



Difficulties in Written and Performance Task Assessment and Pupils' Academic Performance in the New Normal

Elena P. Vicera

Abstract

This descriptive-correlational study aimed to find out the difficulties encountered in the aspect of assessment as well as the academic performance of Grade IV pupils in the District of San Remigio I, Division of Antique. This study was conducted from May 2022 to June 2022 involving 20 Grades IV pupils. Data in this study were gathered using the researcher-formulated validated and reliability tested instrument dubbed as the 'checklist on the difficulties encountered in the assessment of pupils' academic performance in English'. Data for the academic performance were taken from the participants' report card for school year 2021-2022. Statistical tools used to treat the data were frequency, mean and standard deviation as descriptive statistical tools, while t-test and spearman rho were used as inferential statistical tools. The level of difficulties encountered by pupils in the aspect of written works in terms of comprehension, content and connection with competencies is "moderate". However, their level of difficulty in terms of technical aspects was found to be "low". The level of difficulties encountered by pupils in the aspect of performance tasks in terms of understanding the process, executing the actual tasks and complying with target outputs was also found to be "moderate". The performance of pupils in summative assessments in terms of written works and performance tasks was found to be "very good".

Keywords: *Written works, academic performance, performance task, assessment*

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Introduction

This study aimed to find out the difficulties encountered in the aspect of assessment as well as the academic performance of Grade IV pupils of Iguirindon Elementary School in the District of San Remigio I, Division of Antique. The school started the implementation of in-person classes during the last quarter of the school year 2021-2022, various concern were aired by both teachers and learners. The ability to cover the prescribed learning competencies and maximize the use of written and performance tasks assessment. As a researcher and at the same time a classroom teacher of the said school intended to look into the factors that serve as barriers for the effective and meaningful implementation of learning in the new normal, particularly in the aspect of assessment as well as how the pupils performed academically under the said modality.

Methodology

This descriptive-correlational study conducted in Iguirindon Elementary School in the District of San Remigio I, Schools Division of Antique. This study was conducted from May 2022 to June 2022, involving 20 Grades IV pupils of Iguirindon Elementary School. The researcher did not employ any sampling techniques in determining the number of respondents enjoined to this study. Data in this study for the level of difficulties were gathered using the researcher-formulated research instrument namely, the Checklist on the Difficulties Encountered in the Assessment of Pupils' Academic Performance in English after the same is subjected to validity and reliability tests. Data for the academic performance were taken from the participants' report card for school year 2021-2022. Statistical tools used to treat the data were percentage, mean and standard deviation as descriptive statistical tools, while Kruskal-Wallis H-test, Mann-Whitney U-test and Spearman rho were used as inferential statistical tools. Permission to conduct the study was secured from the office of the Schools Division Superintendent, Department of Education, Division of Antique and from the office of the District Supervisor, District of San Remigio I as well as the School Head of Iguirindon Elementary School. The researcher personally met the chosen participants to secure their consent and they were made to sign an ascent form indicating their voluntary participation in the study and the parents/guardian were also made to sign the parental consent. All ethical guidelines applicable to the treatment of human subjects in research were observed.

Findings

The level of difficulties encountered by pupils in the aspect of written works in terms of comprehension, content and connection with competencies is “moderate”. However, their level of difficulty in terms of technical aspects was found to be “low”. The level of difficulties encountered by pupils in the aspect of performance tasks in terms of understanding the process, executing the actual tasks and complying with target outputs was also found to be “moderate”. The performance of pupils in summative assessments in terms of written works and performance tasks was found to be “very good”. No difference existed in the level of difficulties encountered by the pupils in the aspect of written works and their academic performance. And there is a relationship existed between the level of difficulties encountered by the pupils in the aspect of written works, performance tasks and their academic performance.

Conclusion

Pupils do not encounter too much difficulties in accomplishing their written works as teacher make sure that they give clear instructions and examples and the question are not ambiguous, they were given ample time to study and oriented on the appropriate reference to be used. Also, teacher see to it that the length is appropriate and the scope and coverage of written works were already discussed. In accomplishing their performance tasks teacher see to it that the process and materials involved, time allotment and objective of the tasks are appropriate for their capabilities. They have identical level of difficulties in the aspects of written works and performance tasks. This suggests that teacher were able to provide necessary requisites for each components. The level of difficulties in accomplishing their written works and performance tasks influence their academic performance. This indicates that if the requisites needed are not met will likewise be affected. It can be concluded that the implementation of expanded face-to-face classes was effective in helping pupils achieve very good academic performance both in the aspect of written works and performance tasks.

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