



Research Article

Contextualizing Assessment in Technology and Livelihood Education: Teachers' Narratives on Authentic and Performance-Based Practices

Lensay Dawn B. Baigan

Department of Education

Article History:

Submission: June, 2026
Revised: July, 2026
Accepted: August, 2026
Published: August, 2026

Originality: 94%
Similarity Index: 1%
Grammarly Score: 99%

*Corresponding Author:
Lensay.dawn@deped.gov.ph

Recommended Citation:

Baigan, L D., (2026). Contextualizing Assessment in Technology and Livelihood Education: Teachers' Narratives on Authentic and Performance-Based Practices. *Journal of Educational Research, Innovation, and Multidisciplinary Studies*, 1(6), 32-38.

<https://doi.org/10.67001/jeri.2026.06.M6V7KP>

ABSTRACT

This qualitative study employed a narrative inquiry design to examine the lived experiences of Technology and Livelihood Education (TLE) teachers in contextualizing authentic and performance-based assessments during School Year 2025–2026. Data were gathered through in-depth interviews with TLE teachers actively implementing competency-based assessments and analyzed using thematic analysis through transcription, coding, and theme development. Findings revealed key practices such as skills-based and hands-on tasks, real-world and industry-simulated activities, structured assessment tools, process-oriented approaches, and reflective and collaborative practices. However, teachers encountered challenges, including time constraints, limited resources, classroom management issues, learner variability, complexities in assessment design, and institutional constraints. In response, teachers adopted strategies such as task simplification, collaborative and rotational approaches, resourcefulness and innovation, structured assessment practices, differentiated instruction, and professional support systems, demonstrating their adaptability in ensuring authentic, meaningful, and competency-aligned assessment despite existing constraints.

Keywords: *Assessment Practices, Authentic Assessment, Competency-Based Assessment, Contextualized Assessment, Instructional Strategies, Performance-Based Assessment, Phenomenology, Teachers' Lived Experiences, Technology and Livelihood Education (TLE) Top of Form*

DOI: 10.67001/jeri.2026.06.M6V7KP

Copyright Notice:

2026 Author(s). This is an Open Access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC-BY 4.0: <https://creativecommons.org/licenses/by/4.0/>), allowing third parties to copy and redistribute the material in any medium or format and to remix, transform, and build upon the material for any purpose, even commercially, provided the original work is properly cited and states its license.

Introduction

In the teaching-learning process, assessment plays a role in determining learners' progress, guiding instructional decisions, and enhancing educational outcomes. Emerging studies show that large, purposeful documents define the assessment vehicle where method and type have a direct correlation between pedagogy and success as opposed to an isolated, abstract application. Authentic assessment is a real-world activity that requires learners to apply knowledge and skills in context. However, performance-based practices involve demonstrations, projects and problem-solving tasks that allow learners to be doing and exhibiting competencies. Research has shown that hands-on assessments, which ask learners to perform real-world tasks, including using technologies or processes as they will need to be able to in their professional lives, are more effective at enhancing learning and practical competency (Vlachopoulos & Makri, 2024).

Building on that, Technology and Livelihood Education (TLE) focus on real-world skills, work ethics and lifelong learning and employability. Performance-based tasks such as projects, demonstrations, and problem-solving, help students know what is expected of them in the workplace (Villarroel et al., 2024). This perspective is based on DepEd Order No. 8, s.2015 which emphasizes that, in skills-based competencies, a sizeable portion of the test should be performance tasks. In addition, providing variety, flexibility and based on the needs of the learners should also be taken into account in their assessments. This has been supported by a more recent study on TLE teachers in the Philippines, which revealed that holding authentic assessments is challenging for reasons as evident as scarce resources, extensive class size, and absence of professional development support (Rosal, 2024). Thus, real-world performance tasks focus on higher-order thinking processes of evaluation, problem-solving, and collaboration demanded for TLE, unlike written examinations, which become weak in retracing the complex procedural skills and explicated knowledge that students develop (Papanastasiou et al., 2025).

Similarly, studies have been conducted in the Philippines supporting such views especially in Technical-Livelihood Education (TLE) and TVET. According to recent studies, authentic and performance-based assessment has been perceived by some educators as essential in assessing students' learning of practical skills among Filipinos (Rosal, 2024). This is consistent with the idea of Cookery, Work Immersion and other TLE Specializations where context-based performance tasks provided a more valid, more reliable evidence for student learning than simple written examinations (Keithley & Quijano, 2024; Suico & Langotan, 2023). Local researchers add that such assessment approaches also boost learner engagement, and present industry-relevant competencies more realistically. Here, the essence of authentic assessment for Philippine TLE curriculum is underscored (Gorromeo, 2025).

Research highlights the quality of such types of authentic and performance-based assessment in international literature, especially for vocational and skills-oriented education. There are recent global syntheses that indicate that assessment tasks requiring learners to actively engage, produce outputs and respond to meaningful problems in the real world contribute to deep learning and the construct of higher-order skills (Vlachopoulos & Makri, 2024). These studies demonstrate that real-world assessment mechanisms such as projects, demonstrations, simulations and portfolios present stronger evidence of a learner's skills while being far more relevant to workplace and lifelong learning needs than pen-and-paper tests (Abiog, 2022; Vlachopoulos & Makri, 2024). The Global research proved that performance-based assessment has a positive impact on student motivation and engagement particularly in skill-based vocational contexts where teaching practical skills is important (Abiog, 2022; Suico & Langotan, 2023). These findings reinforce the global move toward closer-to-practice, authentic, professional and real-world-use based assessment modes.

There is more and more research that supports authentic and performance-based assessment, but there are still big holes in the research that is already out there. Recent studies, both internationally and in the United States, have primarily focused on the examination of assessment tools, along with trials to evaluate their effectiveness. These studies have encountered challenges related to limited assessment literacy and experience among users, inadequate time for their implementation, and difficulties in accurately constructing valid and reliable rubrics (Agtarap et al., 2024; Paderes et al., 2025). Some studies have looked at how rubric, contextualized tasks, digital portfolios, and output are used in Technology and Livelihood Education classes, but these studies are more interested in the results and methods of assessment than in how teachers felt about trying to put their reforms into execution. Consequently, there exists a recognized deficiency of empirical studies prioritizing educators' perspectives to elucidate the interpretation, adaptation, and use of assessment methodologies within classroom and institutional contexts,

especially at the secondary TLE level.

In closing the identified gap, this present research employed a quantitative narrative inquiry of Technology and Livelihood Education teachers who performed authentic and performance-based assessments. The study aims to identify the professional judgements of teachers as regards the proficiencies of learners in each context and their reactions to contextual constraints, and how they construct performance tasks and interpret assessment values through an analysis of the narratives on practice provided by teachers (Paderes et al., 2025; Rosal, 2024). The study argues that, by emphasizing the lived narratives of educators, it will generate insights that are contextualized and go beyond assessment instruments and scores, thereby developing a more in-depth comprehension of assessment as an experiential educational practice (Agtarap et al., 2024). The expected output of this study aims to produce a narrative-based understanding bridging real assessments and performative assessments, in the field of Technology and Livelihood Education, situated on the professional experience of practitioners.

This research is expected to yield a narrative-driven perspective of authentic and performance-based assessment practices in Technology and Livelihood Education grounded in teachers' professional realities. The outcomes should yield tangible evidence that can support refinements in assessment and lead to the development of teacher professional education programs that are responsive to emerging needs, as well as more dynamic and sustainable assessment frameworks in TLE. The study aims to inform current assessment reform efforts based on authentic classroom practice and aligned with the competency-based education agenda by documenting teachers' experiences and insights (Rosal, 2024; Vlachopoulos & Makri, 2024).

Methods

This study explores the knowledge, experiences, and perspectives of Technology and Livelihood Education (TLE) teachers regarding the implementation of authentic and performance-based assessment in skills-based learning. Using a qualitative narrative inquiry design, the study involves 15 purposively selected TLE teachers from Misamis Occidental National High School during the School Year 2025–2026 who have direct experience in implementing authentic and performance-based assessments. Data are gathered through researcher-developed and validated semi-structured interviews that allow participants to describe their assessment practices, challenges, professional judgments, and adaptive strategies. The gathered narratives are analyzed using Braun and Clarke's thematic analysis to identify recurring patterns and themes across participants' experiences. The study is expected to provide contextual insights into how TLE teachers design, implement, and improve authentic and performance-based assessments and to generate practical recommendations for strengthening assessment practices, instructional improvement, and competency-based education in TLE.

Results and Discussions

Theme 1. Authentic, Skills-Based, and Industry-Aligned Assessment Practices

The findings reveal that TLE teachers view authentic and performance-based assessment primarily as an opportunity for learners to demonstrate competencies through actual performance rather than merely explain what they know through written examinations. Across the participants' narratives, teachers consistently describe the use of hands-on demonstrations, practical examinations, laboratory activities, product creation, procedural demonstrations, workplace simulations, and other real-life tasks. These practices reflect the nature of TLE as a skills-oriented learning area where competency is best demonstrated through doing. For instance, learners are asked to perform cooking, wiring, sewing, computer troubleshooting, table setting, food preparation, garment construction, and other practical activities. One participant explained that assessment includes "hands-on demonstrations, practical exams, and skill-based projects" (PS01), while another mentioned actual table setting, cocktail mixing, role-playing, and food preparation (PS02). These accounts indicate that teachers deliberately create assessment situations in which learners apply knowledge, manipulate tools and materials, follow procedures, and produce observable outputs. Thus, assessment becomes closely connected to actual occupational and everyday situations rather than being separated from the practical context in which competencies will eventually be used. The manuscript relates these practices to authentic assessment, emphasizing that meaningful assessment should resemble real-world challenges and actual performance (Wiggins, 1998).

A particularly important dimension of this theme is the teachers' effort to make assessment relevant to industry

expectations and future employment. Participants describe the use of role-playing, workplace simulations, TESDA-based performance standards, and tasks that resemble actual work processes. For example, PS06 explains that performance criteria are based on “TESDA or industry practices” so that outputs are aligned with real expectations, while PS10 describes assessment as a mirror of real-life tasks such as preparing meals, repairing tools, and creating products for sale. Similarly, PS12 identifies measuring, pattern drafting, cutting, sewing, and assembling as tasks that simulate authentic production processes. These practices suggest that authentic assessment in TLE serves two interconnected purposes: determining whether learners have mastered curriculum competencies and preparing them to use these competencies beyond school. The classroom consequently functions as a simulated workplace where learners encounter standards, responsibilities, procedures, and expectations similar to those they may experience in employment. The soft copy connects this approach with authentic learning and the experiential principle that meaningful learning develops through active engagement with realistic situations (Dewey, 1938).

However, authentic assessment is not limited to asking learners to complete realistic tasks; teachers also emphasize the quality of the process through which competencies are demonstrated. The findings show the use of rubrics, checklists, rating scales, observation guides, anecdotal records, and competency-based scoring to evaluate accuracy, presentation, time management, safety, correct procedures, work values, and output quality. PS01 reports using rubrics and checklists, while PS02 uses criteria involving “accuracy, presentation, time management, and proper procedure.” These tools provide clear standards for determining whether learners have achieved the intended competencies and reduce reliance on subjective teacher judgment. Assessment therefore encompasses preparation, actual execution, continuous observation, feedback, and final output. Teachers also encourage self-assessment, peer assessment, portfolios, group activities, and reflection, making assessment part of the learning process rather than simply an activity conducted after learning. This process-oriented perspective is consistent with Black and Wiliam (2021), as cited in the manuscript, which emphasizes the importance of assessment and feedback throughout learning. Reflective practices likewise allow learners to recognize their strengths and weaknesses and assume greater responsibility for improving their performance. In this sense, authentic assessment in TLE is practical, competency-based, process-oriented, reflective, and closely connected to real-life performance.

Theme 2. Contextual and Instructional Challenges in Implementing Authentic Assessment

Despite teachers’ strong use of authentic assessment, the findings reveal that its implementation is affected by interconnected time, workload, resource, infrastructure, and classroom management constraints. Performance-based assessment demands considerably more preparation and instructional time than conventional written assessments because teachers need to prepare materials and workplaces, demonstrate procedures, supervise performance, evaluate processes and outputs, and provide feedback. PS03 explains that teachers must set up tools and prepare the workspace before learners can begin, while another response indicates that the allotted 30-minute class period is insufficient for completing performance-based activities. PS10 similarly notes that limited time makes planning difficult. These experiences show that the challenge is not simply the duration of the assessment itself; considerable work occurs before, during, and after a performance task. Teachers must design meaningful activities, prepare rubrics and checklists, organize resources, demonstrate procedures, monitor learners, score performance, and provide feedback. Consequently, time pressure and workload may force teachers to compress tasks that ideally require extended practice and careful observation. The manuscript emphasizes that adequate time, appropriate workloads, resources, and systemic support are important conditions for successfully implementing authentic and performance-based assessment (Linda et al., 2020).

Resource and infrastructure limitations further complicate the implementation of authentic assessment because practical competencies cannot be adequately demonstrated without appropriate tools, materials, consumable supplies, equipment, and learning spaces. The participants report insufficient tools for all learners, inadequate laboratory facilities, limited budgets, and outdated equipment. Such conditions have direct implications for both learning and assessment because students may need to share tools, wait for their turn, or perform modified tasks that do not fully represent actual industry conditions. The manuscript notes that scarcity can compel teachers to adapt, reduce, or replicate activities, potentially limiting opportunities for learners to fully demonstrate competencies. This concern becomes especially significant in vocational education because authentic learning environments and appropriate workplace resources contribute to developing industry-relevant practical skills (Billett, 2021). Thus, the authenticity of an assessment does not depend solely on the teacher's ability to design

a realistic task; it also depends on whether the physical environment enables learners to perform that task under appropriate conditions.

The difficulties are intensified by large classes and differences in learners' readiness, skills, confidence, and prior experiences. Performance-based assessment requires close observation because teachers must evaluate not only final products but also procedures, safety practices, tool use, and individual performance. Yet teachers handling large classes cannot always provide equal supervision and immediate feedback. One participant states that with 45 students, providing immediate and detailed feedback to everyone is "physically impossible" (PS09), while another notes that it is nearly impossible to observe and grade every learner's process simultaneously (PS15). These conditions may unintentionally shift assessment toward the final product even when teachers recognize the importance of process-based evaluation. The soft copy also shows that learners enter TLE classrooms with different levels of readiness; some can perform tasks independently, while others require step-by-step guidance. Group assessment creates an additional concern because some learners may dominate while others remain passive, making it difficult to determine individual competency accurately. These findings demonstrate that the challenge of authentic assessment is multidimensional: teachers simultaneously manage limited time, insufficient resources, large classes, individual learner differences, curriculum expectations, and the requirement to maintain fair and valid assessment. Consequently, effective authentic assessment requires not only competent teachers but also supportive institutional conditions that provide adequate time, facilities, resources, manageable learning environments, and flexibility to respond to learner diversity.

Theme 3. Adaptive, Collaborative, and Learner-Responsive Assessment Strategies

The third major theme demonstrates that TLE teachers are not passive in responding to assessment challenges; rather, they employ adaptive and learner-responsive strategies to maintain meaningful assessment despite limitations. One important strategy involves breaking complex performance tasks into manageable steps, demonstrating procedures, giving clear instructions, and providing continuous guidance. PS01 explains, "I demonstrate each step before letting students try the task," while PS03 reports repeating demonstrations when necessary so that learners can properly follow the procedure. PS02 similarly emphasizes giving clear instructions before students begin, and PS06 provides guidelines so learners understand both the task and the expected performance. These strategies are particularly appropriate in TLE because performance tasks often involve sequential procedures in which misunderstanding one step can affect subsequent performance or even create safety concerns. The manuscript explains that task simplification, competency chunking, demonstrations, and explicit instructions make authentic assessment more accessible while reducing confusion and implementation difficulties. This structured and scaffolded approach is supported in the soft copy by Marzano (2021), which emphasizes that clear and scaffolded tasks can improve student performance and make complex learning objectives more achievable.

Teachers also respond to learner diversity and limited resources through differentiation, contextualization, flexible grouping, collaboration, and rotational arrangements. Instead of using a uniform approach for all learners, teachers modify activities and expectations based on learners' readiness, skills, backgrounds, and available resources. PS02 states, "I make sure to provide differentiated tasks and guidance to meet their individual needs," while PS06 recognizes that tasks and criteria sometimes require adjustment to ensure fairness. Flexible grouping is likewise used so learners with different ability levels can support one another; PS03 explains that students are grouped according to their skills so they can help each other, while PS06 adjusts tasks according to the group and materials available. These responses demonstrate that fairness in authentic assessment does not necessarily mean giving every learner exactly the same activity under identical conditions. Instead, teachers seek to provide equitable opportunities for learners to demonstrate the intended competencies. The manuscript associates these practices with differentiated and responsive instruction and cites Tomlinson (2021) in emphasizing adaptability in creating inclusive and effective learning environments.

Finally, adaptation is strengthened through professional collaboration and structured assessment systems. Teachers share ideas during Learning Action Cell sessions, consult colleagues, exchange rubrics and instructional materials, co-plan assessment tasks, and seek guidance from department heads. PS02 reports that teachers share ideas and strategies during LAC sessions, while PS06 consults co-teachers about practices that work in their classrooms. The soft copy further indicates that professional collaboration reduces individual workload, promotes consistency, encourages innovation, and contributes to teachers' professional growth. Co-

planning also enables teachers to develop realistic and competency-aligned tasks more efficiently; participants indicate that planning together makes the process easier and faster. Consultation with department heads provides another layer of support through guidance and feedback regarding assessment planning and implementation. The manuscript connects these collaborative practices with professional learning communities and continuous improvement (Wenger, 2020). At the classroom level, teachers further improve efficiency through simplified rubrics, clearly communicated criteria, consistent scoring, and feedback. Brookhart (2020), as cited in the soft copy, supports the importance of high-quality rubrics and explicit criteria in improving learners' understanding of tasks and assessment expectations. Overall, this theme demonstrates that TLE teachers sustain authentic assessment through flexibility, differentiation, scaffolding, collaboration, resourcefulness, and systematic evaluation, allowing them to preserve the practical and competency-based nature of assessment even when faced with substantial classroom and institutional constraints.

Conclusions

The study concludes that TLE teachers implement authentic and performance-based assessments through structured, competency-aligned practices that emphasize experiential learning and the demonstration of skills in meaningful, real-world contexts, enabling them to holistically evaluate learners' knowledge, preparation, and execution in ways that align with the goals of Technology and Livelihood Education; however, the implementation of these practices is challenged by constraints such as limited time, insufficient resources, diverse learner needs, classroom management demands, and institutional limitations. Despite these challenges, TLE teachers demonstrate resilience, creativity, and adaptability by employing practical and innovative strategies, including simplifying assessment processes, maximizing available resources, collaborating with colleagues, utilizing structured evaluation tools, and applying differentiated instruction to address varied learner abilities, while engagement in professional communities and support systems further enhances their capacity to implement authentic assessment effectively. Overall, the success of authentic and performance-based assessment in TLE depends not only on teachers' competence and commitment but also on the availability of adequate resources, supportive policies, and collaborative environments, highlighting the need for a comprehensive and supportive assessment ecosystem involving teachers, school leaders, and policymakers to ensure the consistent delivery of high-quality and meaningful assessment practices.

Recommendations

Based on the findings and conclusions of the study, it is recommended that teachers continuously strengthen the implementation of authentic and performance-based assessment practices in TLE by adopting effective strategies from fellow educators, participating in professional development activities and collaborative learning communities, and utilizing innovative and appropriate teaching and assessment approaches that effectively measure learners' practical skills and competencies. Students are encouraged to actively participate in hands-on and performance-based activities to develop confidence, apply their knowledge in real-life situations, reflect on their performance, and strengthen the practical competencies needed for future vocational and technical careers. Parents are encouraged to support their children by recognizing the importance of performance-based assessment, providing necessary materials when possible, encouraging participation in practical learning activities, and reinforcing learned skills at home. Education stakeholders are encouraged to use the findings of the study as a basis for strengthening TLE assessment practices by providing adequate tools, equipment, facilities, instructional resources, and relevant professional development opportunities for teachers. Policymakers are encouraged to review and enhance existing educational policies to provide greater support for competency-based and performance-oriented assessment, including sufficient funding, manageable teacher workloads, appropriate assessment flexibility, and adequate time and resources for practical activities.

Conflict of Interests

The author declares that they have no conflicts of interest

References

- [1] Abiog, E. B. (2022). Authentic and performance-based assessment practices in skills-oriented education: Implications for competency development and learner engagement. *International Journal of Educational Research and Innovation*, 18(2), 145–159. <https://doi.org/10.46661/ijeri.2022.6842>

- [2] Agtarap, M. R., Santos, J. P., & Dela Cruz, A. M. (2024). Teachers' assessment literacy and practices in designing authentic and performance-based assessments in secondary education. *International Journal of Education and Research*, 12(4), 101–116. <https://doi.org/10.5281/zenodo.10938421>
- [3] Billett, S. (2021). *Learning in the workplace: Strategies for effective practice*. Routledge. <https://doi.org/10.4324/9781003116318>
- [4] Black, P., & Wiliam, D. (2021). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 102(8), 39–48. <https://doi.org/10.1177/00317217211013911>
- [5] Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications.
- [6] Brookhart, S. M. (2020). *How to create and use rubrics for formative assessment and grading*. ASCD.
- [7] Department of Education. (2015). *Policy guidelines on classroom assessment for the K to 12 Basic Education Program (DepEd Order No. 8, s. 2015)*. Department of Education, Republic of the Philippines.
- [8] Dewey, J. (1938). *Experience and education*. Macmillan.
- [9] Gorromeo, M. A. (2025). Authentic assessment practices and industry-relevant competencies in Technology and Livelihood Education: Basis for improved competency-based instruction. *Philippine Journal of Technical and Vocational Education*, 7(1), 35–49. <https://doi.org/10.5281/zenodo.14821564>
- [10] Keithley, J. M., & Quijano, R. P. (2024). Contextualized performance tasks in Technology and Livelihood Education: Assessing practical competencies of secondary learners. *International Journal of Multidisciplinary Educational Research*, 13(4), 58–70. <https://doi.org/10.5281/zenodo.11258314>
- [11] Linda, M. A., Santos, R. P., & Cruz, J. D. (2020). Challenges in implementing authentic and performance-based assessment in secondary education: Teachers' experiences and adaptive practices. *International Journal of Educational Studies*, 8(2), 115–127. <https://doi.org/10.5281/zenodo.3986241>
- [12] Marzano, R. J. (2021). *The new art and science of teaching: More than fifty new instructional strategies for academic success*. Solution Tree Press.
- [13] Paderes, M. C., Ramos, J. P., & Santos, A. L. (2025). Assessment literacy and teachers' experiences in designing competency-based performance tasks. *International Journal of Educational Research and Practice*, 15(2), 77–91. <https://doi.org/10.5281/zenodo.15032745>
- [14] Papanastasiou, E. C., Panayiotou, G., & Karagiorgi, Y. (2025). Performance-based assessment and the measurement of higher-order and procedural competencies in vocational education. *Assessment in Education: Principles, Policy & Practice*, 32(2), 165–183. <https://doi.org/10.1080/0969594X.2025.2458316>
- [15] Rosal, H. C. O. (2024). Narratives of Technology and Livelihood Education teachers in the use of authentic assessment. *Journal of Education, Learning, and Management*, 1(2), 27–40. <https://doi.org/10.69739/jelm.v1i2.173>
- [16] Suico, M. G., & Langotan, R. L. (2023). Digital portfolio during crisis situation for senior high work immersion: A tool for performance-based assessment. *Multicultural Education Journal*, 9(2), 87–101. <https://doi.org/10.5281/zenodo.8014375>
- [17] Tomlinson, C. A. (2021). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD.
- [18] Villarroel, V., Melipillán, R., Santana, J., & Aguirre, D. (2024). How authentic are assessments in vocational education? An analysis from Chilean teachers, students, and examinations. *Frontiers in Education*, 9, 1308688. <https://doi.org/10.3389/feduc.2024.1308688>
- [19] Vlachopoulos, D., & Makri, A. (2024). A systematic literature review on authentic assessment in higher education: Best practices for the development of 21st century skills, and policy considerations.