**ACADEMIC GRADING AND STUDENT’S PERFORMANCE WITH MONITORING SYSTEM**

A Research Presented to Colegio De Sta. Teresa De Avila School Year 2025-2026

In Partial Fulfillment of the Requirements for Information Management BSIT 2-1

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**ABSTRACT**

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**Chapter 1**

**THE PROBLEM AND ITS BACKGROUND**

This chapter presents the problem and its background, highlighting the importance of the study and the need for its development. It outlines the objectives of the research, the scope and limitations of the project, and the individuals or groups who may benefit from it. Furthermore, it discusses the issues being addressed and the proposed solution that the study aims to provide.

**Background of the Study**

In today’s rapidly evolving technological era, the constancy of change outweighs any semblance of certainty, positioning every organization within what is known as a VUCA world – Volatility, Uncertainty, Complexity and Ambiguity [1]. This continual shift in technologies, tools and systems requires institutions to continuously adapt and innovate. Within the realm of higher education, these strategies encompass a range of initiatives designed to foster creativity, adaptability, and efficiency. Innovation in educational institutions often involves the integration of advanced technologies [2]. In line with this, digital technology concept had been recognized as a powerful tool that enhances teacher’s and student’s effectiveness [3]. In the Philippine context, a study at Adamson University developed an Integrated Educational Management Tool that automates examination and grading, reduces redundancy in records, and improves efficiency and accessibility [4]. Similarly, a study among higher education teachers in Romania revealed that about 17.95% regularly use a variety of digital assessment tools, while roughly 12.82% systematically use digital feedback methods [5]. Despite the growing presence of web-based and online systems, challenges such as unstable internet connectivity, limited resources, and accessibility issues remain prevalent in many academic institutions. These realities highlight the need for reliable alternatives that can function even without constant online access. For instance, Moodle has incorporated offline grading workflows that allow teachers to download grading sheets, work offline, and later re-upload results when connectivity is restored [6]. Similarly, in the Philippine context, the Integrated Educational Management Tool developed at Adamson University was designed with features to make class records and examinations available offline with online synchronization [7]. These examples emphasize that developing an offline or desktop-based grading system provides a practical solution—ensuring that teachers can efficiently manage, record, and compute student grades regardless of connectivity constraints, while still maintaining accuracy, reliability, and ease of use.

Colegio de Sta. Teresa de Avila, Inc. (CSTA), established in 2007 and located in Novaliches, Quezon City, is an educational institution that provides quality and innovative education that transcend. CSTA currently offer five courses: Bachelor of Science in Hospitality Management (BSHM), Bachelor of Science in Tourism Management (BSTM), Bachelor of Secondary Education (BSED), Bachelor of Elementary Education (BEED) and Bachelor of Science in Information Technology (BSIT). CSTA has been well known for producing globally competitive and productive graduates throughout the years.

**Overview of the Current State of Technology**

**Objectives of the Study**

**Conceptual Framework**

**Significance of the Study**