



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
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**UTILIZATION OF LEARNING PORTFOLIO FOR STUDENTS AT RISK:
BASIS FOR RE-ASSESSMENT OF LEARNERS' PERFORMANCE
TO SUPPORT LEARNING RECOVERY PLAN**



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ABSTRACT

The study was conducted to determine the effectiveness of the learning portfolios in the enhancement of the performance of students at risk. Specifically, the study seeks to answer the queries on the demographic profile of respondents, assessment results, quarterly grades of students at risk, and best practices of teachers in utilizing learning portfolios. The participants in the study were composed of 93 teachers in 5 sample elementary and secondary schools with a high number of failed students in previous quarterly assessments. Purposive sampling was used in the study and survey questionnaires were employed in gathering the data and other information from the select sampling. An interview was also conducted to validate responses with focus group discussion from the select

participants to gather additional information relative to the finalization of the research results. The data and information collected from the survey were analyzed through the frequency presented in graphs and charts. A simple descriptive method of analysis was employed in presenting the result of the study specifically on the significance of the utilization of a learning portfolio in determining the progress and improvement of students' performance, and the learning standards as well.

Keywords: *assessment, enhancement, learning portfolio, learning progress, learning recovery, monitoring, students at risk, utilization, validation*

INTRODUCTION

A learner's portfolio is a compilation of outputs of the students and other academic best works that will be used to determine and evaluate their academic progress and status of learning. The learner's portfolio also gauges whether the students have met the learning standard. Furthermore, it would also assist the students to reflect on their academic goals and progress. Portfolios come in many forms, they could be a notebook with attached pictures, test results, written assignments, self-reflections, essays, important notes, graphics, student-created websites, and other best works of students of which the content of this portfolio may be used at any level from elementary to senior high school. Portfolios can be a physical collection of student work that includes materials such as journal entries, artwork, lab reports, physical projects, and other material evidence of learning progress and academic accomplishment, including awards, honors, certifications, recommendations, written evaluations by teachers or peers, and compositions written by students. It may also be digital archives, presentations, blogs, or websites that feature the same materials as physical portfolios, and that may also include content such as student-created videos, multimedia presentations, spreadsheets, websites, and other digital artifacts of learning. (Education Reform 2016)

According to other researchers, they believed that Portfolios are the best tool in the classroom when they are used to encourage or motivate students to produce unique and creative works, and when they are also encouraged to analyze their academic progress and to produce answers to open-ended questions. (Danielson et al., 1997). In the teaching and learning process, the

output of learners is very important because it assesses if the learning objectives were achieved. Assessment is the form of evaluating the learning accumulated by learners and the progress they were able to achieve or gain throughout the process. It was also where the information could be derived by defining a certain thing, selecting a particular action, designing a plan, collecting relevant data, and analyzing and interpreting the results. A known author named "Wiles" defined assessment as the process of making a judgment that is to be used as a basis of planning. Further, it becomes an instrument or procedure to improve the product, the process, and the goals of learning.

Diane Hart (1994) a known researcher introduced one form of authentic assessment being widely adopted in many schools today known as Portfolio Assessment. According to Hart, a portfolio assessment is a meaningful collection of students' output that shows the learner's accomplishment, growth, and success. For the teachers, these yields of students provide them a tangible or meaningful information upon which they can base any instructional decision and from which teachers can also use to evaluate progress. Most importantly learning Portfolio can be used to support students' records, especially when the parents are asking for the progress of their children's academic performance.

Shavelson (1992), added that in this new era of the teaching-learning system, the portfolio as a learning tool can be used to enhance the processes of assessment focusing on skills and understanding, support the instructional objectives, reflecting change and growth over some time, encouraging students, teachers, and parent reflection, and provide for continuity in education for

over one year to the next. Teachers on their abilities can make portfolios functional using different purposes or intentions anchored on their objectives such as encouraging self-directed learning, expanding the view of what is learned, highlighting the progress of learners toward identified outcomes, giving a means for students to value themselves as learners, and offering opportunities for peer-supported growth.

Easley (2003) leveled up the idea of the use of portfolios. For him, the student portfolio is the only assessment tool whereby the students as learners and teachers as facilitators act as partners in the assessment process. This partnership is an authentic form of assessment because of student-teacher collaboration in the teaching-learning process. Its purpose is always to ask students to learn skills that will be valuable throughout their lives. It is within this process that students learn to make decisions about their learning based on certain standards and to set goals for the future. He added that a portfolio is a purposeful selection of a student's work that displays his or her efforts, progress, and achievements. The items in the portfolio serve as evidence of the student's capabilities and developmental levels. The active involvement of students is crucial in portfolio assessment. The student chooses the items for the portfolio, reflects on and justifies the choice, and develops new learning goals based on his or her achievements.

(Tsiriks et al., 2017) revealed the result of their study concerning developing, implementing, and evaluating e-portfolios as an alternative method of assessment in a kindergarten classroom were found to have a positive attitude towards the promotion of self-assessment and peer assessment

through the use of the e-portfolio. It was also found that the parents showed great interest in the e-portfolio tool and reacted positively to using it in the classroom. Because of these reactions and responses, the e-portfolio was proved to be successfully implemented in a kindergarten classroom, and its application revealed that the peer assessment among the classmates helped the children to develop the process of self-assessment at a high level.

Given this context of learning outcomes, the use of learning portfolios is likely very appropriate in validating the performance of a learner as this was supported and viewed also with other studies, the proponents of this action research have tried to find out how the learning portfolios were utilized by teachers in facilitating the teaching and learning process, monitoring students' progress, and handling students at risk. The researchers have also been optimistic and determined that learning portfolios as tools in remediation supported the learners' improvement and resolved the problem of students at risk effectively.

METHODOLOGY

Purposive sampling was used in this study. The participants considered in the study were the 93 select elementary and secondary school teachers. These teachers have a high percentage of failed learners in the quarterly assessment results from the 5 schools with low mean percentage scores. The teachers who were part of the identified schools with low MPS were advised to monitor, evaluate, and revalidate the test results and other outputs of learners in the learning portfolio because those learners who garnered low scores on the test were

considered at risk. As an action, the teachers will have to revalidate the test results of the learners through a review and evaluation of the questions or items that a learner failed to answer correctly. After such actions, the teacher will have to provide appropriate and relevant interventions to learners to improve their test scores.

As to the procedure of how the data and other information were gathered, the proponents made a letter of request to the School Division Superintendent for approval. The approved letter of request with the attached endorsement, survey questionnaires, and the list of names of teacher respondents were forwarded to school heads. The survey questionnaires used to gather data and collect other information were distributed to teacher respondents by the school heads. It was retrieved after days for consolidation, analysis, and interpretation. An interview was also conducted to validate the responses given in the survey. The previous record of narrative reports on the accomplishments of learners was considered as another source of data in this research, and a focus group discussion with the teacher respondents was also conducted relative to the finalization of results.

RESULTS

The results gathered from teacher respondents about the four questions embedded in this research were consolidated and analyzed. The following findings were revealed: the majority of respondents were female teachers comprised of 83 out of 93 total respondents.

Table 1.1 Profile of Teacher Respondents According to Educational Attainment

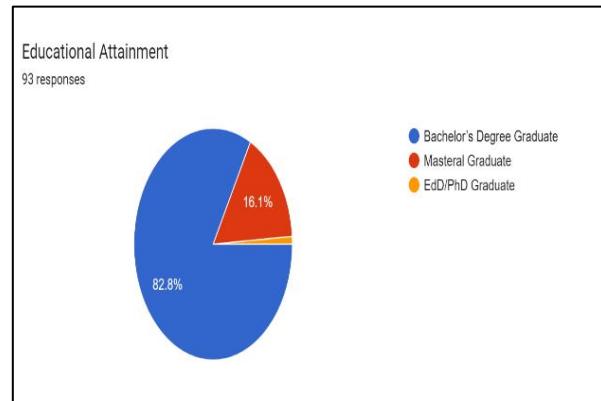
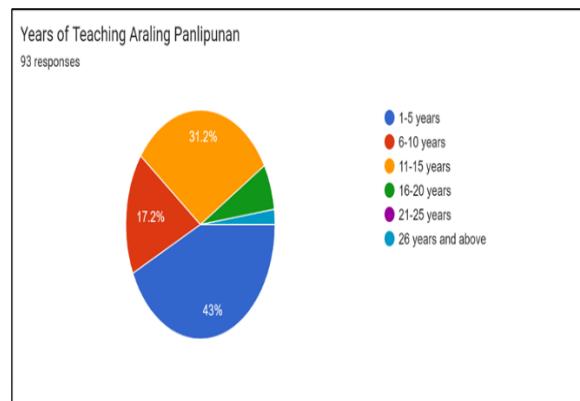


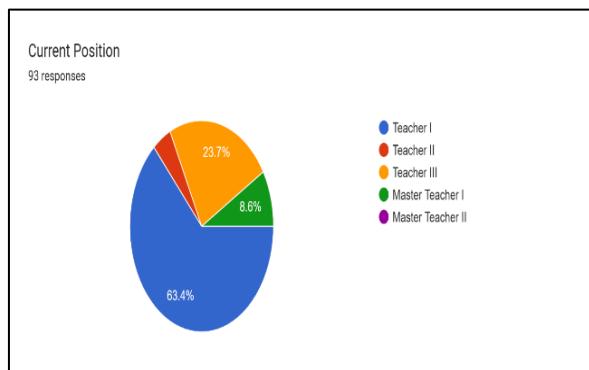
Table 1.1 Profile of teacher respondents, the chart also showed that the majority of teachers who provided the information in the survey were bachelor's degree graduates composed of 82.8% and the rest of the respondents finished graduate school represented by 16% MA degrees and 1.1% EdD/PhD degrees. Very few of them obtained high achievements in terms of education.

Table 1.2 Profile of Teacher Respondents According to Years of Teaching Araling Panlipunan



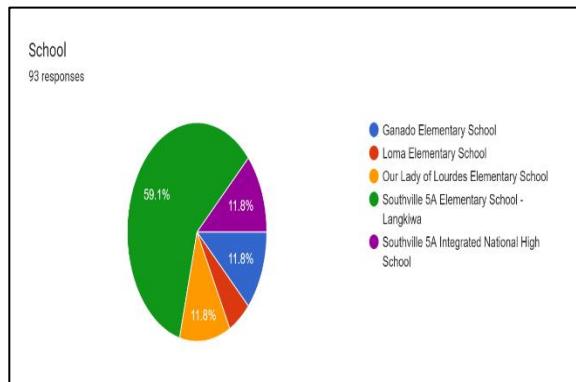
The results indicated in Table 1.2, the chart showed that most of the teacher respondents were young in the service with 1-5 years of teaching representing 43%, followed by the teachers with years of teaching between 11-15 or (31.2%) and (17.2%) or between 6 - 10 years in the service.

Table 1.3 Profile of Teachers Respondents According to Current Designation



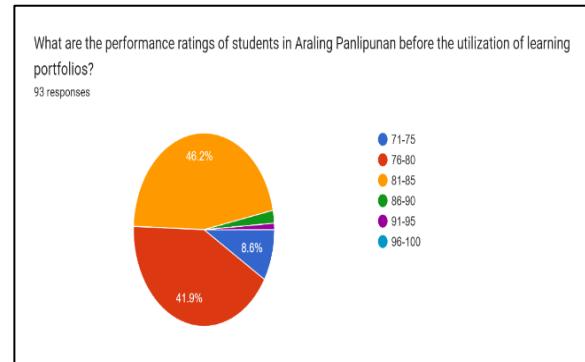
The data on the current designation of teachers reflected in Table 1.3 showed that most of the teachers considered in the study were Teacher I composed of 59 or 63.4% out of 93 teachers. Next in the rank were Teacher III, composed of 22 or 23.7% teachers, and 8 or 8.6% Master Teacher I.

Table 1.4 Profile of Teacher Respondents per School



The information in Table 1.4 the chart showed that among the schools considered in the study, South Ville 5A Elementary School had the most number of teacher respondents involved in the study with 59.1%. This school also had the most number of students at risk. The information also noted that there was a lone secondary school involved in the study, Southville 5A Integrated National High School with 11.8% of teacher respondents.

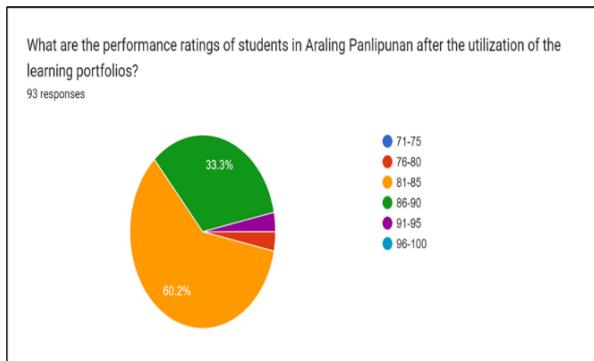
Table 2. Responses of Teachers on Performance Ratings of Learners



Before Utilization of Learning Portfolio

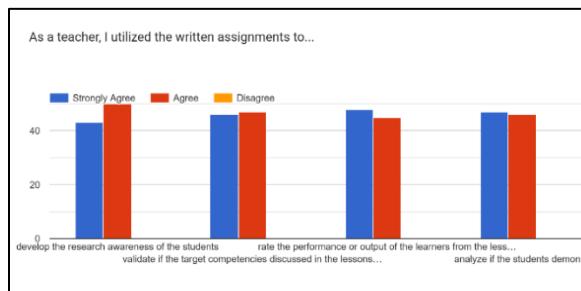
Indicators on the performance rating of learners are reflected in Table 2, the chart showed that 41.9% or 39 out of 93 teachers gave learners a final rating performance of 76 – 80 in AP. 46.2% or 43 out of 93 respondents grant a final rating performance of 81-85. 8.6% or 8 teachers provided learners with a final rating of 71-75. While 3 or 3.3% of teachers gave learners a final rating performance of 86-95.

Table 3. Responses of Teachers on Performance Ratings of Learners After Utilization of Learning Portfolio



The data in Table 3, the chart further showed that teacher respondents after the utilization of portfolios have made significant changes to their assessment strategy. This was evident because of the following data. From 46.2% to 60.2% or 43 to 56, represented an additional 13 or 13.9% of teachers gave learners a final rating performance of 81-85 in Araling Panlipunan. 33.3% or 31 teachers gave learners a final rating performance of 86 -90, and 3.25%, or 3 out of 93 gave learners a final rating of 91-95. The most significant change or improvement in this strategy was that none of the teachers gave a final rating of 71-75 to learners after the utilization of the portfolio.

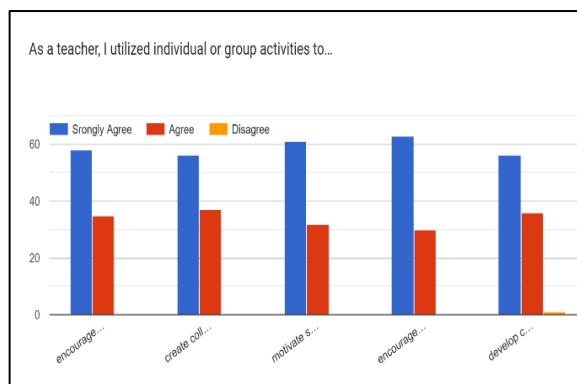
Table 4. The Extent of Utilization of Learning Portfolio Through Written



Assignments in Monitoring Student's Progress

The data presented further in Table 4, the graph showed that teachers regardless of their designation utilized written assignments to develop the research awareness of students, validate and analyze the target competencies applied by the students, rate the performance of learners, and analyze if the students demonstrate learning with average teacher responses of 46 strongly agree and 47 agree.

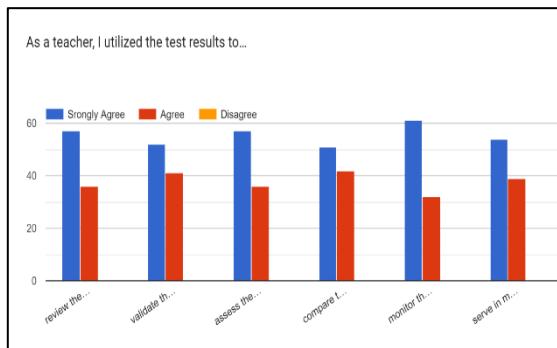
Table 4.1 The Extent of Utilization of Learning Portfolio Through Individual or Group Activities in Monitoring Student's Progress



The data presented in Table 4.1 the graph showed that individual or group activities were utilized to encourage and develop team building, create collaboration, motivate students to share ideas, and develop communication and decision-making skills, encourage active learning with average teacher responses of 58 strongly agree and 34 agree. The ideas expressed in this result showed that self-reflection/essays were utilized by teachers to teach the learners to express their thoughts on what they have learned, heightened students' awareness, craft coherent ideas, teach students to put into action ideas and

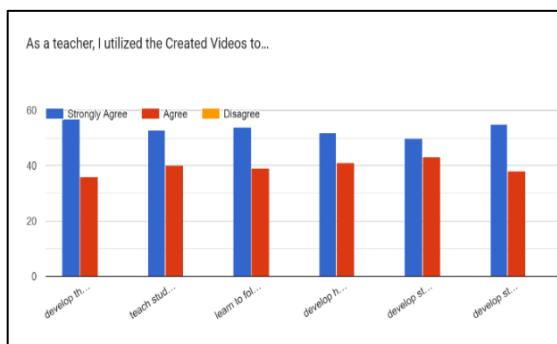
feelings learned, allowed students to discover their feelings, and time to assess himself or herself internalizing previous experiences.

Table 4.3 The Extent of Utilization of Learning Portfolio Through Test Results in Monitoring Student's Progress



The following results are reflected in Table 4.3, the graph shows the test results as part of the utilization of the learning portfolio were used by the teachers to: review and validate the previous test performance or assessment, assess the skills learned, compare and monitor the academic progress, and serve as a tool in making decisions specifically on improving the performance of students with an average response of 55 strongly agree and 31 agree.

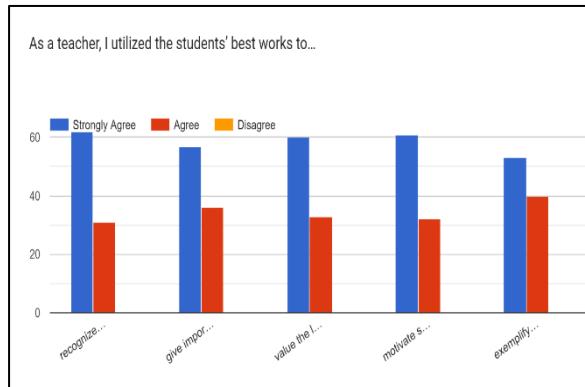
Table 4.4 The Extent of Utilization of Learning Portfolio Through Students' Created Videos



Created Videos in Monitoring Student's Progress

The results in Table 4.4 showed that respondents in the survey utilized a learning portfolio through students' created videos to let the learners develop creativity, collaborate, follow instructions, contextualize, illustrate, and define something, and learn to appreciate the works of other people, as this was affirmed by 53 strongly agree responses.

Table 4.5 The Extent of Utilization of Learning Portfolio Through Students' Best Works in Monitoring Student's Progress



As the data shown in Table 4.5, the graph mirrored teachers' utilization of learning portfolios through students' best works to recognize the effort demonstrated by learners, give importance and value to the learning they shared, motivate them to work at their best and exemplify them as the model of achievements in the class. Respondents strongly agreed that all these indicators were very important in the improvement of students' performance.

SUMMARY

This study specifically answers the research questions regarding the profile

of respondents, quarterly assessment results before and after the utilization of learning portfolios, the best practices of teachers, and the significant changes in the student's performance. Regarding the findings on the profile of respondents, the majority of participants were female. Most of the teachers were bachelor's degree graduates composed of 82.8% and the rest of the respondents finished graduate school represented by 16% MA degrees and 1.1% EdD/PhD degrees. Very few of them obtained high achievements in terms of education. 43% or 40 out of 93 of the teachers' respondents have been teaching for 1-5 years; which means that the majority of them were young in the service, and 59 out of 93 were all designated as Teacher I. The largest number of teacher respondents came from South Ville 5A Elementary School. The results also revealed that the majority of learners improved their academic performance rating when the teachers were able to utilize their learning portfolios such as written assignments, individual or group activities, self-reflections/essays, test or assessment results, students' created videos, and best practices. When asked about the extent of the utilization of the learning portfolio in different activities of Araling Panlipunan, the responses showed that 91 out of 93 responded strongly agree which means that the learning portfolio can be used to improve academic performance, support and promote learning recovery, monitor students' progress, and ultimately ensure quality learning and student growth.

RECOMMENDATIONS

The positive effects of the implementation of the learning portfolio on the academic progress of learners, the proponents of this research recommend

the following: 1. Capacitate through In-Service Training (INSET) the teachers especially those who are new and young in the teaching practice on the utilization of learning portfolio; 2. Monitor regularly the utilization of the learning portfolio before and after quarterly tests to evaluate the learning progress of learners; 3. Conduct regular focus group discussions (FGD) with other learning area teachers on the utilization of the learning portfolios; 4. Strengthen the application of the best outputs on the utilization of learning portfolios to improve the academic performance of learners at risk; 5. Share the best practices relative to the utilization of learning portfolios for effective monitoring and improving the academic performance of learners in other schools or districts.

REFLECTION

As a teacher, we should teach our students and share with them what we know. We always do our best to keep them informed because we want all our students to be productive as they are, and not become a burden to anyone. However, despite our exerted effort to teach everything for them to learn, there are still students who are struggling, and as a teacher part of our calling is to find ways to help our struggling learners. This research is a result of looking at ways to find solutions for learners who were at risk of failing or dropping out and at the same time level up the academic performance of the class. Having this study, the researchers were able to come up with a concept that would help not only the struggling learners but also improve the academic performance of the class. There were lots of interventions a teacher could use to mitigate the problem of dropping out, but we found it very appropriate and less burdensome if the

learning portfolios were being practiced and applied in the classroom. Having this research, we as instructional supervisors found the principles under learning portfolio very effective about its applicability in the learning progress that when it is being used appropriately by the teachers it could really solve the challenge relevant to the questions of how to assess the learners and remediate those who were at risk, and subsequently level up the whole performance of the class. As instructional supervisors, we firmly believe that a learning portfolio is a purposeful collection of students' works that exhibits the student's effort, progress, and achievement and provides teachers with a wealth of information upon which to base an instructional decision and from which to evaluate progress. Most importantly learning Portfolio can be used to support students' records, enhance the assessment process, support instructional goals, and encourage both the students' teachers and parents' reflection. Acquiring these principles, concepts, and new information about learning portfolios provided after conducting this research, as supervisors this undertaking helps us to understand the essence of providing technical assistance to school heads and teachers. It also motivated us to get more involved in research for professional growth and development.

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