



USE OF ZIPGRADE: A REVOLUTIONARY TOOL FOR GRADE 7 TEACHERS IN CHECKING STUDENTS' LONG TEST AND UNIT TESTS

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ABSTRACT

The assessment of students' learnings allows the teachers to determine the how well the students learn. Assessment plays a significant role in determining the quality of education. This is particularly so when students are properly assessed using various appropriate methods of assessment. Teachers make records of the learners' progress by checking the outputs of every learner. Before, checking the learners' output is much easier since learners are also doing it by themselves right after taking the exams, however this is not possible in the current situation. Teachers are now the one doing this task alone making it difficult and quite slow.

This study aims to provide teachers with a new way of checking the learners' output using the ZipGrade phone application. This software can help in checking multiple choice tests, quizzes, and assessments instantly by using Android device's camera as a grading scanner. ZipGrade is a grading app that makes grading effortless while capturing, storing, and reporting with useful data on assessments.

The rapid application development will be used in this study. A training workshop for the 15 grade 7 teachers of Don Manuel Rivera Memorial National High School will be conducted in order to give the respondents the knowledge about the benefits of the ZipGrade application and how to use it. The set of data that will be collected from the survey will be tabulated for statistical treatment purposes. It will be analyzed and later be interpreted. The findings of this study will then be used to develop a decision on the implementation of the utilization of ZipGrade in checking students' outputs.

The wide utilization of this software will truly make teachers' work lighter and better and will bring a huge impact to the way teachers get results from the learners' outputs, making the process of submitting reports much faster most specially in this time of pandemic where all the tasks are given to the teachers alone without the help of the learners.

KEYWORDS: Assessment, checking, output, software, learners, reports

I. CONTEXT AND RATIONALE

Doing assessment is an integral part of the teaching-learning process. This allows teachers to ensure students learn what they need to know in order to meet the learning objectives. This helps the teachers decide whether there is a need to do remediation or not. On the other hand, checking the learners' output is another task connected to assessment, it is the most important part of the evaluation process, through checking the learners' output, teachers will be able to get results and do some necessary actions like remediation or making some intervention.

In our current situation, this COVID-19 pandemic has brought us to a new way of teaching-learning process, shifting all educational activities from face-to-face mode of learning to online learning including discussions up to the assessment. However, not all the learners are capable of adapting to the new educational setup, in this case, some students continue learning using the modular distance learning modality where all of their learning materials are printed. Due to this, the submitted outputs of the learners from modular distance modality are needed to be checked manually, making checking the students' outputs (long test and unit tests) become more challenging unlike from checking the learners' outputs from online distance modality that are automatically checked through the use of several google applications. Furthermore, gathering and recording numerous results of students' outputs add burden to the checking of outputs alone, compared to the practice done long before the distance learning, where students are the ones to check the tests, teachers can record and submit reports instantly. Giving a more vivid representation, if a particular teacher has 5 sections with 50 students each, basically he has 250 papers to monitor and check for a single long test alone.



Incorporating technologies in everyday tasks nowadays is not new, people constantly seek for changes that will make lives and works lighter and faster. Therefore, in this action research, the use of phone application “Zip Grade” aims to help teachers efficiently and effectively on checking students’ long tests and unit tests faster than ever, revolutionizing how teachers perform tasks in checking long tests and unit tests.

II. ACTION RESEARCH QUESTIONS (Objectives)

This study aims to seek for the impact of using Zip Grade as a revolutionary tool for grade 7 teachers in checking students’ long tests and unit tests.

Specifically, this study seeks to answer the following questions:

1. What is the mean level of grade 7 teachers’ load in terms of:
 - 1.1. section; and
 - 1.2. students?
2. What is the mean level of Grade 7 teachers’ load in checking:
 - 2.1. long tests; and
 - 2.2. unit tests?
3. What is the frequency of number of Grade 7 teachers who are familiar on using mobile device application exam checker (ZipGrade)?
4. What is the mean level of the time spent in checking long test and unit test in terms of:
 - 3.1 manual checking; and
 - 3.2 using zip grade?
5. What is the speed level of time spent on submitting the test results in terms of:
 - 5.1. Manual checking; and
 - 5.2. Using ZipGrade?
6. Is there a significant difference between the time spent on manual checking and the use of Zip Grade?



III. INNOVATIONS/INTERVENTION/STRATEGIES

The launching of the utilization of a software called ZipGrade to the grade 7 teachers of Don Manuel Rivera Memorial National High School will help in alleviating the time being spent in checking the students’ outputs.

The researchers will propose a Training workshop for the participant that will teach them on how to use the software. The training will also tackle the benefits of using this software and the impact that it will make towards the teachers’ task productivity.

IV. METHODOLOGY

- a. Participants and other sources of data information

Purposive sampling technique will be used in the selection of the respondents. Purposive sampling is a common method of non-probability sampling.

Non-probability sampling does not involve random selection of sample elements where some elements of the population do not have a chance to be included in the sample (Perreno & Jimenez, 2006).

The respondents of this study will be composed of 15 Grade 7 teachers from different departments of Don Manuel Rivera Memorial National High School.



b. Data Gathering method

The researchers will use rapid application development of research. This research will be adapting a software that will be utilized by the participants.

Data will be gathered through survey-type questionnaire. The questionnaire will be grouped into three parts: Teaching Load Profile, Software Awareness, and the Observation on the difference of time spent between checking the outputs manually and using the software.

c. Data Analysis Plan

The set of data that will be collected from the survey will be tabulated for statistical treatment purposes. It will be analyzed and later be interpreted. The findings of this study will then be used to develop a decision on the implementation of the utilization of ZipGrade in checking students' outputs.

V. RESULTS AND DISCUSSION

Table 1. Level of Grade 7 Teachers' Teaching Load

	Mean	Verbal Interpretation
Section	Online	1.40
	Modular	3.87
Students	Online	1
	Modular	3.93

Legend:

	Verbal Interpretation
4.21-5.00	Extremely Loaded
3.41-4.20	Loaded
2.61-3.40	Slightly Loaded
1.81-2.60	Comfortable
1.00- 1.80	Extremely Comfortable

Table 1 shows the level of grade 7 teachers' teaching load in terms of number of sections and number of students they handle for the school year 2020-2021.

It reveals that grade 7 teachers are "Loaded" with number of sections and students under modular distance learning with a mean of 1.40 for number of sections handled and a mean of 3.93 for the number of students handled. On the other hand, grade 7 teachers are "Extremely Comfortable" on the number of sections and students they handle who are under online distance learning.

Table 1 clearly reflects that grade 7 teachers are bombarded with a high number of students under modular distance learning which might affect the speed of checking their outputs for S.Y. 2020-2021.

Table 2. Level of Grade 7 Teachers' Checking Load

	Mean	Verbal Interpretation
Long Tests	3.87	Loaded
Unit Tests	3.07	Loaded

Legend:

	Verbal Interpretation
4.21-5.00	Extremely Loaded
3.41-4.20	Loaded
2.61-3.40	Slightly Loaded
1.81-2.60	Comfortable
1.00- 1.80	Extremely Comfortable

Table 2 shows the level of grade 7 teachers' checking load in terms of long tests and unit tests.

This indicates that grade 7 teachers are "Loaded" with a number of test papers to be checked for the school year 2020-2021 having a mean of 3.87 for the long tests and a mean of 3.07 for unit tests.

Figure 1. Frequency of Grade 7 Teachers’ Familiarity on Digital Test Paper Checking Application

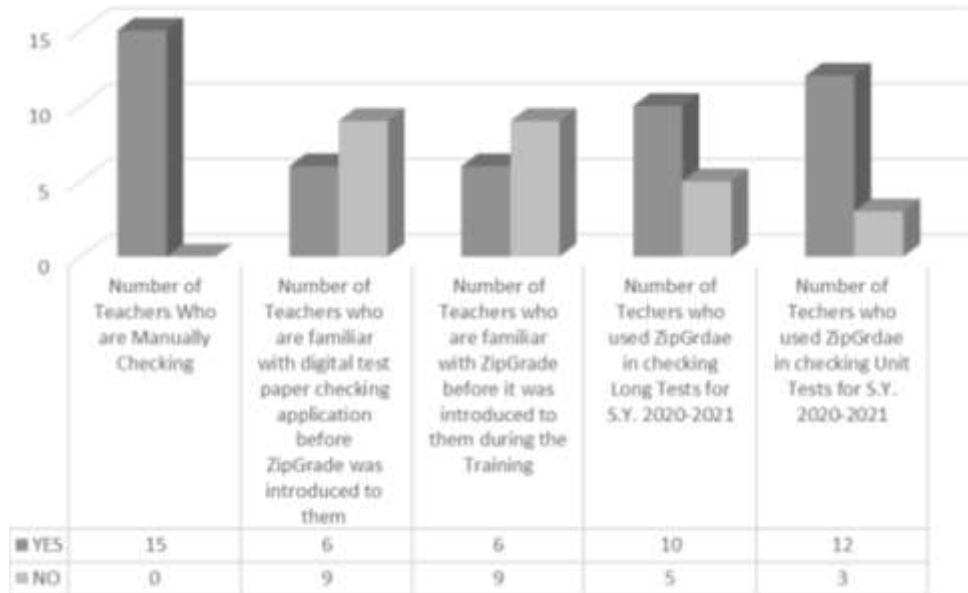


Figure 1 shows the frequency of grade 7 teachers’ familiarity on digital test paper checking application.

This illustrates that 100% (15) of the population are manually checking the students’ outputs even if 40% (6) of the population are familiar with some digital test paper checking applications. It also reveals that 40% (6) of the population – the same sample, are already familiar with the ZipGrade Application before it was introduced to them during the conduct of the training. Moreover, 66.67% (10) of the population applied the use of ZipGrade Application that they have learned during the training for checking their long tests while the remaining 33.33% (5) of the population remained in manually checking their long tests. In terms of checking the unit tests, the percentage of the population who applied the use of ZipGrade in checking has increased to 80% (12) and the percentage of the population who remained in manually checking the unit tests decreased to 20% (3).

Table 3. Level of Grade 7 Teachers’ Time spent in checking Long Tests and Unit Tests

	Mean	Verbal Interpretation
Manual Checking	3.47	Slow
Using ZipGrade	1.27	Extremely Fast

Remarks	Verbal Interpretation
4.21-5.00	Extremely Slow
3.41-4.20	Slow
2.61-3.40	Moderately Slow
1.81-2.60	Fast
1.00- 1.80	Extremely Fast

Table 3 shows the level of grade 7 teachers’ time spent in checking the long tests and unit tests.

It reveals that teachers have a “Slow” productivity with a mean of 3.47 when they manually check long tests and unit tests compared to the speed they spent when they use ZipGrade giving them “Extremely Fast” speed in checking both the long tests and unit tests with a mean of 1.27. This suggests that the use of ZipGrade increases the speed of time spent on checking the students’ long tests and unit test.



Table 4. Level of Time on Submitting Test Results

	Mean	Verbal Interpretation
Manual Checking	2.47	Slow
Using ZipGrade	4.53	Extremely Fast

Legend:	Remarks	Verbal Interpretation
4.21-5.00	2 days before the deadline	Extremely Fast
3.41-4.20	1 day before the deadline	Fast
2.61-3.40	On the deadline	Moderately Slow
1.81-2.60	1 day after the deadline	Slow
1.00- 1.80	2 days or more after the deadline	Extremely Slow

Table 4 shows the level of time spent by teachers on submitting test results in terms of manual checking and on using ZipGrade.

This implies that teachers tend to submit test results “Extremely Fast” when they checked the students’ output using ZipGrade with a mean of 4.53. On the other hand, test results are submitted on “Slow” speed when teachers manually checked the students’ outputs with a mean of 2.47. This signifies that the use of ZipGrade in checking the students’ output can decrease the time spent on checking students’ output in order to hasten the submission of test results.

Table 5. Difference Between the Time Spent on Manual Checking and Using ZipGrade

	Mean	t-value	Significant value	Verbal Interpretation
Manual Checking	2.47	-8.16	0.05	Significant
Using ZipGrade	4.53			

Table 5 shows the result of t-test on finding the significant difference between the time spent on using ZipGrade and on manual checking of students’ output.

It can be gleaned from the t-value of -8.16 that makes the null hypothesis be rejected which is significant at 0.05 level. This shows that there is a significant improvement in the speed of time spent by the teachers in checking the students’ output when they use ZipGrade because of the remarkable increase of mean at 4.53.

VI. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This part includes the summary, conclusion, and recommendation of the researcher based on the data gathered.

In this time of pandemic teachers need to put extra effort in checking student’s outputs. Through checking the learners’ output, teachers will be able to get results and do some necessary actions like remediation or making some intervention. The Zip Grade is one of the researcher’s initiative to make it easier for teachers to check students output.

The summary expressed are the following:

1. It reveals that grade 7 teachers are “Loaded” with number of sections and students under modular distance learning with a mean of 1.40 for number of sections handled and a mean of 3.93 for the number of students handled. On the other hand, grade 7 teachers are “Extremely Comfortable” on the number of sections and students they handle who are under online distance learning. It clearly reflects that grade 7 teachers are bombarded with a high number of students under modular distance learning which might affect the speed of checking their outputs for S.Y. 2020-2021.
2. The results of the level of grade 7 teachers’ checking load in terms of long tests and unit tests indicates that grade 7 teachers are “Loaded” with a number of test papers to be checked for the school year 2020-2021 having a mean of 3.87 for the long tests and a mean of 3.07 for unit tests.

100% (15) of the population are manually checking the students’ outputs even if 40% (6) of the population are familiar with some digital test paper checking applications. It also reveals that 40% (6) of the population – the same sample, are already familiar with the ZipGrade Application before it was introduced to them during the conduct of the training. Moreover, 66.67% (10) of the population applied the use of ZipGrade Application that they have learned during the training for checking their long tests while the remaining 33.33% (5) of the population remained in manually checking their long tests. In terms of checking the unit tests, the percentage of the population who applied the use of ZipGrade in



checking has increased to 80% (12) and the percentage of the population who remained in manually checking the unit tests decreased to 20% (3).

3. The results of the level of grade 7 teachers' time spent in checking the long tests and unit tests reveals that teachers have a "Slow" productivity with a mean of 3.47 when they manually check long tests and unit tests compared to the speed they spent when they use ZipGrade giving them "Extremely Fast" speed in checking both the long tests and unit tests with a mean of 1.27.

This suggests that the use of ZipGrade increases the speed of time spent on checking the students' long tests and unit test.

4. The results of the level of time spent by teachers on submitting test results in terms of manual checking and on using ZipGrade. This implies that teachers tend to submit test results "Extremely Fast" when they checked the students' output using ZipGrade with a mean of 4.53. On the other hand, test results are submitted on "Slow" speed when teachers manually checked the students' outputs with a mean of 2.47.

This signifies that the use of ZipGrade in checking the students' output can decrease the time spent on checking students' output in order to hasten the submission of test results.

5. The researcher used t-test on finding the significant difference between the time spent on using ZipGrade and on manual checking of students' output. It can be gleaned from the t-value of -8.16 that makes the null hypothesis be rejected which is significant at 0.05 level.

This shows that there is a significant improvement in the speed of time spent by the teachers in checking the students' output when they use ZipGrade because of the remarkable increase of mean at 4.53.

FINDINGS

1. Based on the data gathered by the researchers most of the respondents were loaded with number of sections and students under modular distance learning and extremely comfortable on the number of sections and students they handle who are under online distance learning. Teachers have a slow productivity when they manually check long test and unit test.
2. After the implementation of Zip grade in checking students output teachers have extremely fast speed in checking both the long test and unit test.
3. The findings reveals that the use of ZipGrade increases the speed of time spent on checking the students' long test and unit test. Therefore the null hypothesis was rejected.

CONCLUSION

The Zip Grade is more useful to teachers in correcting student's long test and unit test. It aids teachers in analyzing the result of assessment. With Zipgrade teachers can increase the speed of time spent in checking the students' outputs.

RECOMMENDATION

The following are hereby recommended based on the results and implications of the study:

1. Teachers must utilize ZipGrade (Digital Test Paper Checking Application) on checking the students' outputs – Long tests and Unit Tests.
2. School must conduct training on using ZipGrade (Digital Test Paper Checking Application)

XII. REFERENCES

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