

# Utilization of Integrative Performance Task Assessment in Junior High School

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## Abstract

The study aimed to explore the challenges, best practices, attitudes, and perceived advantages and disadvantages of utilizing integrative performance task assessment in the district of Malay. The research design employed was qualitative phenomenological. The findings of the study indicate that most of the teachers followed and implemented the new assessment given by the Department of Education, which shows their willingness to adopt innovations in education. Overall, the findings of this study suggested that integrative performance task assessment is a valuable approach in enhancing students' learning outcomes. The challenges encountered in implementing this approach can be addressed by creating a collaborative system among teachers. The best practices identified can also serve as a guide in implementing integrative assessments effectively. The perceived advantages of learners in using this approach can be considered in creating a curriculum innovation program that promotes students' holistic development. Based on these findings, it is recommended that the Department of Education should continue to promote the use of integrative performance task assessment in the curriculum. Teachers should also be provided with training and support in planning and implementing integrative assessments effectively. The implementation of a collaborative system among teachers can also help address the challenges encountered in implementing this approach.

**Keywords:** *Challenges, Best Practices, Advantage, Advantages, Assessment tool*

## Article History:

*Received: April 20, 2023*

*Accepted: June 10, 2023*

*Revised: May 8, 2023*

*Published online: July 31, 2023*

## Suggested Citation:

Rafael, J.S. & Tabernilla, M.M. (2023). Utilization of Integrative Performance Task Assessment in Junior High School. *Industry and Academic Research Review*, 4 (1), 352-357.

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*\*This paper is presented at the 4<sup>th</sup> International Conference on Multidisciplinary Industry and Academic Research (ICMLAR)-2023*



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## Introduction

Integrative assessment is an assessment design that seeks to combine students' learning from multiple modules and/or levels into a single assessment. Such assessment is synoptic, meaning the students are required to make connections between knowledge and learning that span multiple modules and topics. Integrative assessment strategies can thus enable students to demonstrate desirable higher order learning behaviors such as the application of knowledge and skills through analysis, synthesis and critical inquiry.

Basically, learners are expected to do four (4) performance tasks per quarter per subject area. However, because of the implications brought by the Modular Distance Learning Modality that the Division is currently using, learners are having difficulty in complying with this requirement. Hence, the Office ensures Academic Ease in assessing student learning through Integrative Performance Output (Div. Memo No.133, s.2021)

In Manocmanoc National High School, the teachers started using this new type of assessment introduced by the DepED since Third Quarter of School Year 2021-2022 to assess their student's academic performance. With the onset of expanded face-to-face classes, the school would like to continue adopting the assessment.

Therefore, this study was conducted to know the insights of junior high school teachers in using integrative performance task assessment; how this affect the assessment process and whether the integrative performance task is acceptable to both teachers and

## Methodology

This study utilized qualitative phenomenological research design. Phenomenological approaches are based in a paradigm of personal knowledge and subjectivity, and emphasize the importance of personal perspective and interpretation. As such they are powerful for understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom (Lester, S., 2009). There are different kinds of phenomenology, each rooted in different ways of conceiving of the *what* and *how* of human experience.

## Findings

This study was based on the interview revealed by the participants on their positive and negative insights and their perceived advantages in the utilization of integrative performance task. Based on the results, the following summary of findings were shown below.

Generally, the teachers followed and implemented the utilization of integrative performance task assessment. In terms of instruction, most teachers considered integrative performance task assessment very helpful in facilitating the learners' understanding of the lesson. This means that the learners understand the competencies they need to attain in every subject if they are given a performance task.

In terms of creating or making the integrative performance task, most of the teachers experienced the problem in the availability of the teachers, for them to gather and work collaboratively. Although there was limited time in part of the teachers, they still find their spare time for them to make an integrative performance task.

And finally, most of the teachers have enjoyed and have a positive outcome in integrating the integrative performance task as their assessment tool in assessing their students' academic performance.

While for the learners, they all agreed that integrative performance task is advantageous on their part because it lessens their burden in regards with their school works. In terms of the difficulty encountered, some of them say that they are confused in the instruction given but overall, the students are glad because of the new assessment tool.

Mostly, the teachers have encountered different challenges focused on instructions and making the integrative performance task because of the different competencies. Teachers were primarily concerned because some students cannot understand the instructions that leads them to not to pass their output. Although they found it difficult to integrate some competencies in other subjects, they took time to find solution. Thus, leads them to integrate different subjects in one expected output.

Generally, teachers were diligent in making an integrative performance task assessment. Although it was very tasky on their part, they were still able to strategize to cope with the challenges they have encountered. While for the learners, they were thankful for the coming of integrative performance task assessment and hoping that the school and their teacher should continue to adapt the said assessment.

In common, teachers argued that a curriculum innovation can improve the utilization of integrative performance task assessment.

## **Conclusion**

The teachers utilized the use of integrative performance task assessment. They used the said tool in assessing their students' academic performance. It is helpful to both teachers and

students. Using integrative performance task assessment helps in facilitating the learners' understanding of their assigned performance task. The teachers encountered some problems and challenges in the utilization of integrative performance task assessment. The main problem that the teachers encountered in the utilization of integrative performance task assessment is the availability of the time of every subject teacher. Using integrative performance task assessment also lessens the burden of the learners in doing their performance task. It gives them more time with other school related activities. A curriculum innovation program was developed by the researcher in improving the utilization of integrative performance task assessment. This was developed by the researcher to improve the making of the integrative performance task assessment. This intend to provide knowledgeable idea to those teachers who still not familiar with the making of integrative performance task assessment.

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