

**THE STATUS OF ASSESSING AND REPORTING WAYS OF
PRECEPTORS IN THE LITERACY ISSUES OF LEARNERS IN THIS
TIME OF PANDEMIC**

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Assessment and reporting of the literacy issues of the learners are critical factors of the tutoring and literacy process. therefore, the quality of assessment strategies or ways used and employed by the schoolteacher in the instruction has an impact on the literacy accession and outgrowth of the learners. likewise, the schoolteacher's system of reporting learners' progress serves as a companion that encourages learners to concentrate on attaining the asked literacy objects so that they can be effectively guided on the development of asked chops and capabilities in the tutoring and literacy process. still, the present public health extremity caused by the Coronavirus Disease 2019(COVID- 19) has posed a significant burden for the education sector, particularly in the assessment of learning issues and their reporting among the learners and their literacy facilitators. In this regard, away from the adaptation of assessment and reporting of the literacy issues, the education sector has experienced multitudinous changes in its class, including the capabilities to be tutored, delivery of literacy coffers, tutoring styles and strategies, distribution, and reclamation of literacy coffers, embracing different modes of learning modalities, and integrating technology into the tutoring and literacy process.

These adaptations and advancements were employed to meet the gaps generated by the shift in the literacy terrain and to prop learners, preceptors, and other crucial stakeholders in the instructive process. As a result, one of the Department of Education's interventions has been used to insure that all preceptors acquire the necessary capabilities in the delivery of instruction during the epidemic by developing high situations of capabilities in assessing the learners' learning issues and their effective reporting among

the crucial stakeholders through colorful in- service training(INSET), capacity- structure programs, and learning action cell(LAC), whether virtual or face- to- face set- up. These enterprises were concentrated and employed to ameliorate the procedures for assessing and reporting the learners' learning issues while enforcing remote literacy amidst the COVID- 19 epidemic. therefore, the Department of Education commanded the perpetration of Basic Education- Learning Continuity Plan (BE-LPC) in its education system in response to the COVID- 19 epidemic. This handed detailed guidelines and set the course for a smooth transfer of learning from face- to- face instruction to distance literacy (DL) using a variety of learning delivery modalities customized to the requirements and interests of learners and the communities in which they live. therefore, feting the points of distance literacy, measuring the literacy among the learners is essential as this will help preceptors and academy directors in determining and casting applicable interventions to address the possible gaps in the accession of asked literacy issues amid the varied literacy modalities employed by the academy. Learners and learning facilitators, on the other hand, will be guided along the path of their literacy through distance education, allowing them to manage with changes in the classes through understanding of the assessment of learning issues and the reporting strategies used by preceptors. In this regard, literacy is considered as one of the most important rates and characteristics of the tutoring and literacy process, as it's one of the most important factors in a country's advancement and development. It has a salutary and broad impact on the lives of unborn generations while depending on contemporary and innovative underpinnings. thus, the preceptors' understanding of assessing and reporting ways, along with the tactics, propositions, and knowledge of how to employ current tutoring exposures and approaches in the literacy terrain, are used to gauge learners' issues and progress.

References:

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