

**Portfolio for SALE (Stakeholder's Assistance for Learning Equipment and Ingredients): A Pedagogical Initiative of Stakeholder's Provision of TLE Materials through Submission of Portfolio**



**JENALYN R. BAYANI, LPT**

**Teacher III**

**Mamplasan National High School**

**ABSTRACT**

The Portfolio for SALE (Stakeholder's Assistance for Learning Equipment and ingredients) is a pedagogical project which aimed to improve the submission rate of Performance Task among Grade 10 students of Mamplasan National High School through submission of portfolio. After the 2nd quarter, 68 students or 45% are not able to perform the given task (cooking a certain dish depends on the topic). These students are selected to participate in the study. Under this study, the participating students were assessed based on their portfolio submission. Those who can submit their portfolio are qualified to receive the learning assistance from stakeholders (equipment/tools and ingredients). The results showed that there was significant improvement on students' submission rate. This indicates the effectiveness of this project.

**Keywords:** Portfolio, Performance task, Stakeholder's assistance, Pedagogical intervention

## INTRODUCITON

Performance task refers to a real-world product or performance in which students apply the concepts and/or skills they are learning (formative) or have learned (summative) through a motivating context (Shiel, 2016). Hence, this asks students to “perform” with their learning-to apply their learning in some fashion. More specifically we define performance task as any learning activity or assessment that asks students to construct a multifaceted response, create a product, or produce a demonstration- in other words, to perform with their learning (McTighe et al, 2020). In teaching Technology and Livelihood Education, teachers focus more on the skills that we can impart to our students. Skills that they can use in their everyday life, skills that they can use to make a living if they are not able to continue their study

Since the covid-19 global outbreak, a lot of students were affected by school closures across the world. At the front of further inequality in education amid the crisis are the vulnerable groups. Thus, aside from finding a solution to how education can be reshaped, there is a further need to look at how it could be made inclusive for the many marginalized learners.

With no end in sight to this pandemic, while opening of the new School year 2020-2021 looms, the Department of Education unveiled the Philippine Basic Education Learning Continuity Plan (BE-LCP) (DepEd Order no. 012 s. 2020) as blueprint to sustain delivery of quality, accessible, relevant, and liberating basic education services for all school-age population during the COVID-19 emergency. As a product of

collaborative endeavor with partner institutions and organizations, the BE-LCP includes key features on K-12 curriculum adjustments, alignment of learning materials, various modalities of learning delivery, corresponding teacher, and parent/guardian training, among other. DepEd Secretary Leonor Magtolis Briones, who recently acknowledge the insights of the members of the Senate for fine tuning the BELCP, emphasized that DepEd takes into consideration the health and safety of learners, teachers, parents, and the community in adjusting in the provision of basic education services under today’s new normal situation.

Subsequently, Mamplasan National High School adopt a modular distance learning (MDL) based on the surveys that the school conducted. Under Modular Distance Learning, the school provides a comprehensive selflearning modules (SLM) where in the parents/guardian will pick it up at school every Friday. The SLM contains the lesson, instruction, and different activities including Performance Task. Students or parents are advised to contact the teachers through Face Book Messenger or through Text messaging if they have any questions or clarification about the lesson.

From the 2nd quarter of this school year, the researcher, who handles 4 sections of grade 10 students in TLE, found out that out of 152 students, 84 students or 55% of students can submit their Performance Task and 68 students or 45% who cannot perform the given task (cooking a certain dish depends on the topic) due to lack of ingredients, tools and equipment (financial problem), and lack of available gadget at home. Under the new normal of education, the Department of Education released DepEd Order no. 31 S. 2020 stating

the new grading system of TLE, the performance task weights become 70% from 60%, that is why students need to do the performance task assigned to them every quarter.

To address this gap, the teacher shall make an intervention through a reward system. One important factor on why reward system is effective is how it stimulates learning and increase motivation of the students. As the students submit or comply with requirements, teachers can attest their efficiency through various types of reward. Per se, the researcher aims to give learning equipment or ingredients in TLE as reward for their compliance.

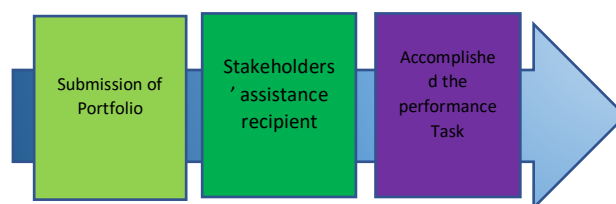
However, one big problem is lack of resources. That is why the researcher will seek financial assistance to certain stakeholders who are willing to lend their hands to the research's beneficiaries.

## METHODOLOGY

This action research will introduce the portfolio-based evaluation in improving student's performance task through the stakeholder's engagement. Those students who cannot provide ingredients for the cooking activity must submit a portfolio wherein they will handwrite the recipe for that certain cooking activity together with a reflection on that activity. On the retrieval/distribution day, they must submit the said portfolio. The portfolio will be the basis for who among the student will receive assistance from stakeholders

The research will adopt the Solution Strategy Flowchart in order to conduct the study following a strict implementation of its process.

**Figure 1. Solution Strategy Flowchart**



From the figure above, the flow of the research started with the submission of portfolio. Students who couldn't perform the Performance Task assigned for the week due to financial problems must submit their portfolio on the distribution/retrieval day. The portfolio must contain the following: a. The complete recipe of the given dish for the week b. The student's reflection for that activity.

After the submission of portfolio, those who submitted their portfolio were became the recipient of Stakeholder's assistance.

The students who receive assistance from stakeholders are expected to perform the cooking activity at home.

The respondents for this research were the selected Grade 10 students at Mamplasan National High School year 2021-2022. All grade 10 students were under Modular Distance Learner. They utilized self-learning printed modules as their primary learning materials.

Each section in grade 10 was heterogeneously grouped. This means that the students were sectioned diversity.

The primary research instrument used is the portfolio of

students, which is called the Portfolio for SALE. This includes *portfolio submission, stakeholder's assistance and performance task*.

By submitting their portfolio and by receiving the assistance from the stakeholders, the student was able to perform the cooking task, and most important, the student was also meet the competency needed for every quarter.

To describe the student's submission rate quantifiably, this research used the percentage rate.

## RESULTS

After collecting the necessary data, the researcher statistically analyzed their performance task result through the help of her statistician. This was conducted to prove the effectiveness of using the Portfolio for SALE as a pedagogical intervention in improving students' Performance task rating.

The percentage rate was utilized to see the submission rate before and after the intervention.

After the thorough analysis, the following results are discussed below:

### **1. Submission rate before the Intervention (2<sup>nd</sup> quarter of School Year 2021-2022)**

Overall, a 55.26% submission rate or 84 out of 152 students were able to submit the required performance task

### **2. Submission rate after the Intervention: Portfolio for SALE (4<sup>th</sup> quarter of School Year 2021-2022)**

Overall, a 99.34% submission rate or 151 out of 152 students were

able to submit the required performance task

### **3. Significant improvement in the submission rate of Students After the Portfolio for SALE,**

The overall submission rate increased from 55.26% to 99.34%. A submission rate difference of 44.08 signifies that there is a significant difference between submission rate of grade 10 students after the implementation of Portfolio for SALE.

## DISCUSSION

Portfolio for SALE is the proposed pedagogical tool of the researcher during distance/modular learning. The center of the researcher's problem concentrates on enhancing the submission rate of the Grade 10 students in TLE. It aims to address the problem in the performance task activity in their self-learning modules. Students who submitted portfolio became the recipient of stakeholder's assistance, with this, students can perform the task.

Ever since the pandemic started, students find it hard to perform the cooking activity individually, due to financial difficulties, they couldn't buy the needed ingredients for the cooking activity. There's no tools/equipment to be used. As a result, students who failed to submit performance task increases. The stakeholder's assistance opens a window to theses marginalized learners to be able to perform the task.

The result of this action research proves that "The smallest acts of kindness can make the biggest impact". It allows the students to submit their Performance Task without having a problem with where

to get their ingredients and tools/equipment. On top of that, stakeholder's assistance helps to improve students' grades.

### **ACKNOWLEDGEMENT**

Heartfelt gratitude for the guidance and support are offered to the following people who have become integral parts of the success of this study.

First of all, her gratitude to **God Almighty**, for His excellence in providing wisdom and strength to accomplish the action research;

**Mr. Jonar C. Olicia**, School Head, for his unwavering support in allowing the proponent to conduct her study;

**Mr. Jayson Carl C. Esmasin**, Research Coordinator, for his unending support and guidance and also for his linguistic prowess in making sure that this paper is free from grammatical errors;

**Ms. Kristela Janine A. Hortal**, her statistician, for her mathematical expertise in interpreting the gathered data;

**Mr. Edward R. Manuel**, SEPS for Planning and Research, for his steadfast advocacy in strengthening evidence-based environment towards the schools in Binan City;

Last but not the least, her **family and friends**, for their understanding and support which gave her inspiration not to give up and move forward.

J.R.B.

Jay McTighe, Kristina J. Doubet, Eric M. Carbaugh (2020). Designing Authentic Performance Tasks and Projects: Tools for Meaningful Learning and Assessment.

[https://books.google.com.ph/books?id=dYLQDwAAQBAJ&printsec=frontcover&dq=Performance+task&hl=en&sa=X&ved=2ahUKEwjn2\\_zhyLv2AhUHLpQKHUE8C48Q6AF6BAgGEAI#v=onepage&q=Performance%20task&f=false](https://books.google.com.ph/books?id=dYLQDwAAQBAJ&printsec=frontcover&dq=Performance+task&hl=en&sa=X&ved=2ahUKEwjn2_zhyLv2AhUHLpQKHUE8C48Q6AF6BAgGEAI#v=onepage&q=Performance%20task&f=false)

Tracey K. Shiel (2016). Designing and Using Performance Tasks: Enhancing Students Learning and Assessment.

[https://books.google.com.ph/books?id=Y3lZDwAAQBAJ&printsec=frontcover&dq=Performance+task&hl=en&sa=X&ved=2ahUKEwjn2\\_zhyLv2AhUHLpQK](https://books.google.com.ph/books?id=Y3lZDwAAQBAJ&printsec=frontcover&dq=Performance+task&hl=en&sa=X&ved=2ahUKEwjn2_zhyLv2AhUHLpQK)

### **REFERENCES**