

**PORTFOLIO ASSESSMENT: ITS EFFECTS ON THE WRITING PROFICIENCY OF  
STUDENTS**

A Bachelor's Thesis

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In Partial Fulfillment  
of the Requirements for the Degree  
Bachelor of Secondary Education

by

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## **ABSTRACT**

**SALUDO, ILY NIANE H., ANJEANETTE R. JAMERO and PRINCESS GAY C. LAGAR., 2018, J.H. Cerilles State College- Dumingag Campus, Dumingag, Zamboanga del Sur. "PORTFOLIO ASSESSMENT: ITS EFFECTS ON THE WRITING PROFICIENCY OF STUDENTS IN SAN JOSE ACADEMY". An unpublished Bachelor's Thesis.**

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### Summary

This study was conducted to determine the writing proficiency of Grade 10 students of San Jose Academy, Dumingag, Zamboanga del Sur, for School Year 2018-2019.

This study looked into the following: teacher participants' extent use of portfolio assessment; student participants' perceptions on the use of portfolio assessment in English; student-participants' writing proficiency; and the significant relationship between the student participants' perceptions on the use of portfolio assessment in English and their writing proficiency.

The research design utilized was the total enumeration method using the questionnaire-checklist as the main instrument in gathering the data and information TO accomplish the purpose of this investigation. The participants of this study were the 2 English teachers and 29 Grade 10 students of San Jose Academy, Dumingag, Zamboanga del Sur. The statistical tools used were Weighted Average Mean and Pearson Product Moment Coefficient of Correlation.

The result revealed that majority of the teachers' extent use of portfolio assessment is at its utmost extent. The student-participants' perceptions on the use of portfolio assessment in English is favorable and their writing proficiency is outstanding. Therefore, there is no significant correlation between the student-participants' perceptions on the use of portfolio assessment in English and their writing proficiency. This shows that the student participants' perceptions in the use of portfolio assessment does not affect their writing proficiency.

Finally, the study recommend that teachers need to sustain the use of portfolio assessment in teaching English; that the

students should engage in portfolio assessment to develop their writing proficiency and creativeness; that the study should be conducted with bigger scope of respondents so that we can see if there is really a significant correlation between portfolio assessment and students' writing proficiency.