

ACADEMIC PERFORMANCE IN RELATION TO THE GRACE PASS RESULTS OF JUNIOR HIGH SCHOOL STUDENTS IN VICTORIANO D. TIROL ADVANCED LEARNING CENTER SY: 2022-2023

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ABSTRACT

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This study examines the relationship between the GRACE PASS (Global Resources for Assessment Curriculum and Evaluation, Inc.) results and the academic performance of Junior High School students at Victoriano D. Tirol Advanced Learning Center for the school year 2022-2023. The GRACE PASS is a performance-based standardized test meant to measure

how well students meet different academic standards, abilities, and skills. The study examined whether the GRACE PASS can serve as a good measure of students' academic performance by examining how these results relate to students' overall academic performance. The research uses a quantitative approach, employing results from the GRACE PASS tests and students' grades in major subjects such as English, Science, and Mathematics. Statistical analysis, such as correlation analysis, was employed to assess the relationship between the two datasets. The study also discusses possible factors contributing



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to variations in student performance across grade levels and subject areas, based on observed assessment outcomes and relevant educational literature. The results indicate that GRACE PASS outcomes positively correlate with students' grades, particularly in areas involving critical thinking and problem-solving. However, performance varied across grade levels, suggesting that some students were more challenged than others, possibly due to differences in learning experiences, assessment practices, or subject-specific challenges. The research adds to what is known about the use of formative assessments, such as GRACE PASS, to determine and enhance academic performance. It highlights the challenges students face in the post-pandemic learning environment. According to the evidence, the study suggests that teachers improve assessment practice and facilitate learning among students, especially those who could have encountered setbacks in their education. In conclusion, this research highlights the importance of assessment tools in monitoring student progress and informing interventions to support academic achievement within a changing educational landscape.

INTRODUCTION

Quality education has consistently been a priority for schools worldwide, and improving students' cognitive achievement is one measure of that. Despite strong desire and growing effectiveness, school administrators struggle to make schools a viable place for every student.

One way of addressing such concerns is through Standardized-based assessments (SBA). These support students in evaluating the adequacy and quality of their learned competencies compared to the competencies specified by the assessment. These SBAs are developed according to recognized exam creation rules, assuring the highest quality of education (Overbaugh, 2015)

The subject of the study, the University of Bohol-Victoriano D. Tirol Advanced Learning Center (UB VDTALC), is a Basic Education institution that sets quality assurance mechanisms such as standardized tests. In doing so, UB VDTALC engaged the services of Global Resources for Assessment Curriculum and Evaluation, Inc. – Performance Assessment of Standards and Skills (GRACE-PASS) to administer the standardized assessment. The standard competencies learned by the students are assessed through the services provided. Such assessments could primarily come from the government or private institutions (Teng, 2016).

While standardized assessments are increasingly utilized as part of school quality assurance mechanisms, there remains a need to determine how closely such assessment outcomes correspond with actual classroom achievement. In the context of Junior High School education, understanding the relationship between externally administered standards-based assessments and academic performance may provide valuable evidence for instructional planning, curriculum enhancement, and learner support initiatives. This study

was undertaken to contribute to that understanding within the context of Victoriano D. Tirol Advanced Learning Center.

Students' and schools' performance gauges effectiveness and guides school administrators in developing a framework for understanding the correlation between curricular alignment and students' performance. On the other hand, academic performance measures students' achievement in all academic subjects. The grading system is based on the Department of Education and includes the learning competencies students need to master. These competencies are cascaded to every subject's curriculum map, syllabus, and learning plans.

Despite the increasing use of GRACE-PASS in Philippine private schools, limited empirical evidence exists regarding its alignment with actual classroom academic achievement, particularly among Junior High School learners. Consequently, the predictive and diagnostic utility of GRACE-PASS remains insufficiently documented.

Standardized examinations are viewed by school administrators as a viable tool for identifying curriculum improvements, observing the effects of teaching and learning in their school communities, and determining what needs to be improved to positively impact student accomplishment and learning (Stiggins, 2005; Wiliam, 2011). Considering the importance of academic achievement in three major subjects, English, Math, and Science, and the SBA assessment, this study was conducted to examine the relationship between the GRACE PASS result and the academic performance of Junior High School Students in Victoriano D. Tirol Advanced Learning Center, S.Y. 2022-2023, specifically looking at:

The academic performance and GRACE PASS results of the students in the three subjects (English, Science, and Math);

Whether there is a significant degree of correlation between the students' academic performance and GRACE PASS results; and

Whether there is a significant degree of variance in the GRACE PASS results on the administered subjects

Related Literature. Academic performance is a multifaceted variable that comprises different domains (i.e., cognitive, affective, and psychomotor) of learning and is measured by the students' General Point Average (GPA) or by standardized assessments in other countries. At present, the commonly used indicator of academic performance by researchers is the students' Grade Point Average (GPA). GPA has become the normative measure because it is a good predictor of students' performance and provides a point of comparison with other students' performance (Masrom & Usat, 2015).

Assessment (sometimes misconstrued as evaluation) is a systematic approach to collecting, analyzing, and reviewing data to improve learning. It is important because it tells what students are learning, how much they are learning, and where they are learning it. It further gives insight into how to refine programs to help these learners learn more. The best assessment activities provide us with meaningful information that can serve as the basis

for improving educational programs (Black & Wiliam, 1998; Shepard, 2000).

Assessment is often focused on determining knowledge. However, there is more to being a competent health professional or scientist than having sound theoretical knowledge. Students

and trainees must also demonstrate that they can apply their knowledge, ultimately being able to perform appropriately without supervision in the workplace. It is the ability at this final stage that is most difficult to measure. Assessments that primarily test knowledge. (e.g., examination) are of limited value in predicting what a graduate will do as an independent practitioner. Students will also have to work with patience in a variety of settings. It may, therefore, be appropriate to teach students about proper attitudes and to assess students in this area. (Dauphinee, 2019)

Students may, henceforth, be assessed on what they know (cognitive domain), skills they have learned (psychomotor domain), and attitudes that they have been taught (affective domain). It is then important to assess students at the appropriate level. Knowledge of the different levels of learning in the three domains can help ensure that assessments test students at the correct level (i.e., assessments align with the levels of learning specified in the learning outcomes).

One manner of such assessment is the GRACE PASS. It is a standards-based assessment that evaluates students' competencies based on the Philippine Department of Education's (DepEd K-12 curriculum for the following subject areas: English, Mathematics, Science, Filipino, and Araling Panlipunan. PASS may be used for both formative and summative assessment designed for Grades 1 to 10 to measure students' performance in meeting prescribed grade-level standards and competencies.

The purpose of GRACE's standards-based assessment instrument, PASS, is to gauge students' performance on the competencies and standards established by the Department of Education (DepEd). It is meant to assess student development by gauging the extent to which students have acquired a specific set of skills and knowledge. It does this by providing succinct written explanations of the knowledge and abilities required of students at each grade level. By how well learners performed across the assessment's several subject areas, it also pinpoints each student's unique strengths and shortcomings. PASS Professional Development (PD) training offers pertinent, research-based seminars that focus on knowledge acquisition, sharing, and capacity building to meet the needs and concerns of client schools strategically. It also seeks to improve instructors' capacity to deliver strategic and effective classroom instruction.

Recent educational assessment literature emphasizes the importance of examining the alignment between classroom-based assessments and external standards-based measures (Shepard, 2000; Wiliam, 2011). Such alignment provides evidence regarding the validity of assessment practices and their usefulness in monitoring student learning outcomes. When classroom grades

and standardized assessment results show reasonable correspondence, educators gain greater confidence that instructional objectives, assessment strategies, and learner outcomes work cohesively to support academic achievement.

Theoretical Background. The study is anchored in Assessment for Learning Theory (Black & Wiliam, 1998; Wiliam, 2011), which posits that assessment should serve not merely as a mechanism for grading but as a tool for improving learning outcomes.

Related Studies. In one study, it was shown that Standardized assessments are often used to provide evidence of student achievement and educational accountability, and their usefulness largely depends on the validity of score interpretations (Messick, 1995; Linn, 2000). The validity of these tests lies in their capacity to identify student learning gaps, reinforcing their role as reliable indicators for academic performance prediction (Ebert & Pham, 2017).

Assessments such as standardized tests show strong correlations with subjects requiring verbal and language-based skills, such as English (Ebert & Pham, 2017). However, these assessments tend to show weaker correlations with subjects such as Mathematics, where cognitive and analytical skills are more prominent (Ibid).

Standardized assessments, along with improvements in curriculum and pedagogy, are the main tools for raising student achievement and the quality of instruction. (Alhadza, 2017).

Standard-based assessments (SBAs) enable students to evaluate the adequacy and quality of their learning in relation to the competencies specified by the assessment (Stiggins, 2005). These SBAs are created in accordance with approved test-creation guidelines, ensuring the highest quality in education.

According to Romios et al. (2020), an Examination that impacts a person's academic career or employment opportunities is referred to as high-stakes testing (Bergman, 2014). Additionally, it relates to the completion of the academic requirements necessary for graduation (Linn, 2000).

In summary, if pupils do not pass such a test, they will not pass their education. High-stakes testing has an impact on teachers' work globally (Mandinach et al., 2021). This impact includes changes in student achievement within a given time frame (Diamond, 2016), modifications to the mission of education (Braun et al., 2019), reconfigurations of teachers' professions (Cochran-Smith, 2015), and changes to the field of teacher education (Wepner, 2006). This demonstrates the various effects of high-stakes testing on English Language Teaching, teachers, students, and the education framework. Instruction in English Language Teaching classrooms has been disrupted, and the focus of education has shifted to a score-oriented system. Furthermore, high-stakes testing has distorted students' perceptions of the importance of education, leading many to believe that test scores primarily determine academic success.

RESEARCH METHODOLOGY

The study employed a documentary correlational research design utilizing complete available records of Junior High School students who had both final academic ratings and GRACE-PASS assessment results during School Year 2022–2023.

The study focused on the academic performance of the Junior High School students. Records of their grades and results of their performance in GRACE PASS in English, Science, and Mathematics from Academic Year 2022–2023.

The participants in this study were junior high school students in grades 7–10 enrolled in the 2022–2023 school year. However, students who did not take the GRACE PASS are excluded from this study.

To commence the research, the researcher secured two imperative data points necessary for the study's completion. These were the final academic ratings of the students and the GRACE PASS results in English, Science and Mathematics from Academic Year 2022–2023. These data were then subjected to statistical treatment for analysis and interpretation.

Despite the release of a more recent grading system per DO 8, s. 2015, GRACE still uses the proficiency levels in DO 73, s. 2012. The grading system stated in the previous order is more consistent with standards-based assessment, and its description levels can accurately demonstrate students' understanding and mastery of the knowledge and skills they are expected to learn. The proficiency level scales of PASS are as follows, along with the DepEd grading scale equivalent:

Proficiency Level	Interpretation
Beginning (0.00-0.24)	The student at this level struggles with his/her understanding: prerequisite and fundamental knowledge and/or skills have not been acquired or developed adequately to aid understanding.
Developing (0.25-0.49)	The student at this level possesses the minimum knowledge, skills, and core understandings, but needs help throughout the performance of authentic tasks.
Approaching Proficiency (0.50-0.74)	The student at this level has developed the fundamental knowledge, skills, and core understandings and, with little guidance from the teacher and/or some assistance from peers, can transfer these understandings through authentic performance tasks.
Proficient (0.50-0.74)	The student at this level has developed fundamental knowledge, skills, and core understandings and can independently transfer them through authentic performance tasks.
Advanced (0.84-1.00)	The student at this level exceeds the core requirements in terms of knowledge, skills and understandings, and can transfer them automatically and flexibly through authentic performance tasks.

GRACE-PASS		Department of Education (DepEd)	
Proficiency levels	Rating Scale	Grading Scale	Descriptors
Beginning	0.00-0.24	Below 75	Did Not Meet Expectation
Developing	0.25-0.49	75-79	Fairly Satisfactory
Approaching Proficiency	0.50-0.74	80-84	Satisfactory
Proficient	0.50-0.74	85-89	Very Satisfactory
Advanced in Proficiency	0.84-1.00	90-100	Outstanding

The GRACE PASS assessment comprises 60 multiple-choice questions covering three subjects: Math, Science, and English. Students are allotted specific time limits to complete each section, with 70 minutes for Math and 60 minutes each for Science and English. This timed structure was designed to measure students’ understanding and abilities in each subject within a controlled period, ensuring a consistent and fair evaluation across all test takers.

The researcher first sought endorsement from the research teacher and the Dean of the Graduate Schools and Professional Studies. Then, the researcher asked permission to conduct the study with the University of Bohol’s Vice-President for Academics. Afterward, the researcher will seek consent from

the School Principal, School Registrar, and Guidance Counselor to conduct the study and access the pertinent documents. Upon approval, the data will be gathered and treated statistically. Steps were taken to ensure the confidentiality of the identity of the students, pursuant to the “do no harm policy.”

Ethical considerations were observed throughout the study. Only existing academic records were utilized, and no direct interaction with students occurred during data collection. Student identities were anonymized through coding procedures, and all records were treated with strict confidentiality. Access to institutional records was secured through appropriate administrative permissions, and all data were used solely for research purposes.

The data collected thereafter were statistically treated using Simple Percentage, Pearson Product-Moment Correlation, and One-way ANOVA.

Table 1. *Complete records used in the statistical analyses*

Year level	Number of complete records	Included in analyses
Grade 7	45	Yes
Grade 8	30	Yes
Grade 9	53	Yes
Grade 10	62	Yes
Total	190	Yes

Table 2. *GRACE-PASS and DepEd proficiency interpretation guide*

GRACE-PASS proficiency level	Rating scale	DepEd equivalent	Descriptor
Beginning	0.00-0.24	Below 75	Did Not Meet Expectation
Developing	0.25-0.49	75-79	Fairly Satisfactory
Approaching Proficiency	0.50-0.74	80-85	Satisfactory
Proficient	0.75-0.83	85-89	Very Satisfactory
Advanced	0.84-1.00	90-100	Outstanding

RESULTS AND DISCUSSION

The results show that academic performance and GRACE-PASS results were positively related in nearly all grade-level subject areas. This means that learners with higher final grades generally obtained higher GRACE-PASS scores. The strongest grade-level relationship was found in Mathematics 7, followed by English 7 and English 8. These strong coefficients suggest good alignment between classroom academic ratings and the standards-based competencies assessed by GRACE-PASS in those areas.

Science 9 and Mathematics 9 were the exceptions. Both showed weak positive correlations that did not reach statistical significance. The interpretation is not that no relationship exists at all, but that the available evidence did not show

a strong or reliable association between grades and GRACE-PASS scores for these two subject-grade combinations. Several factors may explain this pattern, including differences in content coverage, assessment format, instructional pacing, learner readiness, or the breadth of competencies emphasized in classroom grades versus external assessment.

Table 3. *Correlation Between Academic Performance and GRACE-PASS Results by Grade Level And Subject*

Grade/Subject	N	Coefficient	p-value	Interpretation
English 7	45	$r = .801$	.000	Strong positive, significant
Science 7	45	$r = .737$	.000	Strong positive, significant
Mathematics 7	45	$r = .868$	.000	Strong positive, significant
English 8	30	$r = .751$	.000	Strong positive, significant
Science 8	30	$r = .484$	.007	Moderate positive, significant
Mathematics 8	30	$r = .473$	.008	Moderate positive, significant
English 9	53	$r = .657$	.000	Positive, significant
Science 9	53	$r = .254$	.067	Weak positive, not significant
Mathematics 9	53	$r = .254$	.067	Weak positive, not significant
English 10	62	$r = .727$	.000	Strong positive, significant
Science 10	62	$r = .602$	.000	Positive, significant
Mathematics 10	62	$\text{tau-b} = .526; \text{rho} = .711$	.000	Moderate/strong positive, significant

The observed relationships suggest that academic grades and GRACE-PASS outcomes generally move in the same direction across most grade levels and subject areas. This pattern may indicate a reasonable degree of consistency between classroom-based assessments and externally administered standards-based measures, supporting the potential usefulness of GRACE-PASS as a complementary source of information on learner performance.

The significant overall correlation with English indicates that GRACE-PASS can reasonably consistently reflect English academic performance. English results also showed the highest subject performance in most variance analyses. This may imply that literacy competencies were more consistently developed or more closely aligned with assessment targets. However, the decline from Grade 7 to Grade 9 and partial recovery in Grade 10 suggest the need to examine transitions in content difficulty and reading-writing demands.

Science showed a moderately significant relationship overall. This indicates that students with better Science grades tended to perform better in Science GRACE-PASS, but the association was weaker than in English.

Science learning requires conceptual understanding, inquiry skills, vocabulary, and application of ideas. If classroom assessment includes projects, laboratory work, and performance tasks, and GRACE-PASS emphasizes selected standards, the relationship may be moderate rather than strong. The lower Grade 8 Science mean points to a specific grade- level concern.

Table 4. *Overall Correlations Between Academic Performance and GRACE-PASS Results*

Subject	Association measure	Coefficient	p-value	Interpretation
English	Pearson r	.709	.000	Strong positive, significant
Science	Pearson r	.522	.000	Moderate positive, significant
Mathematics	Kendall's tau-b	.483	.000	Moderate positive, significant
Mathematics	Spearman's rho	.651	.000	Strong positive, significant

Mathematics showed a significant moderate-to-strong overall nonparametric relationship. The use of Kendall's tau-b and Spearman's rho indicates that the association was examined through ranked data, which is useful when assumptions of Pearson correlation are not fully met. The Mathematics results are instructive: Grade 9 performed better than the other grade levels in GRACE-PASS, while Mathematics was generally the weakest subject in the overall comparison. This suggests that effective grade-level practices should be identified and shared across the department. The findings generally align with previous literature suggesting that standards-based assessments may serve as useful indicators of academic achievement when curriculum objectives and assessment frameworks are appropriately aligned (Black & Wiliam, 1998; Shepard, 2000; Wiliam, 2011). Similar observations have been reported in educational assessment studies, in which external assessment results showed meaningful associations with classroom performance, particularly in language-related subjects.

The findings support the Assessment for Learning Theory, which emphasizes using assessment evidence to inform instruction and improve learning outcomes. The positive relationships observed between GRACE-PASS outcomes and classroom academic performance suggest that assessment data may serve as a useful source of information for identifying learning needs and guiding educational interventions.

Variance analyses by subject showed a consistent pattern: English was the strongest subject, Science was generally moderate, and Mathematics was the weakest. This pattern has practical implications. It indicates that school-wide interventions should not be generic. Rather, they should be differentiated by

subject area and grade level. English may require maintenance and enrichment, Science may require conceptual reinforcement and inquiry support, and Mathematics may require intensive skill-building, diagnostic remediation, and problem- solving instruction.

Table 5. *Variance of GRACE-PASS Results by Grade Level and Subject*

Grade level	English mean	Science mean	Mathematics mean	Main result
Grade 7	60.47	38.89	41.64	English is significantly higher; Science and Mathematics are not significantly different from each other.
Grade 8	50.80	29.07	33.60	English is significantly higher; Science and Mathematics are not significantly different from each other.
Grade 9	46.42	34.45	28.26	English > Science > Mathematics; all pairwise comparisons significant
Grade 10	Highest mean rank	Middle mean rank	Lowest mean rank	Kruskal-Wallis significant; all subject differences significant
Overall	Highest	Moderate	Weakest	Kruskal-Wallis significant; English strongest, Mathematics weakest

The findings support the view that assessment should be used as a feedback system. The results do not merely rank students; they indicate where school leaders and teachers can intervene. Since GRACE-PASS and academic performance are related but not identical, both should be used together. Grades provide continuous classroom evidence, while GRACE-PASS provides an external standards-based comparison. Together, they create a stronger basis for decisions than either measure alone.

The results also indicate that data-informed teaching needs improvement. Teachers can review item clusters, identify skills students have not yet mastered, and match them to classroom assessment records after each GRACE-PASS test. Students who have good grades but low outward scores might need help with taking tests, doing transfer tasks, or getting used to new types of items. Students with low grades but average test scores may need help meeting classroom standards, developing good study habits, or completing performance tasks.

Table 6. *Variance of GRACE-PASS Results Across Grade Levels by Learning Area*

Learning area	Highest/stronger grade-level performance	Lowest/weaker grade-level performance	Significance	Implication
English	Grade 7 highest, followed by Grade 10	Grade 9 lowest	ANOVA significant	Support Grades 8 and 9 while sustaining Grade 7 gains
Science	Grades 7 and 10 higher	Grade 8 weakest	ANOVA significant	Focus remediation and readiness support for Grade 8
Mathematics	Grade 9 highest	Grade 7 weakest	Kruskal- Wallis significant	Study the instructional factors that supported Grade 9 performance

For Grade 7, the correlations were strong in all three subjects, with Mathematics 7 showing the highest coefficient. This indicates that classroom performance and GRACE-PASS results were highly consistent among the Grade 7 learners included in the analysis. The variance results, however, showed that English had a much higher mean than Science and Mathematics. This suggests that while grades and external scores were aligned within each subject, performance levels across subjects still differed greatly.

For Grade 8, English again showed a strong positive relationship, while Science and Mathematics showed moderate but significant relationships. This pattern suggests that the external assessment and classroom grades were aligned but less strongly in Science and Mathematics than in English. The Grade 8 variance results also revealed that Science had the lowest mean. This should prompt a review of Grade 8 Science competencies, instructional pacing, and learner support.

For Grade 9, English showed a significant positive relationship, whereas Science and Mathematics showed weak, insignificant correlations. These findings require careful interpretation. It is possible that classroom grades captured broader performance indicators, while GRACE-PASS focused on specific competencies. It is also possible that students encountered assessment formats or content emphases that differed from regular classroom tasks. Grade 9 should therefore be a priority for deeper departmental review.

For Grade 10, English and Science showed significant positive correlations, while Mathematics showed a significant association using nonparametric measures. The Grade 10 Kruskal-Wallis results showed that English had the highest mean rank, Science had a middle rank, and Mathematics had the

lowest. Because Grade 10 is the final Junior High School level, gaps at this stage are important; they may affect readiness for Senior High School strands and future academic work.

Across all grades, English was the most consistent area of strength. The school can use this strength strategically by documenting effective English-teaching practices and determining whether these practices can support Science and Mathematics. For instance, comprehension strategies, vocabulary routines, and structured writing can help learners understand Science explanations and Mathematics word problems.

Across all grades, Mathematics requires the most sustained intervention. The overall subject comparison showed that Mathematics was weakest, even though Mathematics 9 performed relatively well compared with other grade levels. This means the school should not view Mathematics performance as uniformly weak. Instead, it should identify what worked in Grade 9 and determine why those practices or conditions produced better results.

The use of both parametric and nonparametric statistics strengthens the analysis by recognizing the nature of the data. Pearson correlation is useful when assumptions are met, while Kendall's tau-b, Spearman's rho, and Kruskal-Wallis tests are useful for ranked or non-normal distributions. The use of appropriate statistics helps ensure that conclusions are not based on a single method alone.

The findings also suggest that school improvement should be evidence-based but humane. Learners should not be reduced to their GRACE-PASS score or final grade. Instead, each result should be understood as a starting point for support. Students with low performance need targeted instruction, encouragement, and practice; students with high performance need enrichment; and teachers need time and resources to respond effectively.

The variance results are particularly useful for planning because they reveal where the school may focus immediate support. A school-wide enhancement program must therefore combine a broad standards-based assessment culture with grade-level and subject-specific interventions. For example, Mathematics may require a review of prerequisite skills and practice in procedural fluency, while Science may require vocabulary and conceptual bridge activities. English results can be used to identify effective classroom practices that may strengthen learning in the other two areas, especially reading comprehension and academic language.

The results also show that the suggested changes need to happen in cycles. After the interventions are implemented and the assessment data are reviewed, follow-up proof should be collected. This loop shows how improvement-oriented assessment works. Teachers can identify students who need help before performance gaps widen by regularly reviewing both classroom grades and scores from outside sources. The same information can help school managers better plan the use of time, training, learning materials, and parent conferences.

CONCLUSIONS

The data show that GRACE-PASS scores are strongly correlated with students' academic performance across most subjects and grade levels. Observed relationships suggest that GRACE-PASS may provide useful additional information about student performance and help teachers identify where students need extra help and support in the classroom. Taking the GRACE PASS at different grade levels and in different classes gives us important information about how well students are doing in school and how useful the GRACE PASS is for predicting future success. There is a clear trend that shows that students do best in English, average in science, and worst in math. Contrary to popular belief, students show a high level of proficiency in English, but they need immediate help to improve their success in mathematics.

Correlation results show that GRACE PASS is a good indicator of how well someone will do in school, especially in English and math, with strong positive associations. There is a reasonable link between the two, suggesting it could serve as a partial predictor. Still, the weak links between Grade 9 Science and Math reveal problems unique to these topics and grade levels. Variance analysis shows significant differences in students' performance across schools. In grade 7, one grade level does very well in both English and science, and in grade 9, one grade level does very well in math. The low percentage of improvement in ability from Grade 7 to Grade 9, with a small rise in Grade 10, shows that Grades 8 and 9 need extra help, especially in Science and Math. These results show how important measures are for meeting students' needs and promoting fair academic progress in all areas, especially in math.

RECOMMENDATIONS

Based on the given conclusions, the following recommendations are offered:

Several recommendations can be outlined to improve educational outcomes based on the correlation analyses between academic performance and GRACE PASS results in Mathematics and Science across different grade levels. Schools need to implement robust monitoring systems to track GRACE PASS scores alongside academic performance, enabling early identification of students who need additional support.

Tailored intervention programs should be developed based on these correlations, such as personalized tutoring or targeted remedial courses.

Aligning the curriculum with GRACE PASS skills, providing professional development for teachers, and conducting longitudinal studies are also essential.

Parents' and students' engagement in understanding assessment goals and implementing regular formative assessments is also one of the

recommendations, aligned with GRACE PASS skills, which can further enhance learning outcomes. Future research should deepen our understanding of various factors influencing Junior High School students' academic performance beyond GRACE PASS scores.

Focusing on aspects such as study habits, learning styles, and the influence of teacher quality and pedagogical approaches can provide insights into how these factors interact with assessment scores to affect student outcomes.

These steps collectively aim to optimize the impact of GRACE-PASS assessments on student achievement in Mathematics and Science.

Future studies may consider examining additional factors associated with student performance, such as study habits, learner motivation, attendance patterns, parental involvement, and classroom instructional practices, to provide a more comprehensive understanding of academic achievement.

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