, the results revealed the mean score of 3.320 of male respondents with a variance of 0.165, while the mean of 3.451 female respondents have a somewhat higher with a variance of 0.121. The analysis obtained a positive value is 2.117, and the p-value is 0.036, it indicates that between male and female respondents there is a meaning difference. This means that in Assessment as Learning (Formative Assessment) has a significant effect on their sex, with a slightly higher assessment of female respondents compared to males. In terms of age, the 11-year-old and below respondents have a mean of 3.358 with a variance of 0.148. The highest mean of 3.420 were from who aged 12–13 years old with a variance of 0.146. Meanwhile, the mean of 3.271 came from respondents aged 14 and above with a variance of 0.146. The computed value is 0.802, and the p-value is 0.451, and since the p-value is greater than 0.05, this indicates that there is no significant difference among the different age groups. This implies that age does not significantly influence the respondents' assessment of learning through formative assessment. Overall, the results show that sex notable affects the respondents' assessment as learning while age does not have a significant effect. Although there are slight differences in mean scores across groups, only sex demonstrates a statistically significant variation.

Table 13: Significant Difference of the Respondents' Assessment as Learning (Self-Regulated Assessment) when grouped according to profile

	Groups	Mean	Variance (SD)	Standard Deviation (DF)	Computed Value	P-value
Sex	Male	3.195	0.111	147	0.580	0.563
	Female	3.228	0.132			
Age	11 and below	3.181	0.136	147	0.597	0.552
	12-13	3.241	0.112			
	14 and above	2.157	0.103			

In the perception of sex, the mean score of males shows 3.195 with a variance of 0.111. On the other hand,

females got a slightly higher mean of 3.228 with the variance of 0.132. The computed value is 0.580, and the p-value is 0.563 and since the p-value is higher than the standard level of significance 0.05, it indicates that there is no significant difference between the male and female respondents. That means both groups have almost the same assessment when it terms of the self-regulated assessment. In the perception of age, respondents aged 11 years old and below have a mean of 3.013 and a variance of 0.131. Those of ages 12–13 years old obtained the highest mean of 3.204 with a variance of 0.369, while the respondents at the age of 14 and above acquired a mean of 2.971 and the variance of 0.059. The computed value is 2.830, and the p-value is 0.062 and since the p-value is also greater than the 0.05, this present that there is no significant difference among the age groups. For the overall, the results revealed that both sex and age do not significantly affect the respondents' assessment as learning (AaL) through the self-regulated learning. The variations in their mean scores are minor and not statistically significant.

Table 14: Significant Difference of the Respondents' Assessment as Learning (Self- Assessment) when grouped according to profile

	Groups	Mean	Variance (SD)	Standard Deviation (DF)	Computed Value	P-value
Sex	Male	3.523	0.154	147	0.946	0.346
	Female	3.562	0.140			
Age	11 and below	3.503	0.162	147	3.739	0.026
	12-13	3.586	0.127			
	14 and above	3.200	0.063			

Based on sex, males received a mean score of 3.523 with a variance of 0.154, while females scored a marginally higher mean of 3.562 and a variance of 0.140. The computed test value is 0.946, with a p-value of 0.346 and since the p-value exceeds the 0.05 level of significance, this indicates that there is no statistically significant difference between male and female respondents. In other words, both groups demonstrate nearly similar assessments in terms of self-

assessment. Based on age, respondents aged 11 years and below obtained a mean score of 3.503 with a variance of 0.167. Those aged 12–13 years recorded the highest mean of 3.586 with a variance of 0.127, while respondents aged 14 and above had a mean of 3.200 and a variance of 0.063. The computed test value is 3.739, with a p-value of 0.026 and since the p-value is lower than the 0.05 level of significance, this indicates that there is statistically significant difference among the age groups. Overall, the findings indicate that neither sex nor age has a significant influence on the respondents' Assessment as Learning (AaL) through self-assessment. The variations in their mean scores are minimal and do not reach statistical significance.

Table 15: Significant Difference of the Respondents' Assessment as Learning (Over All) when grouped according to profile

	Groups	Mean	Variance (SD)	Standard Deviation (DF)	Computed Value	P-value
Sex	Male	3.281	0.070	145	1.236	0.218
	Female	3.340	0.100			
Age	11 and below	3.264	0.069	147	3.233	0.042
	12-13	3.363	0.097			
	14 and above	3.150	0.036			

Table 15 shows the comparison of respondents of Assessment as Learning (AaL) when they are grouped according to their sex and age. The mean, computed values, and significant levels are shown to show whether the results are statistically connected toward each other. In terms of sex, male respondents recorded a mean score of 3.281 with a variance of 0.070, while female respondents recorded a slightly higher mean which is 3.340 with a variance of 0.100. Female respondents showed higher Assessment as Learning (AaL) scores with a computed value of 1.236 with a p-value of 0.281, which shows that the result is not statistically significant. Therefore, it suggests that sex is not significantly influencing how respondents engage with Assessment as Learning (AaL). Meanwhile, in terms of age, respondents ages from 11 years old and below had a mean of 3.264 with a variance of 0.069, while those ages 12 years old - 13 years old

recorded the highest mean of 3.363 with a variance of 0.097. On the other hand, the respondents who had the lowest mean of 3.150 with a variance of 0.036 were respondents aged 14 years old and above. The computed value for age groups is 3.233 with a variance of 0.042 indicating a statistically significant difference in Assessment as Learning (AaL) scores when it comes to their age groups.

Therefore, age shows determining factors in how respondents experience Assessment as Learning (AaL), with early adolescent respondents (12-13 years ago) showing a high and positive perception. Overall, the findings gathered in Assessment as Learning (AaL) are consistent when it comes to sex but vary significantly when it comes to their age groups. Higher scores are obtained among the middle-aged learners (12-13 years old) and at this age metacognition skills are developed more quickly during early adolescence. For instance, the study of Zimmerman et al. (2022) emphasize that at the age of 12-13 years old this is the age where they begin to effectively utilize feedbacks, self-assessment, and goal-setting strategies, which are key components of Assessment as Learning (AaL). However, Tai et al. (2024) emphasizes that younger learners may still be developing these skills, while older learners may exhibit variability due to external academic pressures or motivational shifts. In short, the results showed that age is significantly influences the respondents in Assessment as Learning (AaL) while sex does not.

4. SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter explains the summary of results as well as the conclusion and recommendations.

4.1 SUMMARY OF FINDINGS

1. Profile of the respondents

The profile of the respondents showed important details about their sex and age. Among the 150 students surveyed, the largest group was from 12-13 age at 52.67%, followed by 11 and below at 42.67%, and age of 14 and above at 4.66%, suggesting that students aged 12-13 were more interested in participating. In terms of sex, 50.67% of the respondents were female and 43.33% were male students showing that female students made up the biggest group.

2. Level of respondents in terms of Assessment as Learning (AaL)

The data showed that respondents had a moderate to high level of Assessment as Learning (AaL) practices. In terms of peer assessment, respondents generally “agreed” in evaluating their classmates’ work, with 3.111 of a total mean and 1.104 of a standard deviation, indicating that most responses fall within a consistent range. This suggests that students are fairly engaged in peer assessment, though some variations in responses are still present. For formative assessment, respondents generally “agreed” demonstrating

active participation in ongoing assessment activities, with 3.386 of a total mean and 0.730 a standard deviation, indicating consistent engagement among the majority of respondents. When it comes to self-regulated assessment, respondents also “agreed” in managing and monitoring their own learning, with 3.211 of a total mean and 0.777 a standard deviation, suggesting that learners show a moderate level of independence in regulating their learning. Similarly, for self-assessment, respondents often engaged in reflecting on their own performance, as indicated of 3.532 the overall mean and 0.620 a standard deviation, suggesting a moderate level of variability in responses. The results showed a generally high level of agreement among students regarding self-assessment practices. Overall, the results suggested that while respondents’ practices are positively perceived and contribute to students’ active participation, Assessment as Learning process may benefit from further support and development.

3. Pearson (r) Correlation Coefficient among Respondents’ Assessment as Learning (AaL) in terms of Peer Assessment

Peer Assessment showed that there is a significant relationship with overall Assessment as Learning (AaL) that indicates a high positive correlation ($r = 0.750$) p-value 0.000(*). This proved that peer feedback strongly supports students learning development. Peer assessment and formative assessment proved that there is a significant relationship ($r = 0.304$) (p-value = 0.000(*)) with self-regulated assessment ($r = 0.417$) (p-value 0.000(**)), suggesting that peer evaluation encourages ongoing improvement and self-management. However, its relationship with self-assessment was weak revealing $r = 0.273$ and p-value 0.001(**) with a verbal interpretation “negligible correlation”. This means that students do not work on their own without the guide of their teachers. Formative assessment indicates that there is a significant relationship with overall Assessment as Learning (AaL) with a verbal interpretation “moderate positive correlation”, where $r = 0.695$, and p-value= 0.000(*). This highlights that teachers’ feedback is important to continuously strengthen learning outcomes. The relationship between self-assessment got a verbal interpretation of “low positive correlation” having a $r = 0.482$ and a p-value = 0.000(*) while self-regulated assessment received $r = 0.258$ a n d p-value 0.001(**) with a verbal interpretation “negligible correlation”, showing that formative practices foster self-regulation. Self-regulated assessment showed that there is a significant relationship with overall Assessment as Learning (AaL) with a verbal interpretation “moderate positive correlation”. It accumulated a low positive correlation between self-assessment with $r = 0.404$ and p-value= 0.000(**). Its correlation with self-assessment is low, which shows that reflective evaluation and regulation are connected. Self-assessment had a high positive correlation with overall Assessment as Learning (AaL) with $r = 0.725$ and a p-value= 0.000(**). This result confirmed that when students actively evaluate their own work, their overall learning performance

improves. Self-evaluation contributes to building their responsible attitude.

4. Significant Difference of the Respondents' Assessment as Learning (AaL) when grouped according to profile

The analysis showed significant differences in assessment as learning among grade 6 students when grouped by their profile. For peer assessment, the result for this assessment showed that there is no significant difference in peer assessment when grouped according to sex and age. For formative assessment, findings revealed a significant difference in sex, with female students having slightly higher mean scores compared to males (p -value = 0.036). However, age groups did not show significant variation (p -value = 0.451). For the case of self-regulated assessment, the data indicated that there is no significant difference across sex and age. Both male and female students, as well as all age groups, demonstrated similar abilities to plan, monitor, and reflect on their learning. For the last assessment, which is the self-assessment, the data indicated that there is no significant difference in sex, but age showed a significant difference (p -value = 0.026). Students aged 12–13 years old recorded higher mean scores compared to those aged 14 and above.

4.2 CONCLUSION

From the results of the study, the conclusions drawn were as follows:

1. Based on data presented, there are 76 female (50.67%) and 74 male (49.33%) garnering a total of 150 (100%). This nearly equal distribution shows that both male and female viewpoints are sufficiently represented, reducing the potential for gender bias and increasing the validity and representative of the results in the study. The highest representations (52.67%) are within the aged of 12 and 13, followed the distribution indicates a slightly higher representation (42.67%) are 11, and only the lowest representations (4.66%) are 14. Furthermore, the distribution indicates that the study is focused on early teenagers and based on sex the female respondents are the higher percentage.

2. The respondents generally have a positive perception of peer assessment as their learning tool with the overall mean of 3.111 ("Agree") which indicates that peer assessment contributes to the learning process and development of the respondents. Formative assessment has a constructive impact on their learning results with the overall mean of 3.386 ("Agree"), this indicates that most of the respondents have a positive view of formative assessment. Self-regulated assessment has a high importance on acquiring new ideas and actively comprehending lessons. The overall mean of 3.211 ("Agree") indicates that students generally have a positive opinion of self-regulated assessment. Lastly, self-assessment has the highest overall mean of 3.532 ("Agree") which indicates that the respondents of the survey generally have a

positive perception of self- assessment as their learning tool. This suggests that self-assessment contributes to the learning process and development of the respondents.

3. In the components of Assessment as Learning (AaL), the highest correlation and has a significant difference is the peer assessment indicating that it offers more opportunities for learners to contribute and acquire feedback, which deepens knowledge and academic performance. Furthermore, it is closely related to formative assessment, self-regulated assessment, and self-assessment, suggesting that peer assessment helps students build their ability for observation, reflection, and feedback. Other components may not be reliable because they are not significant even when they demonstrate positive correlations.

4. The analysis of data showed that respondents' participation of Assessment as Learning (AaL) is not dependent on their gender. Although the mean scores of female respondents are slightly higher than those of male respondents, this difference is not enough to be considered statistically significant. Therefore, both males and females have almost the same level of understanding, acceptance, and participation in Assessment as Learning (AaL)-related activities. On the other hand, age plays an important role in how students experience and accept Assessment as Learning.

This indicates that as students age, they develop different abilities and readiness to use skills such as self-assessment, receiving feedback, and goal setting. Therefore, age differences cause significant changes in their level of participation and perception of AaL, unlike gender which remains unaffected. The distribution shows that age has a significant relationship with Assessment as Learning (AaL). Students aged 12–13 had the highest mean scores compared to younger and older students, which means they were more active in using self-assessment methods in their learning. Thus, they were better able to set goals, self-assess, and receive feedback. Overall, gender did not affect Assessment as Learning (AaL), but age was an important factor in shaping students' experience and engagement in learning.

4.3 RECOMMENDATIONS

Based on the findings of the study and its conclusion, the following recommendations are suggested:

1. Encourage collaboration between school and home. The parents should communicate regarding assessment as learning so they can encourage their children at home. Basic practices such as asking about the lessons and examining their improvement can build students' learning.

2. Develop students' confidence in self-evaluation. The teachers should build a supportive classroom where the students feel safe to examine their own task without fear of judgment. With the appropriate assistance and motivation, the

students can become more honest when it comes to evaluating their performance and gain extra independence in developing their learning.

3. Teachers should make continuous use assessment as learning in their classrooms. To achieve this, teachers need to integrate different strategies such as peer assessment, self-assessment, and reflection activities. It can encourage the grade 6 students to be more active, accountable, and aware of their own learning.

4. Teachers should encourage students to set their own learning goals. The students can monitor their improvement. By setting clear goals, students become more aware of what they need to reach in each lesson or each activity. This assists them in monitoring their development and becoming more accountable for their own learning.

5. Future researchers are encouraged to further study Assessment as Learning. Researchers should explore Assessment as Learning in other grade levels, subjects, and school settings to obtain a broader understanding of its effectiveness. They can also check how it influences students' academic performance, participation, and their learning behaviors.

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