Formative Assessment of Purposive Communication Module in the Academic Performance of Students in Higher Education Institution
(HEI)

Leovigildo Lito D. Mallillin, PhD

Faculty, Institute of Education-Undergraduate Studies Far Eastern University, Manila, Philippines

Abstract:
The study aims to identify the formative assessment of purposive communication modules in the academic performance of students and what makes the formative assessment of purposive communication modules for the improved academic performance of students in Higher Education Institution (HEI) among the respondents. Mixed methods are employed in the study which is composed of quantitative and qualitative research design. Hence, random sampling techniques are utilized in the study. It is a sampling technique that provides equal opportunity for the respondents to be chosen in the study. The study comprised two hundred (200) respondents only.

Results show that formative assessment of purposive communication module provides support for students to outline and focus assessment for better learning process based set learning outcome, show to explore learning experiences for student in the improved academic performance, show evidence provided in the learning process through rubrics to support assessment of students, show that evidence and examples of assessment are well explained based on the questions given for better output in the academic performance which is relevant, and explanation supports position assessment specified for better comprehension of students, show that writing mechanics is well-defined instruction for better analysis of the assessment in the module, show that organization of the assessment enhance clear structure that showcases ideas for the measure academic performance of students.

Findings show that there is a significant relationship on the formative assessment of purposive communication modules in the academic performance of students in Higher Education Institution as observed by the respondents.

Keywords: Formative assessment of purposive communication, academic performance of students, Higher Education Institution (HEI), focus assessment, support position, evidence and examples, writing mechanics, and organization of assessment

Introduction

Formative assessment of purposive communication is necessary for measuring academic performance of students in the module. This has been the process in the educational system of various colleges and universities in the school system. It is an integration of purposive communication in teaching. It examines and integrates explicitly the formative assessment module in the Higher Education Institution (HEI) area. It aims to fill the gap and issues in purposive communication formative assessment classroom implementation. It explores perception of faculties formative assessment that enhance skills and learning academic performance of students. It provides better impact assessment of positive perception, a meaningful practical tool for students' academic performance, (Luthfiyyah, Aisyah, & Sulistyo, 2021, pp. 42-54). Additionally, it suggests student and teacher engagement formative assessment modules that contribute to the development learning process of students. It engages formative assessment setting in the classroom where students are guided properly through examination as part of academic performance. Formative assessment investigates contextual factors and unique beliefs and practices to measure academic performance of students as centers of learning process. It is a challenge for both lecturers and students in engaging the formative assessment process. It shapes the

approach and perception of formative assessment academic performance of students. It illustrates contextual and unique factors for formative assessment of students, (Krishnan, Black, & Olson, 2021, pp. 201-220).

On the other hand, purposive communication is one of the module and essential skills for students to develop because it enhances competency skills in both oral and written, develop skills verbally in speaking and other elements in communication process. It pivots students in Higher Education Institutions in both private and public sectors. It ensures success in the modern teaching process. It is attuned to the needs of purposive communication efficiency on realities and attitude of the learners. It requires better perspective essential skills in preparation of formative assessment curriculum of General Education subject such as purposive communication skills and competency. It emphasizes the genre of specific assessment needed in purposive communication modules and strategies to attain better academic performance of students. It directs proper practices and communication where formative assessment will provide competency skills as part of academic performance of students to the fullest, (Huraño, 2022). It examines learning competency of purposive communication in General Education subject of private Higher Education Institution (HEI) for the principles of the module, students centered learning and teaching, core competency, and expected learning outcome. The focus of formative assessment is to identify the mode of teaching and delivery in purposive communication competency academic performance of the learners such as independent learning, blended learning, authentic formative and assessment learning, collaborative and inquiry learning, outcome-based learning, critical thinking framework, effective communication, and digital literacy process of learning. Decision making and critical thinking formative assessment is expected in the learning outcome of students through individual or group oral presentation, in pair or in group discussion. The delivery of competency skills as part of formative assessment enhances learners' needs and reliability, (Mallillin, & Caranguian, 2022, p. 353).

Moreover, the traditional method of teaching in the purposive communication skills module is based on the needs and demands of students in the university. The medium of instruction is also necessary as ingredients in the learning process. It provides learning proficiency and skills among students. This is based on various domains of learning teaching competency to enhance formative assessment of students in a purposive communication module. It is designed by the Higher Education Institution (HEI) for teaching in various activities to explore students' knowledge, academic performance and in-depth learning modules. It provides facilities to help the manner and styles of teaching and learning based on needs of the learners. This includes various domains of learning in the academic performance of students such as affective learning, cognitive learning, and psychomotor learning. It identifies the extent of various academic performance of students in terms of achievement, attitude toward the module, and learning skills. (Mallillin, 2020, pp. 1-11). Also, the traditional teaching is being measured on formative assessment of students' academic performance. This is based on competency performance of faculty in a purposive communication module. It involves challenging technicalities of teaching and innovation to mold and to shape the learners to the fullest. This examines the performance level and competency skills of the lecturers in Higher Education Institution (HEI) such as self-management approach, strategic action, teamwork, administration, planning, and communication. The performance level and competency skills of students are very challenging on the latest trend of teaching in shaping and molding students, especially the formative assessment. They have competency skills and performance to follow in the delivery of student assessment and framework for students to deliver academic performance, (Mallillin, & Mallillin, 2019).

Notably, the formative assessment is based on involvement of students to enhance skills and academic performance. It utilizes culture and tradition of students to engage on the tasks and activities in purposive communication as to small group discussion, individual, and oral group presentation that enhances students' skills to the fullest. This is based on the structural domain of learning in the educational setting that focuses on students as centers of learning in purposive communication and curriculum learning process. It provides understanding and concepts on students' learning intervention enhancement. The teaching and learning process guides and helps students in the formative assessment to innovate and analyze teaching technology as support characteristics of student's learners. It describes and evaluates a purposive module and system for teaching and learning which is designed in the General Education module. It determines the trends in the process of teaching and learning. It provides quality education in an advanced learning atmosphere for students' formative assessment process. It motivates students to focus assessment modules on purposive

communication with high level of expectation in the academic performance skills, (Mallillin, et al., 2021). This can integrate knowledge formative assessment in purposive communication academic performance. It influences students as the centers of learners' module lecturers in teaching and technology that focuses on learners' enhancement. It identifies how to integrate enhancement in the learning process for formative assessment academic performance. The modules are being provided for students as part of the system learning module. It is a flexible module based on the needs of students and formative assessment. It focuses on the success learning process and significance in the classroom learning, (Mallillin, et al., 2020).

Statement of the Problem
1. What is the formative assessment of the purposive communication module in the academic performance of students in Higher Education Institution among the respondents?
2. What makes the formative assessment of purposive communication modules for the improved academic performance of students in Higher Education Institution among the respondents?
3. Is there a significant relationship on the formative assessment of purposive communication modules in the academic performance of students in Higher Education Institution as observed by the respondents?

Hypothesis
There is a significant relationship on the formative assessment of purposive communication modules in the academic performance of students in Higher Education Institution as observed by the respondents.

Theoretical Lens
The study is anchored on the "Teacher Theory and Adaptable Model" which is formulated by (Mallillin, 2021). This theory deals with teaching profession as compared to the module in purposive communication for the formative assessment of students. It defines the features and involvement of the faculty teaching profession in molding and shaping students to the fullest. It features change, uncertainty, and novelty where it motivates students' formative assessment that explore academic performance and achievement since the theory deals with teachers as being talented, enthusiastic, adaptable, creative, honest, effective, and resourceful. This characteristic enhances students' formative assessment. It provides adaptability, change and impact of the teaching process for students' modules. This is to boost learning knowledge and experience on formative assessment and academic performance. It assesses various approaches to development of teaching and learning experiences. It provides teaching and proper knowledge formative assessment in the module considering the academic performance of students. The theory highlights the features and experts' adaptable model of teaching on context sensitivity, respect to students, classroom perception, decision making, techniques, and strategies in teaching to achieve better academic performance as based on students' formative assessment.
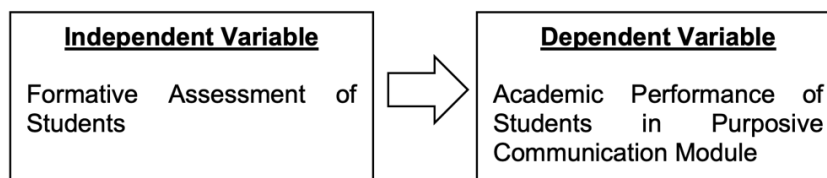
Flow of the Study

Figure 1: The independent and dependent variable of the study on formative assessment of purposive communication modules in the academic performance of students.

Research Design
The study employs the mixed method which is composed of quantitative and qualitative research design. The quantitative research is utilized to measure and to quantify formative assessment of purposive communication modules in the academic performance of students in Higher Education Institution in the aspect focus

assessment, support for the position, evidence, and examples, writing mechanics, and organization of assessment. Hence, qualitative research is also utilized since it analyzes the formative assessment of purposive communication modules academic performance of students based on thematic analysis from the respondents. The research positions the mixed method approach for both quantitative and qualitative to cater the needful research process. It offers an adaptable and flexible framework and concept on the conduct and design for mixed methods, (Dawadi, Shrestha, & Giri, 2021, pp. 25-36).

Subjects of the Study
The subjects of the study are students from private Higher Education Institution (HEI) who are officially enrolled in purposive communication for the academic school year 2022-2023. The study comprised two hundred (200) respondents only.

Sampling Techniques
Random sampling technique is utilized in the study. It is a sampling technique that provides equal opportunity for the respondents to be chosen in the study. This is to provide unbiased total sample size and representation of the population in the study. The sample size is randomly selected by the researcher in a purposive communication module. It is the simplest form of data collection in the population of the study. It benchmarks the random sampling uniform and technique in a flexible control in collecting the sample size. It evaluates the sampling uniformity and scalability for the data set in the study. It features tools and input of the sampling techniques. It translates automatically to the model feature of the sampling techniques, (Acher, Perrouin, & Cordy, 2021, September, pp. 36-40).

Results

Table 1: Formative Assessment of Purposive Communication Module in the Academic Performance of Students

Indicators	WM	I
1. Writing mechanics includes format of the sentence, spelling, grammar, and proper punctuation mark.	4.00	O
2. Anticipates concerns, arguments, and biases for the tasks in the formative assessment of the module.	3.73	O
3. It provides learning process support in the module position for the assessment of students.	4.21	HO
4. Evidence and examples are specified in the assessment for better comprehension in the academic performance of students.	3.50	O
5. Adheres to the proper mechanics of the assessment to provide better competency in the academic performance of students.	3.37	L
6. It outlines the focus assessment for a better learning process based on the set learning outcome of the module.	4.21	HO
7. Evidence is provided in the learning process through rubrics to support assessment of students.	4.08	O
8. It enhances a clear structure of assessment that showcases ideas for the measure of academic performance of students.	4.13	O
9. Clearly states the topic outline of the essay for the purposive communication module learning process.	3.37	L
10. Evidence of the assessment is well explained based on the questions given for better output in the academic performance of students.	4.13	O
11. It provides a progress idea of the essay assessment of the module.	3.55	O
12. Mechanics of the assessment is well defined instruction for better analysis of the module.	3.44	O

13. It provides coherence to the organization assessment directions, ideas, and details.	3.93	O
14. It explores learning experiences for students and improves academic performance.	3.86	O
15. Provides examples, facts, and experiences to support better learning modules to enhance competency skills for students.	3.55	O
16. Evidence is relevant and explanation shows support position assessment of students.	3.86	O
17. Determines the mechanics as to errors and clarity of the assessment in the module.	3.69	O
18. It logically develops the flow and organization of the assessment transition essay smoothly.	4.00	O
Average Weighted Mean	**3.81**	**O**
Standard Deviation	**0.293**	

Table 1 presents the weighted mean and the corresponding interpretation on formative assessment of purposive communication modules in the academic performance of students among the respondents.

It shows in the table that most of the respondents provide learning process support in the module position assessment of students and outlines the focus for better learning process based on set learning outcome of the module. On the other hand, it shows adherence on proper mechanics of assessment to provide better competency in the academic performance of students and clearly states the topic outline essay for purposive communication module learning process. The overall average weighted mean is 3.18 (SD=0.293) or observed on formative assessment of purposive communication modules in the academic performance of students among the respondents.

Table 2: Test of Significant Relationship on Formative Assessment of Purposive Communication Module as Observed by the Respondents

Test of Variables	z computed value	Comparison	z critical value	Decision
Formative Assessment of Purposive Communication as Observed by the Respondents	99.4396	>	±1.96	rejected
two-tailed test with z critical value of ±1.96 at 0.05 level of significance				

Table 2 presents the test of significant relationship on formative assessment of purposive communication modules in the academic performance of students in Higher Education Institution as observed by the respondents.

It revealed in the table that when the variables are tested, it shows that z computed value is 99.4396 which is higher than the z critical value of ±1.96, two tailed tests, at 0.05 level of significance which means the relationship is significant and resulted in rejection of the hypothesis. Therefore, it is safe to say that there is a significant relationship on the formative assessment of purposive communication modules in the academic performance of students in Higher Education Institution as observed by the respondents.

Table 3: Thematic Analysis and Core Ideas on Formative Assessment for Purposive Communication Among the Respondents

Presented here is the thematic analysis and core ideas on formative assessment for purposive communication module among the respondents. The response of the participants is categorized as follows: 5.00-4.20=Highly

Observed, 4.19-3.40=Observed, 3.39-2.60=Moderately Observed, 2.59-1.80=Not Observed, and 1.79-1.00=Not Observed all.

Theme	Respondents' Response	Core Ideas
1. Focus of the Assessment	Observed	● topic outline of the essay ● learning process support ● assessment focus ● academic performance
2. Support for the Position	Observed	● facts and experiences ● assessment of students ● arguments, and biases for the task
3. Evidence and Examples	Observed	● assessment for better comprehension ● position of assessment ● output in the academic performance
4. Writing Mechanics	Observed	● instruction for better analysis ● format of the writing ● mechanics of assessment ● mechanics as to errors and clarity
5. Organization of the Assessment	Observed	● structure of assessment ● assessment transition ● progress and ideas of assessment ● assessment details

A. Focus of the Assessment
The focus of the assessment is based on expected learning outcome in purposive communication as identified in the course syllabi. This can be through quizzes, unit examination, and individual oral or group presentation. This ensures to contribute to the academic performance of students. It focuses on the defined course topics. It usually focuses on the academic performance and achievement of students' learning effectiveness. The participants say that:

> *"Clearly states topic outline essay for purposive communication module learning process". (T1, P67 & P19)*
> *"It provides a learning process support module position for the assessment of students". (T1, P99 & P27)*
> *"It outlines focus assessment for a better learning process based on the set learning outcome of the module". (T1, P103 & P36)*
> *"It explores learning experiences for students and improves academic performance". (T1, P78 & P25)*

B. Support for the Position
Support for the position of formative assessment in learning creates an approach for teaching feedback to improve performance of students as the centers of the learners. It involves expected confidence and learning process standards of students. It aims to support the position of formative assessment in identifying the gaps of the modules in the learning process of students in purposive communication. It helps for the planning task of the lecturers' support among students. It involves learners to be active in the formative assessment method of teachers. The participants say that:

> *"Provides examples, facts, and experiences to support better learning modules to enhance competency skills for students". (T2, P106 & P21)*
> *"Evidence is provided in the learning process through rubrics support assessment of students". (T2, P134 & P17)*

> *"Anticipates concerns, arguments, and biases for the tasks in the formative assessment of the module". (T2, P87 & P 35)*

C. Evidence and Examples

The process of assessment program for purposive communication involves students learning and gathering of evidence and examples as part of measures in the academic performance of students. It requires collecting of evidence and examples for learning outcome and assessment of students in a purposive communication module. Evidence and examples are often ideal for formative assessment which is accurate in gauging understanding and learning. It assesses knowledge and understanding of students. This has to do with familiarity of quizzes, examination, individual participation, oral and group discussion. The participants say that:

> *"Evidence and examples are specified in the assessment comprehension in the academic performance of students". (T3, P112 & P77)*
> *"Evidence is relevant, and explanation shows support position assessment of students". (T3, P135 & P28)*
> *"Evidence of assessment is well explained based on the questions given for better output in the academic performance of students". (T3, P145 & P31)*

D. Writing Mechanics

One of the formative assessments for purposive communication is the writing mechanics where it enhances students' writing skills. This is to ensure to follow the mechanics based rubric assessment of students. The mechanics include basic punctuation marks, grammar, structure of the sentence, comma, colon, apostrophe etc. It is a technical convention of mechanics and composition of writing aspects to include capitalization, abbreviation, and spelling. This is sometimes the challenge of both teachers and students to include organization and utilization of writing mechanics. The participants say that:

> *"Mechanics of the assessment is well defined instruction for better analysis of the assessment in the module". (T4, P135 & P16)*
> *"Writing mechanics includes format of the sentence, spelling, grammar, and proper punctuation mark". (T4, P101 & P 45)*
> *"Adheres to the proper mechanics of the assessment to provide better competency in the academic performance of students". (T4, P109 & P42)*
> *"Determines the mechanics as to errors and clarity assessment of the module". (T4, P122 & P32)*

E. Organization of the Assessment

Organization in the formative assessment is always in progress based on the result and feedback process. It can always be organized through the process of formative assessment. It is considered as work and practice activities of students' learning process. This includes summative and formative assessment for the academic performance of students. It organizes and collects data to modify critical instruction when needed. Organizing the formative assessment ensures to be included in the learning expected output. The participants say that:

> *"It enhances clear structure of the assessment that showcases ideas for the measure of the academic performance of students". (T5, P133 & P40)*
> *"It logically develops the flow and organization of the assessment transition essay smoothly". (T5, P126 & P13)*
> *"It provides a progress idea of the essay assessment of the module". (T5, P99 & P16)*
> *"It provides coherence to the organization of the assessment directions, ideas, and details". (T5, P102 & P26)*

Discussion

The formative assessment of purposive communication module in the academic performance of students provides learning process support module position and outlines the focus for better learning process based on the set learning outcome of the module. It is the most appropriate module of the course in purposive communication for the learning process that might provide interest to students. The module is designed as part of the curriculum to support the needs, interest, and behavior learning process as part of formative assessment. It develops a system of modules appropriate to the academic performance of students. It is a technique in learning prediction and analysis for the learning outcome of students based on a formative assessment model in the module or course. It focuses on formative assessment of purposive communication modules in the academic performance and effectiveness based on collaboration method of teaching and learning, (Nguyen, et al., pp. 5389-5415). On the other hand, formative assessment of purposive communication shows to adhere proper mechanics to provide better competency in the academic performance of students and clearly stated topic outline essay for purposive communication module learning process. It identifies factors in formative assessment utilized by faculties in the influence of academic performance of students and learning outcome. It explores formative assessment and achievement of students in academic performance. It engages faculties or lecturers teaching self-efficacy and work engagement. It assesses formative achievement learners and academic performance. It provides a teaching process for teachers to manage, control, scrutinize effectiveness of learning for the academic performance of students and effectiveness of teaching output through formative assessment, (Wang, 2021).

Indeed, focus of the assessment shows to outline better process-based set learning outcome of the module which means formative assessment portrays and promotes better learning in purposive communication. It builds better formative assessment learning tools in a summative way of academic performance of students. It provides better learning approaches and models for the formative assessment among students. It increases self-effectiveness learning process output to foster study learning habits, (Nieminen, Asikainen, & Rämö, 2021, pp. 1296-1311). Also, it provides learning process support in the module position for the assessment of students where it challenges lecturers to provide support and personalized learning process. It supports and helps students in a purposive communication module on formative assessment and academic performance, which is designed for summative examination, (González-Castro, et al., 2021, pp. 24-44). Yet, it also clearly states an outline essay for purposive communication module learning process which is focused on purposive communication extensive materials and development. It helps to set up flexible learning formative assessment and academic performance in the delivery of the module. It engages delivery mode of learning in purposive communication. It focuses on stimulating learning process classroom insight and improves teaching practice that empowers motivation teaching in purposive communication in the academic achievement and formative assessment, (Tarrayo, & Anudin, 2021, pp. 1-12). Lastly, it shows how to explore learning experiences for students to improve academic performance and platform in the purposive communication module. It optimizes the improved order of academic performance of students' tools and effectiveness of formative assessment, (Nácher, 2021).

Notably, support for the position in the formative assessment in the academic performance of students shows that evidence is provided in the learning process through rubrics to support assessment of students. It examines formative assessment of students to improve students' performance using rubrics in purposive communication. It assesses intervention and knowledge set in the module for positive academic performance needed for the assessment, (Vasileiadou, & Karadimitriou, 2021). Hence, it also provides examples, facts, and experiences to support better learning in the module to enhance competency skills for students where it creates information for the formative assessment as expected in the module. It collaborates formative assessment and success on the academic performance of the learners designed in the module. It develops the performance of students' capability assessment for academic achievement in the module. It identifies reflective tasks and measures of the assessment. It challenges the lecturers to collaborate the learning process and explicit information of formative assessment in a purposive communication module, (Feekery, et al., 2021). Similarly, it also shows support position in formative assessment to purposive communication anticipates concerns, arguments, and biases for the tasks in the formative assessment module where interconnection and readiness of learning engagement and desires provide students experience assessment process to achieve better academic

performance and outcome. It assesses learning expected output of students in various domains of learning knowledge and self-efficacy, (Fryer, et al., 2021).

Similarly, evidence and examples on formative assessment for purposive communication modules in the academic performance of students show that assessment is well explained based on the questions given for better output in the academic performance of students. The module has taken the formative assessment and implementation in purposive communication. It measures assessment effectiveness and outcome-based performance of students' reflection. Students are engaged in formative assessment as perceived progress and monitoring increased performance of students as the centers of learning and understanding. It allows to focus the benefits and reflection of academic performance in adopting formative assessment and intervention, (McCallum, & Milner, 2021, pp. 1-16). On the other hand, evidence and examples are relevant explanations to show support assessment of students where it responds to restructuring formative assessment in the Higher Education Institution based on the needs of students. There is a need to redesign the curriculum where needed that embeds pedagogy transferable skills emphasized in the academic performance of students. It provides students evidence on learning attributes and decisions for formative assessment and opportunity of self-knowledge and development in the academic performance of students, (Toropova, Myrberg, & Johansson, 2021, pp. 71-97). In addition, it shows that evidence and examples are specified in the assessment for better comprehension in the academic performance of students where it adopts formative assessment in purposive communication subject, (Offordile, et al., 2021, pp. 201-212).

In addition, writing mechanics in formative assessment of purposive communication in the academic performance of students is well defined instruction for better analysis of assessment in the module. It is an integral part of formative assessment in teaching and learning that provides output in the academic performance of students. It assumes that students are motivated in the formative assessment relatedness and competence to academic achievement. It contributes to the motivation of formative assessment of students learning competency and academic achievement, (Leenknecht, et al., 2021, pp. 236-255). It also shows to determine mechanics as to errors and clarity assessment in the module. It limits the expertise of teachers' expectation based on learning output in formative assessment and the academic performance of students in written communication and skills gaps. The writing mechanics formative assessment of purposive communication module in the academic performance of students provides techniques and strategies in writing features on the module and assessment, (Samuels, Huston, & Pasewark, 2022). Nonetheless, it shows to adhere to proper mechanics of the assessment to provide better competency in the academic performance of students where the assessment is very critical in the learning output of students. It focuses on formative assessment on subject discipline and contemporary perspectives progress and achievement of student learning process that undertakes learning activities to develop formative assessment in effective output on academic performance of students. It provides impacts in formative assessment teaching and learning academic performance of students. It challenges formative achievement since students have issues on study habits that need to be improved, (Irons, & Elkington, 2021). Consequently, it shows that writing mechanics includes format of the sentence, spelling, grammar, and proper punctuation mark where it explores activities in writing mechanics and accuracy as part of formative assessment in purposive communication and academic performance of students. It is a reconstructive activity in writing mechanics and skills in formative assessment practice and development activities of the learning process, (Rauf, & Saeed, 2021).

Lastly, organization of the assessment of purposive communication in the academic performance of students shows to enhance clear structure of the assessment that showcases ideas to measure the academic performance of students where it challenges suitable lack of formative assessment practice for teachers. It develops skills for formative assessment and learning output of students. It identifies formative assessment for students' direct learning process and practices, (Yan, & Pastore, 2022). Furthermore, it shows that organization of formative assessment develops the flow of the assessment transition essay smoothly. It examines formative assessment impact and intervention on student level and development such as self-efficacy, motivation, and regulation transition in the academic performance of purposive communication modules, (Beekman, Brinke, & Boshuizen, 2021). In contrast, organization and assessment shows to provide coherence to the organization assessment directions, ideas, and details where it encourages assessment of purposive communication as one of the modules in the general education subject to prepare and assess various practices and methods of teaching

and learning as part of the measures in the academic output of students. It involves assessment of formative learning interpretation evidence and process for student action and ideas for the learning process enhancement and guidance, (Zemel, Shwartz, & Avargil, 2021, pp. 1074-1092). Hence, it shows that organization of the assessment provides progress to the idea essay in the assessment of the module where it explores integral feedback in the effect of teaching and learning especially in formative assessment of purposive communication on the academic performance of students, (Morris, Perry, & Wardle, 2021).

Conclusions

It shows that formative assessment of purposive communication modules provides support for students to outline and focus assessment for better learning process based on the set learning outcome where it adheres proper mechanics of assessment to provide better competency in academic performance of students.

Focus of the assessment shows to explore learning experiences for students in the improved academic performance where it outlines the module and learning outcome.

Support for the position shows the evidence provided by the learning process through rubrics to support assessment of students where examples, facts, and experiences support better learning modules to enhance competency skills that anticipates concerns, arguments, and biases for the task in the formative assessment of the module.

Evidence and examples of assessment are well explained based on the questions given for better output in the academic performance which is relevant, and explanation supports the position assessment specified for better comprehension of students.

Writing mechanics shows that it is well defined instruction analysis of the assessment in the module where it determines the mechanics as to errors and clarity to include format of the sentence, spelling, grammar, and proper punctuation mark.

Organization of the assessment shows to enhance clear structure that showcases ideas for the measure of the academic performance of students where it logically develops the flow and organization assessment transition essay smoothly. It also shows coherence to the organization of the assessment directions, ideas, and details of the progress idea assessment module.

Conflict of Interest Statement

The author declares no conflicts of interest.

About the Authors

Dr. Leovigildo Lito D. Mallillin is a faculty of Institute of Education (IE), Undergraduate Studies Department at Far Eastern University, Manila, Philippines. He is a Doctor of Philosophy in Development Education, Master of Arts in Administration and Supervision, and Bachelor of Secondary Education, majoring in English at Isabela State University as Cum Laude. He is a former International Lecturer at Al-Fateh University, North Africa and Gulf College at Sultanate of Oman which is affiliated with Staffordshire University and Cardiff Metropolitan University, London, UK. Published several research articles in different international journals. Recipient of Model Achiever Awardee for Education in 2005 and Model Achiever Awardee for English Language and Research Methodology in 2007. Obtained a certificate in Teaching English to Speakers of Other Languages/Teaching English as a Foreign Language (TESOL/TEFL). His research interests are development and professional education, English language, research methods and innovations.

References:
1. Acher, M., Perrouin, G., & Cordy, M. (2021, September). BURST: a benchmarking platform for uniform random sampling techniques. In *Proceedings of the 25th ACM International Systems and Software Product Line Conference-Volume B* (pp. 36-40).
2. Beekman, K., Brinke, J. T., & Boshuizen, E. (2021). Sustainability of developed self-regulation by means of formative assessment among young adolescents: A longitudinal study. In *Frontiers in Education* (p. 444). Frontiers.

3. Dawadi, S., Shrestha, S., & Giri, R. A. (2021). Mixed-methods research: A discussion on its types, challenges, and criticisms. *Online Submission*, *2*(2), 25-36.

4. Feekery, A. J., Chisholm, K., Jeffrey, C., & Diesch, F. (2021). Enhancing students' professional information literacy: Collaboratively designing an online learning module and reflective assessments. *Journal of Information Literacy*, *15*(2).

5. Fryer, L. K., Shum, A., Lee, A., & Lau, P. (2021). Mapping students' interest in a new domain: Connecting prior knowledge, interest, and self-efficacy with interesting tasks and a lasting desire to reengage. *Learning and Instruction*, *75*, 101493.

6. Huraño, M. L. (2022). Purposive Communication. *ourSOUL Teaching-Learning Resources*.

7. González-Castro, N., Muñoz-Merino, P. J., Alario-Hoyos, C., & Kloos, C. D. (2021). Adaptive learning module for a conversational agent to support MOOC learners. *Australasian Journal of Educational Technology*, *37*(2), 24-44.

8. Irons, A., & Elkington, S. (2021). *Enhancing learning through formative assessment and feedback*. Routledge.

9. Krishnan, J., Black, R. W., & Olson, C. B. (2021). The power of context: Exploring teachers' formative assessment for online collaborative writing. *Reading & writing quarterly*, *37*(3), 201-220.

10. Leenknecht, M., Wijnia, L., Köhlen, M., Fryer, L., Rikers, R., & Loyens, S. (2021). Formative assessment as practice: The role of students' motivation. *Assessment & Evaluation in Higher Education*, *46*(2), 236-255.

11. Luthfiyyah, R., Aisyah, A., & Sulistyo, G. H. (2021). Technology-enhanced formative assessment in higher education: A voice from Indonesian EFL teachers. *EduLite: Journal of English Education, Literature and Culture*, *6*(1), 42-54.

12. Mallillin, L. L. D. (2020). Different Domains in Learning and the Academic Performance of the Students. *Journal of Educational System*, *4*(1), 1-11.

13. Mallillin, L. L. D. (2021). Teacher Theory and Adaptable Model: An Application to Teaching Profession. *European Journal of Education Studies*, *8*(12).

14. Mallillin, L. L. D., Cabaluna, J. C., Laurel, R. D., Arroyo, P. A. C., Señoron Jr, T. M., & Mallillin, J. B. (2021). Structural domain of learning and teaching strategies in the academic performance of students. *European Journal of Education Studies*, *8*(9).

15. Mallillin, L. L. D., Carag, E. A., Mallillin, J. B., & Laurel, R. D. (2020). Integration of knowledge through online classes in the learning enhancement of students. *European Journal of Open Education and E-learning Studies*, *5*(1).

16. Mallillin, L. L. D., & Caranguian, R. G. (2022). PURPOSIVE COMMUNICATION LEARNING COMPETENCY OF GENERAL EDUCATION SUBJECT OF STUDENTS IN PRIVATE HIGHER EDUCATION INSTITUTION (HEI). *European Journal of Education Studies*, *9*(11), 353.

17. Mallillin, L. L. D., & Mallillin, J. B. (2019). Competency skills and performance level of faculties in the higher education institution (HEI). *European Journal of Education Studies*.

18. McCallum, S., & Milner, M. M. (2021). The effectiveness of formative assessment: student views and staff reflections. *Assessment & Evaluation in Higher Education*, *46*(1), 1-16.

19. Morris, R., Perry, T., & Wardle, L. (2021). Formative assessment and feedback for learning in higher education: A systematic review. *Review of Education*, *9*(3), e3292.

20. Nácher, M. J., Badenes-Ribera, L., Torrijos, C., Ballesteros, M. A., & Cebadera, E. (2021). The effectiveness of the GoKoan e-learning platform in improving university students' academic performance. *Studies in Educational Evaluation*, *70*, 101026.

21. Nguyen, V. A., Nguyen, H. H., Nguyen, D. L., & Le, M. D. (2021). A course recommendation model for students based on learning outcome. *Education and Information Technologies*, *26*(5), 5389-5415.

22. Nieminen, J. H., Asikainen, H., & Rämö, J. (2021). Promoting deep approach to learning and self-efficacy by changing the purpose of self-assessment: A comparison of summative and formative models. *Studies in Higher Education*, *46*(7), 1296-1311.

23. Offordile, E. E., Umeano, E. C., Adene, F. M., Obi, M. C., Ugwuanyi, C. S., Okeke, C. I., & Adimora, D. E. (2021). Improving the academic achievement of low achieving secondary school students in physics

using peer tutoring learning strategy: Implications for Engineering Career. *International Journal of Mechanical and Production Engineering Research and Development (IJMPERD)*, *11*(3), 201-212.

24. Samuels, J. A., Huston, J., & Pasewark, W. R. (2022). Automated Learning Strategy to Reinforce Business Writing Mechanics for Accounting Students. *Issues in Accounting Education*.

25. Rauf, A., & Saeed, M. (2021). Effect of Reconstruction Activities on English Writing Skills: Mechanical Accuracy I (Punctuation) and Mechanical Accuracy II (Spellings). *Journal of Education and Educational Development*, *8*(1).

26. Tarrayo, V. N., & Anudin, A. G. (2021). Materials development in flexible learning amid the pandemic: perspectives from English language teachers in a Philippine state university. *Innovation in Language Learning and Teaching*, 1-12.

27. Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational review*, *73*(1), 71-97.

28. Vasileiadou, D., & Karadimitriou, K. (2021). Examining the impact of self-assessment with the use of rubrics on primary school students' performance. *International Journal of Educational Research Open*, *2*, 100031.

29. Wang, L. (2021). Exploring the relationship among teacher emotional intelligence, work engagement, teacher self-efficacy, and student academic achievement: A moderated mediation model. *Frontiers in psychology*, *12*.

30. Yan, Z., & Pastore, S. (2022). Assessing Teachers' Strategies in Formative Assessment: The Teacher Formative Assessment Practice Scale. *Journal of Psychoeducational Assessment*, 07342829221075121.

31. Zemel, Y., Shwartz, G., & Avargil, S. (2021). Preservice teachers' enactment of formative assessment using rubrics in the inquiry-based chemistry laboratory. *Chemistry Education Research and Practice*, *22*(4), 1074-1092.