

## **ABSTRACT**

The study was conducted at the Laboratory High School of Capiz State University Burias Campus during the second semester of the school year 2016-2017 to find out the perception of performance-based assessment of the grades 7 to 11 students of the Laboratory High School of Capiz State University Burias Campus. More specifically, this study was conducted to determine the socio-demographic profile of the respondents; to find out the frequency of use of assessment activities in English classes; to determine the motivational-emotional responses of the respondents to performance-based assessment; to establish the relationship between the students' socio-demographic profile and the their motivational-emotional responses to performance-based assessment; establish the relationship between the frequently used performance-based assessment activities and the students' motivational-emotional responses to performance-based assessment.

The study involved 121 students taken from the population of 174 from grades 7 to 11 students enrolled during the School Year 2016-2017. The data were gathered using a questionnaire. Statistical tools used to analyze the results were frequency counts, ranks, percentages, means and chi-square test of association. Results were interpreted at 0.05 level of significance.

Results revealed that majority of the respondents were female with parents who were college undergraduates. Majority of the fathers were employed while most of the mothers were unemployed. They belonged to high-income families.

Statistical analyses revealed significant relationship between sex and motivational-emotional responses to performance-based assessment.

Significant relationship was observed between frequently used performance-based assessment activities and respondents' motivational-emotional responses to performance-based assessment.