INTEGRATIVE PERFORMANCE TASK ASSESSMENTS FOR GRADE 10 IN SELECTED SCHOOLS IN LEGAZPI CITY DIVISION

Azor, Cherry B.

Completed 2022

INTEGRATIVE PERFORMANCE TASK ASSESSMENTS OR GRADE 10 IN SELECTED SCHOOLS IN LEGAZPI CITY DIVISION

Cherry Braga Azor
Schools Division of Legazpi City
January 2022

Abstract

Implementing a modular long-distance learning modality brought challenges in delivering the teaching-learning process and assessing students' learning outcomes and performance. Thus, the integrative performance task assessment, an assessment that integrates two or more competencies within or across subject areas, was explored in this study.

The study attempted to collect samples of Quarter 3 integrative performance task assessments from two secondary public schools in the Division of Legazpi City. It found the need to develop assessment materials and use the said assessment method. The study then developed four (4) Quarter 3 integrative performance task assessments for Grade 10. The materials were evaluated by the teachers, school heads, and education program supervisors using the DepEd Learning Resource Management and Development System (LRMDS) evaluation rating sheet for print resources to determine the level of compliance with the Department of Education standards. The evaluation revealed that the four (4) integrative performance task assessments were compliant with the standards and exceeded the required points along with content, format, presentation and organization, and accuracy and up-to-datedness. There were perceived Strengths, Limitations, Opportunities, and Threats (SLOT) on the implementation of

integrative performance task assessment based on the feedback of student, teacher, and curriculum leader informants gathered thru a focus group discussion. The strengths, limitations, opportunities and threats were classified according to the characteristics of good assessment, time boundedness, economy, validity or usability, and administrability.

The study recommended that Integrative performance task assessment may be implemented as a community of curriculum practice by institutionalizing the assessment process, development of materials, capacity building for teachers, and careful and intensive dissemination of the assessment practice to learners and parents.

Table of Contents

I. Introduction and Rationale

The modular long-distance learning modality poses challenges in delivering the teaching-learning process and assessing students' learning outcomes and performance. In the Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan (DepEd Order No. 31, s. 2020), it is stated that evaluating learning "at a particular point in each quarter; summative assessments shall continue in the form of written works and performance tasks. Performance tasks must be designed to provide opportunities for learners to apply what they are learning to real-life situations" (p. 4). Further, the said DepEd Order states that:

> The teachers are advised to collaboratively design and implement performance tasks **that integrate two or more competencies within or across subject areas.** Complex tasks may be broken down into shorter tasks to be completed over long periods of time. Learners [likewise] must be given flexibility in accomplishing performance tasks. Performance tasks refer to assessment tasks that allow learners to show what they know and are able to do in diverse ways. They may create and innovate products or performance-based tasks (including) skill demonstrations, group presentations, oral work, multimedia presentations, and research projects. (p. 4)

This assessment method is similar to Lancaster University's discussion on program-focused assessment strategies that can tackle perennial issues arising from modularised curriculum and assessment.

> "Integrative assessment" is an assessment design that seeks **to combine students' learning from multiple modules and/or levels into a single assessment.** Such assessments are synoptic, meaning that 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** (Lancaster University 2021).

This assessment method can reduce the number of summative assessments, relieving pressures on students and teachers. The current grading system in the interim policy of the DepEd requires a “minimum of four (4) written works and four (4) performance tasks within the quarter, preferably one in two weeks integrating two or more competencies” (DepEd Order No, 31, s. 2020, p.6).

However, it can be noted that there needed to be more integrative assessment. In Arimbay High School, only three samples of integrative assessment were recorded by the office, or if there have been more, they needed to be documented and validated by the school. The dearth in the use of said assessment method may be attributed to its novelty on the part of some teachers and the limited interactions among teachers to work collaboratively. This

assessment method requires purposeful and collaborative work among teachers within a grade or level. It also requires sharing of resources and the engagement of the whole curriculum team. Therefore, the departments or subject areas need to support the principle that the whole teams are invested in supporting program-level assessment design. Feedback dialogue with students and parents is also very important.

This research attempted to collect samples of Quarter 3 performance task assessments from two secondary public schools in the Division of Legazpi City. It likewise crafted and quality-assured four Quarter 3 integrative performance task assessments for junior high school. To determine the level of compliance with the four integrative performance task assessment materials, the students, teachers, school heads, and education program supervisors evaluated the materials using the DepEd Learning Resource Management and Development System (LRMDS) evaluation rating sheet for printed material. They were also sought with feedback on the Strength, Limitations, Opportunities, and Threats (SLOT) of the implementation of integrative performance task assessment. To make the teachers aware of the rudiments of integrative assessment, the researcher disseminated the study's results and the deduced concepts and recommended processes of its implementation based on the phenomenological study in a seminar for Grade 7 to 9 teachers.

The work plan includes the steps or procedures being followed and the persons involved in developing samples of integrative performance assessment. The procedures are the planning stage, designing the integrative performance task

assessments, writing and evaluating the integrative performance task assessments, implementing the evaluated assessment materials, and validating and evaluating the implementation of the integrative performance task assessments.

The researcher provided four (4) integrative performance task assessment samples that can serve as a prototype in terms of format and content as an output of the research. With the result of the final validation of the materials and the feedback of the informants on the implementation of the integrative performance task assessments, the researcher arrived at concepts and processes to facilitate the implementation of integrative performance task assessment as a community of curriculum practice.

II. Literature Review

This study focused on collecting integrative performance task assessments, developing integrative assessment materials, and evaluating the integrative performance task assessment method. Thus, the researcher reviewed related literature and studies on these themes.

Integrative assessment has varied definitions. Lancaster University (2021) defined it as an assessment design that combines students' learning from multiple modules and/or levels into a single assessment. This web page also included discussions on the value of the integrative approach, assessment examples, and considerations for adopting an integrative approach. Lancaster University's definition of integrative assessment is similar to the principle of assessment

mentioned in DepEd Order No. 31. s. 2020 advising the teachers to collaboratively design and implement performance tasks that integrate two or more competencies within or across subject areas.

On the other hand, Miller (n.d.) wrote that “integrative learning” can involve usefully blending knowledge and skills from different disciplinary areas, as in a learning community. She also emphasized the importance of creating engaging, authentic assignments ripe with integrative possibilities to gather evidence of student accomplishment and hone their skills of discrimination and explanation to provide meaningful formative and summative feedback to students.

Karumpa, Parawangsa, Mansyur, and Saleh's (2016) study differentiated internal and external integration “External integration in learning materials of Bahasa Indonesia is associated with other disciplines, such as environment, religion, socio-cultural, political, economic, and law. Internal integration integrates the four components of language skills in whole or in part of a linguistic context.”

The current researcher adhered to Lancaster University and Miller's definition of integrative assessment and Karumpa,et al.'s external integration.

In the works of Titov, Kurilov, Titov, and Brikoshina (2019) and Karumpa, et al., the integrative assessment was used. Titov, et al. (2019) proved the relevance of the integrative assessment frameworks regarding blended learning environments. The authors introduced the original framework combining both formative and summative assessment perspectives. It was implemented in a major Russian private university specializing in online and blended learning programs. The results of implementation and the feedback from participants were mostly

positive. At the end of the participation in the experimental operations, students, teachers, and designers were asked to answer a survey. They had to evaluate the changes in their ability to monitor the learning experience (results and productivity) and to adapt the learning practices to the course (for students), the learning materials to the student's abilities (for instructors), and the course design to the student's behavior (for designers). Changes in the students' engagement and improvement of their time-management practices were also evaluated. All questions were based on a 5-point scale in which 1 meant a significant decrease, 2 – meant a moderate decrease, 3–meant no changes, 4 – meant a moderate increase, and 5 – meant a significant increase (p.773).

Karumpa, Parawangsa, Mansyur, and Saleh (2016) used external and internal integration. Senior High School learning materials of Bahasa Indonesia were associated with other disciplines, such as environment, religion, socio-cultural, politics, economics, and law. Internal integration was applied to four language component skills in whole or in part of a linguistic context. Indonesian language learning was packaged in the form of themes (thematic). They emphasized that if the Indonesian learning materials use the thematic integrative principle, student learning outcomes assessment should also use the principle of thematic integrative. The integrative assessment evaluated aspects of linguistics and language skills. The integration was intended to test the ability of learners to use two or more language skills simultaneously. Teachers, principals, and supervisors' involvement in a focus group discussion (FGD) aimed to develop a prototype assessment of student learning outcomes at the high school level. In the

FGD, the needs of teachers were sought, and the researcher conducted a study on educational evaluation theories to evaluate Bahasa Indonesia's learning. The model or Prototype 1 was validated by a linguist and expert in evaluating education and tried out to 75 high school students. Prototype II was prepared based on expert recommendations and analysis of the results of the try-out.

There are private schools in Legazpi City that were noted to have been practicing integrative assessment. Washington International School adopted an interdisciplinary curriculum. An interdisciplinary approach is being applied in assessing students' common performance tasks/outputs for varied subjects with similar themes for the quarterly topics**.** St. Agnes Academy in Legazpi City likewise attempted to use integrative assessment in grade school, where two or more subject teachers rated a student's output.

While Titov et al. implemented integrative assessment in online and blended learning programs, Karumpa et al. applied integrative assessment to evaluate aspects of language. Washington International School applied an interdisciplinary approach in a face-to-face learning modality, and St. Agnes Academy employed integrative assessment among grade school students in a blended learning modality, the current researcher concentrated on the application of integrative assessment in modular distance learning in two secondary schools. While Titov et al. got feedback on the implementation of integrative assessment from students, teachers, and designers using a survey method, the current researcher used FGD to elicit feedback from students, teachers, and curriculum leaders. The procedure

used by Karumpa et al. in developing integrative assessment materials was similar to the current study.

Integrative assessment posits the use of a rubric. Miller (n.d) cited that “the development and use of rubrics for scoring complex student work are gaining acceptance. Grant P. Wiggins suggests that rubrics used for any purpose acquire meaning for students when they see the rubric in use on actual examples of work (1993, 53).” Similarly, the current study developed rubrics for scoring the students' performance tasks.

The Classroom Assessment Resource Book (2018) of the Department of Education contains assessment practices to help teachers improve and modify their teaching practices, design quality assessment and recording processes, and provide constructive feedback to learners. The sourcebook has adequate samples of rubrics, checklists, and other assessment tools. This resource book guided the researcher in designing the Grade 10 integrative performance task assessments accompanied by rubrics.

The challenge in developing integrative assessment was to determine which competencies can be bundled together to address the different types of learners with the optimal combination of skills and knowledge needed to perform a specific task and how teachers and curriculum leaders can evaluate the design of integrative assessment. The following literature reviews and articles of authors bring light to this challenge:

Czerniak, Weber Jr., and Sandmann (2010) conducted a literature review of Science and Math integration. The authors wrote that integrated curricula had

gained much acceptance among educators. They cited that educators provided testimonials about the effectiveness of the units they taught, and many professional organizations stressed integration across the curriculum. In their paper, they reviewed the literature on integrated curricula. They included a call to action for the School Science and Mathematics Association members.

Smith, Davis, and Molloy (2011) described how Yvonne, a junior school teacher, explored how key competencies could be integrated into the daily program and assessed without creating an extra workload for teachers. With the support from co-researchers Keryn and Sue, Yvonne developed a way to document key competencies and the learning of the subject-related learning areas at the same time. She recognized that the two go together like "clasped hands with the fingers entwined," leading her to "split-screen" pedagogy and analysis of the learning.

Brualdi (1998) discussed defining the purpose of performance-based assessment, choosing the activity, defining the criteria or the project/task elements used to determine the student's performance, creating performance rubrics, and assessing the performance.

Jacobs (2000) provided a step-by-step guide to interdisciplinary curriculum design and a rubric for reviewing the design of an interdisciplinary curriculum, a valuable process for integrating the teaching of science, math, language arts, social studies, and the arts.

The current researcher applied the exploration of key competencies that could be integrated into the daily program and how Smith et al. used them when

mapping the competencies that could be integrated and assessed in a single performance task. Baraudli's discussions of the performance task rubric helped the current researcher design rubrics to assess the students' performance tasks. Jacobs's guide on interdisciplinary curriculum design and rubric for reviewing it were the current researcher's bases in crafting the evaluation tool to assess the design of the integrative performance task in terms of form and content. Likewise, the Evaluation Rating Sheet for Print Resources of the Learning Resource Management and Development (LRMDS) of the Department of Education (DepED) was used for the final validation of the developed assessment materials.

Using Focus Group Discussion (FGD), Eeuwijk and Angehrn (n.d.) discussed the meaning of FGD, how to conduct it, sampling and recruitment, and data analysis. Krueger (2002) wrote about designing and conducting focus group interviews. In his article, he included strategies for FGD questions, beginning, recording, ending, transcribing FGD interviews, and analyzing data collected from interviews. Euwijk and Angehrn emphasized that the typical size of a focus group discussion is 6 to 12 participants, while Kreuger wrote 5 to 10. The current researcher included 12 student informants, while the teacher and curriculum leader informants were purposely selected. Euwijk and Krueger's methods of conducting FGD and analyzing qualitative data guided the researcher in answering problem no. 4 of the current study.

The researcher was also directed by the following articles on research ethics and compliance since the study involved children below eighteen. The Family Code of the Philippines (1987) served as the legal basis of the researcher

on the age requirement for parental authority to minors. Berman, et al.'s (2016) working paper identified and explored the issues that should be considered when conducting ethical research involving children in humanitarian settings. University of Michigan Research Ethics and Compliance (2021) provided the researcher permission to adapt and translate the parental permission template and the assent to participate in a research study in Filipino language.

III. Research Questions

This research specifically aimed to answer the following specific problems:

A. What Grade 10 integrative performance task assessments for Quarter 3 of School Year 2021-2022 are available?

B. What Grade 10 integrative performance task assessments may be developed for Quarter 3 of School Year 2021-2022?

C. What is the level of compliance of the developed integrative assessments as perceived by the teachers and curriculum leaders?

D. What are the strengths, limitations, opportunities, and threats (SLOT) of the integrative assessment as perceived by the

   1. students;
   2. teachers; and
   3. curriculum leaders?

IV. Scope and Limitation

This research determined the availability of Grade 10 integrative performance task assessments for Quarter 3. It likewise proposed four (4) Grade 10 integrative performance task assessment samples for Quarter 3, which underwent four phases of material development adapted from Johnson's model, including the design phase, development phase, try-out phase, and evaluation phase (Emotin-Bucjan, 2011).

Only subjects whose competencies could be integrated into other subject areas during the assessment were included. The integration was apparent among English, Math, Science, Filipino, Araling Panlipunan, Edukasyon sa Pagpapakatao, and MAPEH subjects in the developed performance task assessment materials. The Technology and Livelihood (TLE) subject was not included because Grade 10 learners have different specialized areas in TLE. After designing the integrative performance task assessments, the teachers and curriculum leaders evaluated the materials to determine the level of integration using the tool of Jacob's (2020) Self-Evaluation: A Rubric for Reviewing your Design, found in Appendix A. However, the teachers and curriculum leaders evaluated and validated the assessment materials using the DepEd LRMDS Evaluation Rating Sheet for Printed Resources to determine the level of compliance with the final design of the materials.

The developed integrative performance task assessments were not pre-tried out to a sample class not included in the actual pilot testing considering the time element the materials were developed and the actual implementation period,

which was the 3rd Quarter of the School Year 2021-2022. On the other hand, the materials were pilot tested in two public schools in the Division of Legazpi City implementing modular distance learning. They were selected based on the following criteria: one large school, the other is a mega-large school, one is urban, and the other is rural.

The strengths, limitations, opportunities, and threats of the implementation of integrative performance task assessments were also determined by seeking feedback from students, teachers, and curriculum leaders as informants. The feedbacks of informants elicited thru face-to-face FGD (following minimum health protocols) was classified according to the qualities of a good assessment.

V. Research Methodology

a. Sampling

In the first problem, the researcher sought the availability of Grade 10 integrative performance task assessments for Quarter 3 through an FGD. Then the researcher developed four samples of integrative performance task assessments to answer the second problem. During the design phase, the researcher mapped the Grade 10—Quarter 3 competencies of the different subject areas from the Most Essential Learning Competencies (MELC) that could be integrated during an assessment. Self-learning modules, textbooks, internet sources, and other references were used to write the integrative performance task assessment samples.

The development phase involved teachers and curriculum leaders, who were purposely selected to evaluate the integrative assessment using Jacob's (2020) *Self-Evaluation: A Rubric for Reviewing your Design* to determine the level of integration and gather feedback to improve the assessment materials. The teacher evaluators taught the subjects, while the curriculum leaders were the schoolheads in the pilot schools, and the education program supervisors of those subjects included in the integrative performance task assessments. After the evaluation, the materials were revised, incorporating the suggestions of the teachers and curriculum leaders to improve the assessment materials.

The try-out phase involved pilot testing the assessment materials in two public schools. There were four (4) classes in the large urban school while nine (9) classes in a mega large rural school. However, one of the nine classes in the mega-large school was only included during the implementation to validate the questions to be used during the FGD to determine the strengths, limitations, opportunities, and threats in the implementation of integrative assessment. Responses of the selected students in the homogeneously grouped class were not included in the actual responses of student informants in the FGD. Figure 1 shows the participants in the try-out phase of the integrative assessment.

Figure 5.1

Learner Participants in the Integrative Performance Task Assessments

Assessment Materials	Mega Large School (Rural)	Large School (Urban)
Performance Task 1	9 classes	4 classes
Performance Task 2		
Performance Task 3		
Performance Task4		
No. of Students	470	200

The third problem involved purposive sampling of teachers and schoolheads in the pilot schools, as well as the education program supervisors whose subject being supervised were included in the integrative assessment as final validators of the four integrative performance task assessments. The level of compliance of the materials with the standards of the DepEd for printed learning resources using the LRMDS Evaluation Rating Sheet for Print Resources was determined.

In the fourth problem, the student participants from each pilot school were randomly selected with an equal number of participants from each class to complete a maximum of 12 participants, six males, and six females, to deduce the strength, limitations, opportunities, and threats of the integrative performance task assessment implementation thru FGD. According to Eeuwijk and Angehrn (n.d), the typical size of a focus group discussion is 6 to 12 participants. Every student in each class had an equal opportunity to be chosen as a participant in the FGD. On the other hand, purposive sampling was applied when selecting the FGD

participants among teachers and curriculum leaders. Table 1 includes the target participants in the FGD interview to evaluate the implementation of the integrative assessment method.

Table 5. 1

Participants in the Focus Group Discussion

Type of Informants	**Mega Large School (Rural)**		**Large School (Urban)**		**Total**
	Male	**Female**	**Male**	**Female**	
Students	6	6	6	6	24
Teachers	2	5	2	10	20
Schoolheads	1			1	2
Education Program Supervisors	1	6			7
		Total			44

b. Data Collection

The first problem involved collecting qualitative and quantitative data on the available integrative performance task assessment for Quarter 3 from the Grade 10 teachers of the two secondary public schools in the Division of Legazpi City through FGD.

The second problem required qualitative data collection from the Most Essential Learning Competencies (MELC) to determine the competencies that can

be integrated during an assessment. Other secondary data were gathered from self-learning modules, textbooks, internet sources, and other references in writing the four (4) integrative performance task assessment samples. Quantitative data on the level of integration was sought from the teachers, schoolheads, and education program supervisors' responses in the checklist, *Self-Evaluation: A Rubric for Reviewing your Design (*Jacob, 2020). Qualitative data, including the respondents' recommendations and suggestions, were also collected from the evaluation checklist for each performance task assessment material. Responses were used to improve the assessment materials before the pilot test.

In the third problem, the researcher collected the quantitative and qualitative responses of the teachers, schoolheads, and education program supervisors in the evaluation rating sheet for print resources (DepEd LRMDS, n.d.).to determine the level of compliance of the developed assessment materials on DepEd standards for print materials in terms of content, format, presentation and organization, and accuracy and up-to-datedness of information.

The fourth problem involved the qualitative collection of data from students, teachers, and education program supervisors during the conduct of FGD to elicit feedback on the integrative assessment's strengths, limitations, opportunities, and threats. There were 12 student informants. The teacher informants included all those who implemented the developed performance task assessments. The curriculum leaders were the school heads in the pilot schools and the education program supervisors whose fields or subjects of specialization are included in implementing the developed integrative assessment method. They based their

evaluation on the students' output and monitoring of the implementation in the two pilot schools. Their responses and recommendations were used to improve the prototype integrative assessment materials further and formulate concepts and processes for the conduct of integrative assessment for modular distant learning or other modalities of learning like full in-person learning. A facilitator conducted the FGD interview guided by the validated questions. Validators of the questions were one public schools supervisor, two department heads, and three teachers who were not included in the study. It was also pilot-tested to homogeneously group students in a mega-large rural school in the Division of Legazpi City.

c. Ethical Issues

The researcher adhered to research ethics and compliance; thus, informed assent of Grade 10 students and consent of their parents or legal guardian was sought. Informed consent is an integral part of respecting participants in any research activity (Berman, G. et al., 2016). In implementing the integrative performance task assessment and eliciting feedback from students, the current study involved students below 18 years old who are considered minors. Based on the Family Code of the Philippines, “the emancipation of children from parental authority occurs by the attainment of majority. Unless otherwise provided, majority commences at the age of twenty-one years” (Art. 234). The parents and those exercising parental authority shall “furnish them with good and wholesome educational materials, supervise their activities, recreation, and association with others…and represent them in all matters affecting their interests” (Art 220). The

assent to participate in a research study and the parental permission template is found in Appendix B. It was adapted from the Informed Consent Guidelines and Templates (2021) of the Research Ethics and Compliance of the University of Michigan and translated with permission into the Filipino language *(see Appendix B for the email approving the translation of the manuscript).*

Moreover, the researcher sought approval from the Schools Division Office upon the recommendation of curriculum leaders or education supervisors on the implementation of the integrative performance task assessments in the two pilot schools and with the full knowledge and consent of the schoolheads on the assessment procedures and data collection procedures.

d. Data Analysis

In the first problem, the researcher conducted a documentary analysis to describe the qualitative and quantitative data of samples provided by the teachers on the available Grade 10 integrative performance task assessments for Quarter 3 in both secondary schools.

The second problem analyzed relevant qualitative data from secondary sources, specifically from the MELC, to cluster the competencies in the different subject areas that could be combined for week/s assessment of performance tasks for Quarter 3 of SY 2021-2022. Self-learning modules, learning activity sheets, textbooks, and other references and resources were used in designing and writing the assessment materials. The level of integration was analyzed based on the responses of the teachers and education program supervisors on the checklist,

*Self-Evaluation: A Rubric for Reviewing your Design (*Jacob, 2020). Suggestions and recommendations by the respondents were incorporated into the revised assessment materials before the pilot testing in the two public secondary schools.

The third problem was determining the level of compliance of the samples of integrative assessment by getting the weighted mean of the responses of teachers and curriculum leaders along with the factors or indicators in the DepEd LRMDS evaluation rating sheet for print resources. The results of the data analysis and the suggestions of the students, teachers, and curriculum leaders during the FGD were also incorporated into the assessment materials. The formula used for the weighted mean is:

$$W = \frac{\sum_{i=1}^{n} w_i X_i}{\sum_{i=1}^{n} w_i}$$

W = weighted Average

n = number of Terms to be Averaged

Wi = weights applied to x values

Xi = data values to be averaged

The fourth problem involved analyzing the responses of the students, teachers, and curriculum leaders responses to the questions about the Strengths, Limitations, Opportunities, and Threats (SLOT) of the assessment method during the FGD. The exact responses written by the recorder in the template were carefully analyzed to identify the qualities of good assessment described by their answers to the questions. Their responses were then coded TB for time

boundedness, E for economy, O/U for validity /usability/, and A for administrability. The researcher then arrived at recommendations for enhancing integrative assessment that can be implemented for the next quarter or school year. Figure 2 was used to present the qualitative data on the students, teachers, and curriculum leaders' feedback on using integrative assessment.

Figure 5.2

Feedback on the Use of Integrative Assessment

Themes	Strength	Limitations	Opportunities	Threats
Time-boundedness				
Economy				
Validity/Usability				
Administrability				

VI. Discussion of Results and Recommendations

A. Discussion of the Results

1. Grade 10 integrative performance task assessments for Quarter 3 of School Year 2021-2022

In the first problem, the researcher conducted FGD to interview 12 Grade 10 teachers in Banquerohan National High School (BNHS) and seven (7) in Arimbay High School (AHS) to determine the available

integrative performance task assessment for Quarter 3. The researcher discussed integrative performance task assessment among the teachers and found out that teachers in both BNHS, a mega large public secondary high school, and AHS, a large urban secondary high school did not have any available Garde 10 integrative performance task assessment for Quarter 3. However, there were attempts in AHS to use integrative assessment in Grades 8 and Grade 10. Documentary analysis revealed the following observations found in Figure 5.

Figure 6.1

Available Integrative Performance Task Assessment in Arimbay High School

Strengths	**Grade Level /Subjects Integrated**	**Limitations**
Had a title	*Quarter 1: Grade 8* Science, Arts, Filipino, ESP	Had a low level of integration. Forced to integrate Science and Art competencies for the assessment task
Indicated the content standard, performance standards and the Most Essential Learning Competencies (MELC		Did not include the budget or schedule of competencies to be completed before the performance task assessment
Designed a collaborative learning task		No steps/procedures for accomplishing the task

		Used common analytical rubric for all subjects to rate the learners' output
Had a title	*Quarter 1: Grade 10* English, Filipino, ESP	Use a wholistic rubric for all subjects to rate the learners' output
Indicated the Most Essential Learning Competencies (MELC		The duration of the MELC in English is Quarter 4
Steps/procedures for accomplishing the task are clear and sequential		Provided an activity sheet
The performance Task can be integrated into Art subject		

The collected samples of integrative performance task assessment materials showed some similar features to the current researcher's proposed format of integrative performance task assessment. These include the title, the MELC for integration, the students' task with sequential steps, and the rubrics to rate the output. The current researcher included the following features: the theme that connects the MELC and the learning task, the goal of each subject area that describes the integration part in the performance task or output, and the provision of the alternative task for students assessing similar competencies. The theme was added by adapting Karumpa, Parawangsa, Mansyur, and Saleh's (2016) thematic integrative principle in their study of Bahasa Indonesia. The two samples of integrative performance task assessment in AHS are found in *Appendix B.*

2. What Grade 10 integrative performance task assessments may be developed for Quarter 3 of School Year 2021-2022?

The four (4) samples of integrative performance task assessments developed at the Division level may serve as a prototype in terms of format and content. The researcher designed the assessment materials by referring to available references and existing samples of integrative materials from varied sources. The teachers and curriculum leaders evaluated and approved the developed Quarter 3 integrative performance task assessment materials for Grade 10. To determine the level of integration, the tool Self-Evaluation: A rubric for Reviewing your Design was used (Jacob 2021, adapted). Initially, there were five(5) samples of integrative performance task assessment materials. Only the four materials with a high level of integration were included for pilot testing.

The competencies in the DepEd Most Essential Learning Competencies (MELC) for Quarter 3 in subjects such as English, Math, Science, *Araling Panlipunan*, *Filipino, Edukasyon sa Pagpapakatao*, and MAPEH (Music, Arts, Physical Education, and Health) were the focus of integration. Technology and Livelihood Education was not included as subject for integration because the subject has different specializations.

The four integrative performance task assessment materials were pilot tested during the implementation of purely modular distance learning from February to April 2022 in a mega-large rural school and a large urban school in the Division of Legazpi City, namely Banquerohan National High School (BNHS) and Arimbay High School (AHS).

Figure 6.2 shows the learner participants during the pilot testing of the performance task assessments and the subjects integrated into each performance task assessment. There were nine classes in BNHS and four classes in AHS.

Figure 6.2

Pilot Classes and Subjects Included in Integrative Performance Task Assessments

Materials	School	No. of Classes	Subjects Integrated									
			Eng	M	S	AP	F	ESP	Mu	A	P	H
Performance Task 1	A	9	■				■	■	■		■	■
	B	4										
Performance Task 2	A	9	■	■	■	■	■	■		■		■
	B	4										
Performance Task 3	A	9	■			■	■	■	■	■	■	
	B	4										
Performance Task 4	A	9	■			■			■		■	
	B	4										
No. of Students	A	470										
	B	202										

Legend:

A	Mega Large School (Rural)	B	Large School (Urban)
	Banquerohan National High School		Arimbay High School
Eng	English	ESP	Edukasyon sa Pagpapakatao
M	Math	Mu	Music
S	Science	A	Art
AP	Araling Panlipunan	P	Physical Education
F	Filipino	H	Health

The integrative perfromance task assessments included the following parts: theme, subjects and learning competencies to be assessed, goal, students' task, rubrics, and worksheet. A copy of the validated and approved integrative performance task assessments is on the next page.

English subject was integrated into the four performance tasks, while PE was integrated into Performance Tasks 1, 3, and 4. Math and Science were only integrated into Performance Task 2. This implies that the learning competencies in these subjects may be hard to be integrated with other subjects. The learning competencies in English and MAPEH seemed fluid for integration with other subjects. Filipino and ESP were integrated into Performance Tasks 1, 2, and 3. Both subjects are taught in the Filipino language, together with Araling Panlipinan. Araling Panlipunan was integrated into Performance Tasks 2, 3, and 4. The possibility of integrating the learning competencies taught in a similar language was high.