(CoDe AoL) Collaboratively-Designed Assessments of Learning: Designing and Implementing Across Curriculum Performance Tasks for Enhanced Learning Outcomes

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ABSTRACT

Biñan Secondary School of Applied Academics, a secondary school under the City Schools Division of Biñan City, specifically, implemented a Modular Distance Learning. This new mode of instruction has posed different concerns among students and teachers. One of those concerns, most students and parents had, is the overload of lesson activities which affected the quality of learning outcomes.

Based on this concept, this study explores the idea of developing an integrated or across curriculum assessment (Collaboratively-Designed Assessments of Learning) which aims to lessen the quantity and improve the quality of student outputs. Specifically, this action research uses a quantitative research design.

Quantitative research design was utilized. A total of two hundred fifty (250) grade 10 students and twenty-eight (28) Grade 10 teachers were chosen for the study. The students and teachers were given questionnaires in the post-implementation to assess the effects of the integrated assessments to the quantity and quality of learning outcomes. The results show that the implementation of Collaboratively-Designed Assessments of Learning (CoDe AoL) helped reduce the problems faced by each learner and teacher in terms of quantity and quality outputs. Hence, the objectives of this research have been achieved.

Keywords*: Integrative Assessment, Student Assessment, Learning Outcomes*

INTRODUCTION

COVID-19 pandemic has greatly affected the delivery of instruction in the Philippines. As a measure, the Department of Education have migrated to different remote learning modalities. One of the schools in the Philippines which is greatly affected by the pandemic is Binan Secondary School of Applied Academics which implemented a Modular Distance Learning.

As the classes begin, many students complied each week their output to their subject teacher, but as the time goes by, and the retrieval of the output went through, many students failed to submit their output on time, some did not finish it because of bombarded learning tasks to finished in each subject that result to incomplete output to be submitted each week.

In that reason, Biñan Secondary School of Applied Academics with the help of the 3 teachers created a Collaboratively-Designed Assessments of Learning (CoDe AoL) which aims which aims to lessen the quantity and improve the quality of student outputs.

This Collaboratively-Designed Assessments of Learning (CoDe AoL) is designed to act as an integrated performance assessment which covers the subjects Filipino, English, Math, Araling Panlipunan, Edukasyon sa Pagpapakatao and MAPEH which provides positive impact to learners.

This integrative performance task which is composed of one (1) performance task per week together with a criterion assessment which is aligned to the learning competency of each subject. It also helps the teachers to cater those multiple intelligences of the learners, enables learner to achieve, understand and acquire the intended knowledge and skills.

METHODOLOGY

In this study, the researchers will employ descriptive quantitative research designs. According to Surbhi (2016), descriptive research is a type of research that provides description of the characteristics of an individual or group. The descriptive method was used to identify the following: the pre and post implementation attitudes Grade 10 teachers, parents and students in terms of the quantity of learning outcomes and quality of learning outcomes.

The data will be used in order interpret and understand better the complex reality of using Collaboratively- Designed Assessments of Student Learning (CoDe AoL): Designing and implementing Across Curriculum Performance Tasks for Enhanced Learning Outcomes.

The respondents of the study were composed of one (1) school head. Thirty-four (28) grade 10 teachers and two hundred fifty (250) grade 10 students of BSSAA. The student participants were chosen according to the 5 common sections that the researchers are handling. This is for intensive monitoring of student and parent responses.

A researcher-made survey questionnaire will be employed in the data-gathering procedure. It will be implemented on the post-implementation stage. The questionnaire is composed of 6 close-ended questions that are phrased as statement which requires one response. The questionnaire uses a three-point Likert scale (Frequency Scale).

A letter of request to the principal of Biñan Secondary School of Applied Academics (BSSAA) requesting the involvement of two hundred fifty (250) Grade 10 students as participants of the study, and twenty-eight (28) Grade 10 teachers. The researcher conducted an orientation to the participants to ensure the proper procedure was followed in filling-out the pre-implementation questionnaires. After the questionnaires were administered, the participants were given 3 days to answer the questionnaires and were retrieved after three (3) days.

Ethical considerations were properly addressed. Since the researcher involved minors in the study, he sought for a consent (Appendix B) from the parents and only those consented were involved in the study. Also, the researcher had stored the data in a separate flash disk. This data storage reflects high sensitivity. Also, researcher established appropriate levels of storage security, which included strict protocols for the protection from unauthorized access of all physical and electronic locations where data are stored.

RESULTS

The results show that the implementation of Collaboratively-Designed Assessments of Learning (CoDe Aol) was successful among students and teachers. This stage demonstrates the tool's performance in reducing the problems faced by each learner, particularly in terms of quantity and quality outputs.

In terms of quality, CoDe AoL helps students to have a deeper understanding of each lesson and competency. This can be seen in the responses of both students and teachers in the post-implementation survey. Also, the results tell that CoDe AoL reduces the number of tasks accomplished every week, which greatly helped both the students and the teachers. In brief, the objectives of this research have been achieved.

After the whole grading period of implementation of the CoDe AoL, a post-implementation questionnaire has been floated to check effects of the integrative performance tasks on the quality and quantity of learning outcomes.

In Table 1.1 shows the effects of the CoDe AoL on the students' learning outcomes in terms of both the quality and quantity. From the responses of the students, it can be concluded that their learning outcomes have improved in terms of quality, as depicted in the table. This is demonstrated by the information supplied in items 1, 2, and 3. In item 1, it obtained a mean score of 2.70 and a standard deviation of 0.51. In item 2, it obtained a mean score of 2.74 and a standard deviation of 0.47. A mean score of 2.65 and standard deviation of 0.52 was obtained in item 3.

The quantity of learning tasks that students must do on a weekly basis has a direct relationship with the improvement in learning outcomes. In light of the data shown in items 4, 5, and 6, wherein in item 4, it obtained a mean score of 2.69 and a standard deviation of 0.51. In item 5, it obtained a mean score of 2.67 and a standard deviation of 0.53. Lastly in item 6 it obtained a mean scoreof 2.67 and a standard deviation of 0.52 which appears that the CoDe AoL has reduced the number of tasks completed weekly, resulting in all tasks being completed.

The overload of activities is generally a source of frustration among students. If a teacher gave them nearly three exercises in a subject, they would have less time to answer them all carefully. As a result, the production quality is at risk. The overabundance of class activities creates a significant challenge for students. This difficulty causes students to lose sight of the lesson's educational value, and as a result, they are more likely to deliver subpar work.

Aside from the amount of work that influences the quality of student outcomes, the modular distance learning setting is another aspect that influences quality. It was simple to guide students and remind them to accomplish what needed to be done during the face-to-face setting. In modular distance learning, however, this is not the case. The guidance provided by the teacher is really limited. Many students rely on in-person school's structure and assistance to help them stay on track with their homework. Distance learning requires students to be more self-reliant and accountable for their own education. While many families are attempting to assist, many are also juggling jobs while their children learn at home (Morin, 2021). As a result, quality output may not be achieved.

This is where the Code AoL comes in to help reduce the quantity of student outcomes while improving the quality. The CoDe AoL's integrative and detailed feature helps to answer both concerns. Code AoL's integrative function aids in reducing the task's size. The majority of Performance Tasks deployed within the curriculum include five (5) to six (6) learning competencies. In simple terms, students will complete only one performance task, which will encompass six (6) competencies from six (6) major subjects. Additionally, the Code AoL's detailed feature solves the problem of learning outcomes quality. GRASPS provides a clear description of the aim, role, audience, circumstance, and product that must be created. More importantly, the standards will give students with a list of traits that must be included in the final output in order to receive a high grade. As a result, a high level of quality is obtained.

CoDe AoL does not only affect the students but to teachers as well. Presented in Table 2.2 are the effects of the CoDe AoL on the students' learning outcomes in terms of both the quality and quantity as perceived by the teachers. From the responses, it can be suggested that teachers perceived to notice the quality of the learning outputs. This is demonstrated by the information supplied in items 1, 2, and 3. In item 1, it obtained a mean score of 2.82 and a standard deviation of 0.39. In item 2, it obtained a mean score of 2.79 and a standard deviation of 0.42. A mean score of 2.75 and standard deviation of 0.44 was obtained in item 3.

Specifically, Item 1, which is verbally interpreted as “Madalas” or “Always”, describes that the CoDe AoL aids teachers in the efficient delivery of the lesson. One of the aims of CoDe AoL is to help teachers in the delivery of the lesson, especially in the administration of student assessment. Item 2, also verbally interpreted as “Madalas” or “Always”, declares that the CoDe AoL helps teachers administer assessments that are aligned to the lesson’s objectives and competencies. The researchers assured that each performance task crafted is aligned with each week’s competencies. Item 3, verbally interpreted “Madalas” or “Always”, reveals that CoDe AoL helps teacher to provide additional knowledge to students with the use of the Performance Task. The contents and situations of the Performance Tasks are

not only confined to activities found in the textbooks, the situations included are authentic and applicable to students' context.

Generally, teachers perceived that the student outcomes have improved during the administration of the CoDe AoL. Lancaster University (2021) explains that Integrative assessment enables students to demonstrate desirable higher order learning behaviors such as the application of knowledge and skills through analysis, synthesis and critical inquiry.

Item 4, verbally interpreted as "Madalas" or "Always" which obtained a mean score of 2.79 and a standard deviation of 0.42, concerns on the quantity feature of CoDe AoL. The data reveals that the outputs from the CoDe AoL have helped lessen the number of papers and outputs teacher check weekly. Also, Item 5, which is verbally interpreted as "Madalas" or "Always" which obtained a mean score of 2.82 and a standard deviation of 0.39, reveals that the workload of the teacher weekly was lessened during the implementation of the CoDe AoL.

DISCUSSION

As we conducted our survey questionnaire to students and teachers, we found out the majority of the respondents answered 'Often' in all questions that we provided. Based on the output that we collected from the students we found out that majority of the students accomplished and performed the task that we provide every week which can cater different skills and intelligences of the students.

Majority of the students followed the instructions of every performance task. In addition, in our weekly distribution and retrieval of outputs many parents submitted the outputs of their students unlike those previous retrieval, where students submit incomplete outputs with incomplete answers in different performance tasks.

In return, the teacher can easily check the outputs of every student because of its concise task to do and also the use of rubrics for scoring the output of the students make marking easier.

Indeed, this Collaboratively-Designed Assessments of Student Learning (CoDe AoL) is timely needed in order to assess students' performance in different subject area, cater the multiple intelligences of the students, help students to minimize the number of tasks, which reduces and ease the work of students in each subject area.

Though reduced, Code AoL helps students gain more, rich, and deep knowledge of the subject matter as well as authentic assessment, which are the main purposes of this form of assessment.

Further research about integrative performance task or assessment is encouraged by using bigger population or different grade levels to verify the result of the present study.

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