

INTEGRATIVE PERFORMANCE TASKS: A STRATEGY ON INTEGRATED PERFORMANCE ASSESSMENT

1. study
2. reading
3. review

idea

AM 10:30
meeting

anniversary



INTEGRATED PERFORMANCE ASSESSMENT



<https://www.bing.com/images/search?view=detailV2&ccid=9ET0xJTW&id>

What is Integrated Performance Assessment (IPA)?

- ✓ It is a way of assessing students on what they know, understand, and are able to do with a language.
- ✓ It is based on real-world scenarios.
- ✓ It uses “authentic” or real materials.

Purposes of Assessment

The Center for Advanced Research on Language Acquisition (CARLA): Assessment of Second Language (umn.edu)

- To assess learner progress in proficiency
- To assess attainment of the National Standards
- To guide and improve student performance
- To evaluate and inform instruction and program design
- To make a seamless connection between instruction and assessment

Shrum and Glisan (2010)

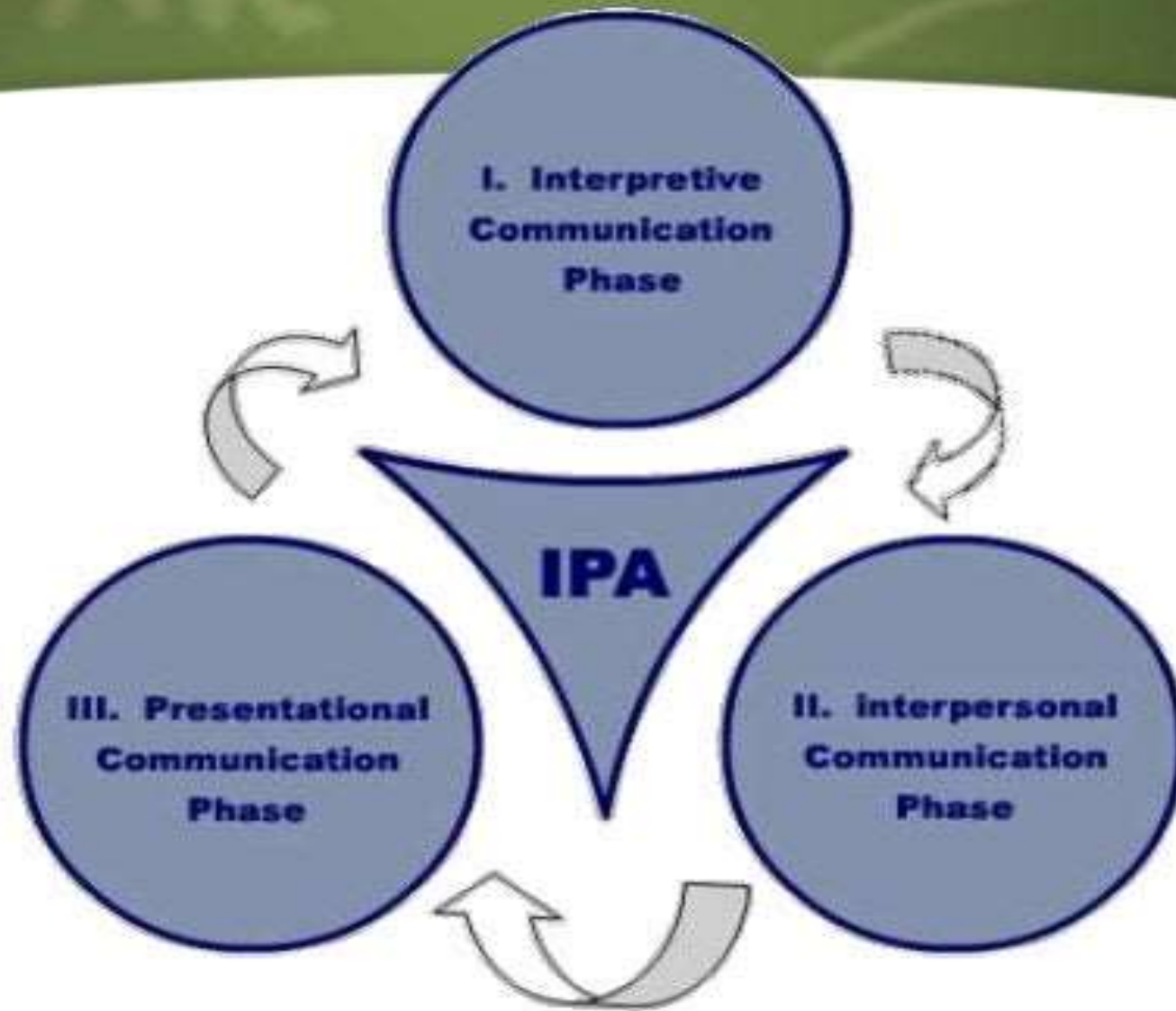
Brown and Abeywickrama (2010) see assessment as integral to the cycle of teaching and learning, and continuous throughout the cycle. They suggest ways that assessments are useful:

- can increase motivation by serving as milestones of student progress.
- aid in the reinforcement and retention of information.
- can confirm areas of strength and pinpoint areas needing further work.
- can provide a sense of periodic closure to modules within a curriculum.
- can promote student autonomy by encouraging students' self-evaluation of their progress.
- can spur learners to set goals for themselves.

The final standards-based IPA is the application of what the students learned in the unit to a real-life or authentic communication situation; and describe assessments tasks as authentic if they:

- Are realistic reflecting real-world situation;
- Require judgment and innovation;
- Ask the students to complete the task using the target language in a meaningful way;
- Simulate work, civic life, or personal life with an audience beyond the teacher;
- Ask students to use a variety of skills and knowledge successfully to complete a complex task;
- Include opportunities to rehearse, get feedback in order to refine performances.

The Process of IPA



INTERPRETIVE TASK

- Students listen to or read an authentic text and answer interpretive questions to assess comprehension

In other words.....

- Read or listen to something from real world and answer questions to see if you understand

INTERPERSONAL TASK

- Students engage in an oral communication about a topic that relates to the unit.

In other words....

You and a partner talk as the teacher listens and evaluates you on a rubric

PRESENTATIONAL TASK

- Students engage in a presentation for the class by sharing research/ ideas/ opinions

What are the students saying?

"All of the practice made me feel comfortable." -Tori, 8th grade

"It was fun."
- Matt, 6th grade

"There was more than one correct answer." - Sydney, 8th grade

"I honestly felt like I learned more this marking period in Spanish than ever before!" - Ryan, 7th Grade

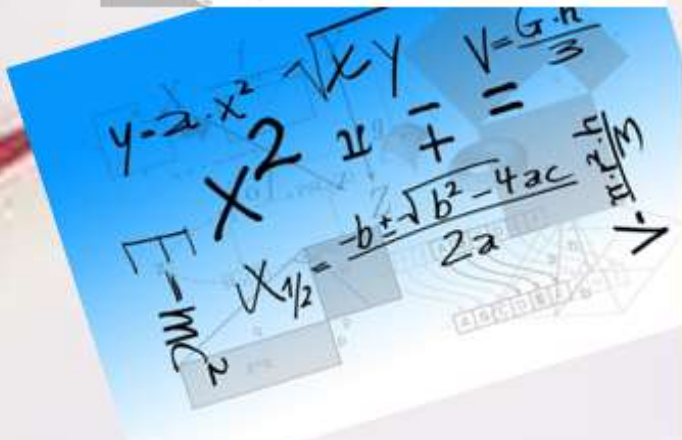
"I liked this better than a test because I actually used the information we learned." - Lucy, 8th grade

PANDEMIC SCENARIOS





INTEGRATIVE PERFORMANCE TASK



COOPERATION

brings out the best in them



OBJECTIVES:

- To measure the learning of students and their skills in accomplishing practical tasks and in handling with real-life problems using performance task.
- To realize that every Filipino learner is ready for the challenges in higher education and in life.

RATIONALE :

- It is mandated in the Republic Act (RA) 10533 (2013), otherwise known as the Enhanced Basic Education Act of 2013, that the curriculum shall employ pedagogical approaches that are inquiry-based, collaborative, differentiated, and integrative.
- These times call for creative and innovative ways of designing optimal learning experiences and in assessing learning progress;
- The principle adhered to by D.O. 8 s. 2015 still hold true, assessment should be used to inform and improve classroom practices as well as promote learning outcomes; and
- Under distance and blended learning, we should utilize alternative tools without creating undue pressure on teachers, learners and their families.

What is Integrative Performance Task (IPT)?

- ✓ It is a learning assessment that learners will do to show their understanding, knowledge, and skills with the integration of the learning competencies from the different learning areas.
- ✓ This is also an alternative strategy to help ease the burden of learners in the assessment of their learning because they are going to make one performance task to be graded by teachers from two or more subject areas.

(<https://deped-ne.net.ph/2022/04/29/integrative-performance-task-helps-ease-the-burden-of-learners-in-learning-assessment/#:>)

ADVANTAGES OF INTEGRATIVE PERFORMANCE TASK (IPT)

- it is time-saving
- it is practical
- it is collaborative
- is creative
- it is innovative.
- It is beneficial to learners
- it is attractive or appealing
- it is for better results

Interim Guidelines for Assessment and Grading In Light of the Basic Education Learning Continuity Plan

(DepEd Order 31.s.2020)

IV. Policy Statement

DepEd is committed to ensure educational continuity in this time of crisis while looking after the health, safety, and well-being of all its learners, teachers and personnel. School must adopts assessment and grading practices that can most meaningfully support student development and respond to varied contexts at this time.

POLICY PRINCIPLES

- The Department of Education is committed in ensuring the continuity of education while looking after the health, safety and well-being of all its learners, teachers and personnel;
- Schools must adapt assessment and grading practices that can most meaningfully support students' development and respond to varied context at this time.

POLICY PRINCIPLES

- ✓ It should be holistic and authentic in capturing the attainment of the most essential learning competencies;
- ✓ It is integral for understanding student learning and development;
- ✓ A variety of assessment strategies is necessary with formative assessment taking priority to inform teaching and promote growth and mastery;
- ✓ Assessment and feedback should be a shared responsibility among teachers, learners and their families; and
- ✓ Assessment and grading should have a positive impact on learning.

POLICY OUTCOMES

- To ensure that all learners are fairly assessed and graded in the continuation of education during this health crisis;
- To emphasize that learning standards shall be attained with the provision of reasonable leniency and considerations for possible difficulties met by the learner.

PROCEDURES

Distance learning poses challenges for teachers and learners in the conduct of assessment.

Limitations include:

- Limitations in giving immediate feedback;
- The need to account different contexts in designing, implementing, and grading assessment tasks.

SCOPE

- ✓ The issuance covers all public elementary and secondary schools;
- ✓ Private schools, technical and vocational institutions and higher education institutions including state and local university and colleges offering K-12 Basic Education Program are encouraged to implement these interim policy guideline;
- ✓ Private schools and institutions are permitted to modify these policy guidelines in accordance to their Philosophy, Vision, Mission with the approval of their respective DedEd Regional Office.

DEFINITION OF TERMS

Classroom Assessment – is an ongoing process of identifying, gathering, organizing and interpreting quantitative and qualitative information about what learners know and can do.

Formative Assessment – is a process that involves teachers using evidence about what learners know and can do to inform and improve their teaching. This process, through the teacher's immediate feedback, enables students to take responsibility of their own learning and identify areas where they do well and where they need to help.

DEFINITION OF TERMS

- *Summative Assessment* – is an assessment that is usually administered toward the end of the learning period to measure the extent to which the learners have mastered the essential learning competencies, the results of which are recorded and used to report the learner's achievement.
- *Grading* – is the way of reporting assessment data by assigning value to the results as a record of student's ability, achievement, or progress.

PROCEDURES

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ROLES AND RESPONSIBILITIES

TEACHERS

- ✓ Designing the assessment to allow flexibility in multiple modalities;
- ✓ Communicating to learners and parents/ guardians the design and standards for grading the assessment;
- ✓ Setting-up mechanisms to monitor and record progress remotely;
- ✓ Giving timely, constructive, and relevant feedback;
- ✓ Facilitating remediation for learners who need further guidance

ROLES AND RESPONSIBILITIES

LEARNERS are expected:

- ✓ To be proactive in updating their teacher of their situation, progress and challenges encountered;
- ✓ To accomplish the non-mandatory Self-Monitoring Tool independently or with the assistance of their parent/guardian if necessary. It is **NOT** required to accomplish the self-monitoring tool, but its usage is highly recommended to keep track of learners academic progress.

Sample Self-Monitoring Tool

Below is a sample self-monitoring tool that teachers can use to both record evidences of learning, and to give feedback to the learners and their parents. Teachers must consider the needs of the learners and modify this sample tool accordingly. For instance, the portion on parents' feedback may be removed for older learners, e.g. for those in Senior High School.

(Accomplishment of the Self-Monitoring Tool is **NOT** mandatory, but it is highly recommended to be accomplished to keep track of the academic progress of learners.)

Pangalan ng mag-aaral		Pangalan ng magulang o guardian ng mag-aaral	
Baitang at pangkat		Petsa na sakop ng form	

A. Para sa mag-aaral

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES	SABADO
1. Anong mga asignatura ang napag-aralan mo ngayon?						
2. Kumusta ka sa mga aralin ngayon? Alin sa mga ito ang madali para sa'yo? Bakit?						
3. May mga gusto ka bang itanong sa iyong guro tungkol sa aralin? Ilista mo dito ang iyong mga tanong.						

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B. Para sa magulang o *guardian*

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
1. Nagawa ba ng iyong anak ang kanyang mga gawain sa paaralan ngayong araw?	<input type="checkbox"/> Nagawa ng bata mag-isa <input type="checkbox"/> Nagawa ng bata na may tulong ng iba <input type="checkbox"/> Di-nagawa	<input type="checkbox"/> Nagawa ng bata mag-isa <input type="checkbox"/> Nagawa ng bata na may tulong ng iba <input type="checkbox"/> Di-nagawa	<input type="checkbox"/> Nagawa ng bata mag-isa <input type="checkbox"/> Nagawa ng bata na may tulong ng iba <input type="checkbox"/> Di-nagawa	<input type="checkbox"/> Nagawa ng bata mag-isa <input type="checkbox"/> Nagawa ng bata na may tulong ng iba <input type="checkbox"/> Di-nagawa	<input type="checkbox"/> Nagawa ng bata mag-isa <input type="checkbox"/> Nagawa ng bata na may tulong ng iba <input type="checkbox"/> Di-nagawa
2. Kumusta ang pag-aaral ng inyong anak? May mga gusto ka bang iulat o itanong sa kanyang guro? Isulat dito ang iyong mga puna, suhestyon, o tanong.					

C. Para sa guro

Mga komento at sagot:

B. Para sa magulang o *guardian*

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ROLES AND RESPONSIBILITIES

PARENTS AND GUARDIAN

- ✓ The implementation of distance learning, parents and guardians play a crucial role in guiding their children in adapting to the changes of distance learning processes;
- ✓ They are requested to assist in the assessment by:
 - ❑ *Communicating with the teacher to give updates on their child's situation, progress, and challenges encountered;*
 - ❑ *Guiding their children in accomplishing the assessment tasks and/ or monitoring tools designed by their teacher.*

PLANNING THE ASSESSMENT

Teachers should ensure that all assessment activities:

- ✓ Align with the most essential learning competencies;
- ✓ Are reliable, valid, and transparent;
- ✓ Are fair, inclusive, and equitable;
- ✓ Are practical and manageable for both learners and teachers;
- ✓ Give learners a range of ways to demonstrate their learning;
- ✓ Provide timely and accurate information as basis for feedback.

Important questions when deciding on which assessment methods to use:

- ✓ *What is the purpose of the assessment?*
- ✓ *What will be assessed?*
- ✓ *Which method would best allow learners to demonstrate what they have learned, considering their learning modality?*
- ✓ *Which method would make it easy to gather evidence of learners' progress over time?*

When deciding on which assessment methods to use, it is important to consider the following questions:

- ✓ Will the assessment be completed individually or in groups?
- ✓ Will the assessment be taken at the same time or submitted within specific period?
- ✓ How will class size affect the way the assessment will be conducted?
- ✓ How can technology help?

CHOOSING ASSESSMENT METHODS

- Observation
- Talking to learners
- Analyzing products
- Tests



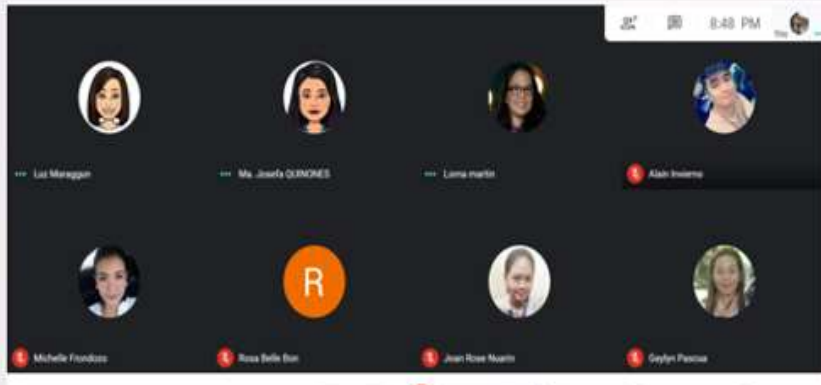
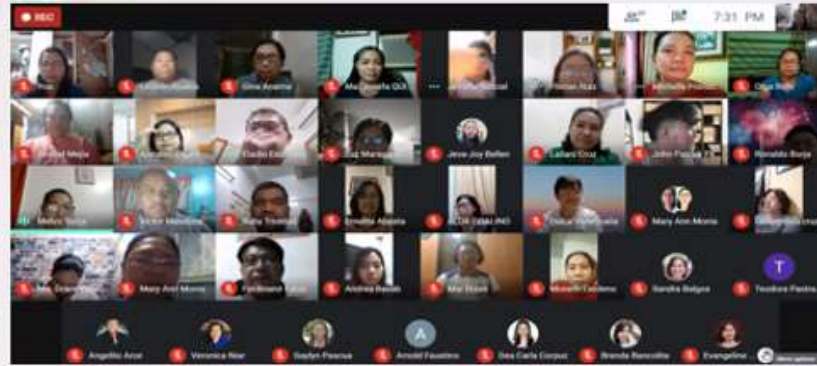
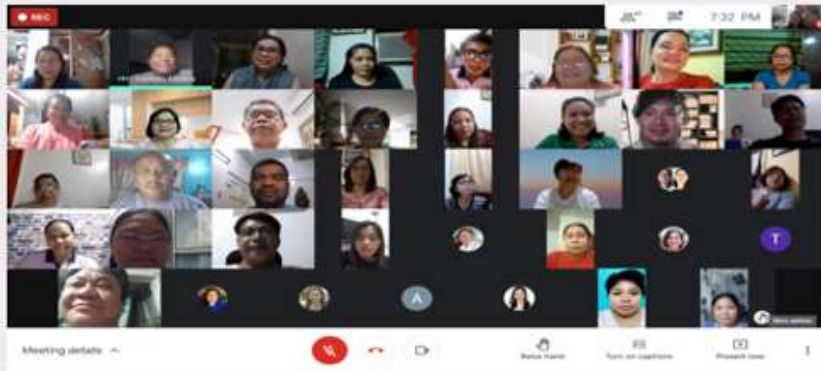
SAMPLE IPT (Ramon Magsaysay (Cubao) High School (Ms. Lorna C. Martin - Master Teacher 1)

How We Did It?

- **One teacher per subject area in every grade level was chosen to represent their department.**
- **Those representatives were gathered virtually to discuss the program/task together with the principal and the different department heads.**
- **Each grade level was tasked to come up with a plan for the IPT 1 and 2. They met together virtually and physically for collaboration.**
- **Each level presented their output after 2 weeks and immediately presented the IPT to the students to be submitted after a week.**
- **Students were required to produce 2 IPT for the second quarter.**
(by group for online class and individually for modular class)



Work in Progress



SAMPLE IPT

(Ramon Magsaysay (Cubao) High School

SAMPLE IPT (Ramon Magsaysay (Cubao) High School

Integrative Performance Task 1

See documents from computer: IPT1 for Grade 10

<https://docs.google.com/document/d/11sjeMJhDiM5hWNTvh58wSgYc3v2005YIKAavd3dgsgk/edit>

For Online Classes:

<https://drive.google.com/file/d/1FmpjVasSZaodru6eyUdvQZ7omgVqzJU0/view>


For Modular Classes

Integrated Performance Task (I.P.T)

Neau News

COVID 19 NEWS FLASH

10-Layan
Colina Althe



ISANG MGA BATAS TAYONG SINUSUNOD SA ATING BAYAN. NGUNIT MINSAN, ATULAD NA LAMANG SA SITWASYON NATIN NGAYON AY NABABALEWALA NA NATIN ANG ATING KULTURA DAHIL KAILANGAN NA NATIN NG GAMOT O LUNAS PARA SA COVID-19. HINDI NA MAIISIP PA NG GOBYERNO NA SUNDIN ANG KULTURA KUNG TAYO'Y NANGANGANIB NA SA BANTA NG CIVD-19 SA BANSA. NGUNIT, HINDI PARI MAIIBANG MANGAMBA TAYO SA KUNG ANO ANG MANGYAYARI SA ATIN KUNG TAYO'Y MABAKUNAHAN NG COVID-19 VACCINES.

NEWS ANCHOR: ISANG TANONG MULA KAY EUGINE FRANCISCO, "ANO BA ANG PANGUNAHING SALIK NA NAKAKAAPEKTO SA PASYA UKOL SA PAGBABAKUNA LABA SA COVID-19?"

TRIS-ANNE: ANG MGA BAKUNANG NAGAWA PARA SA COVID-19 AY MABILISANG GINAWA, GAWA NA RIN SA MABILIS NA PAGDAMI NG KASO SA MUNDO. DAHIL DITO NAKAKAHADLANG SA ATING PASYA ANG TAKOT AT PANGAMBA NATIN. NATATAK TAYO SA MAAARING MAGING SIDE EFFECTS O RESULTA NG BAKUNA, LALO NA'T WALANG NAKAKAALAM SA KUNG ANO ANG MAGIGING EPEKTO NITO SA ATIN SA MGA SUMUNOD NA TAON. KAYA, MARAMI SA ATIN ANG AYAW MAGPABAKUNA DA NATATAKOT SILA PARA SA KANILANG KALUSUGAN AT PAMILYA.

NEWS ANCHOR: AT PARA SA HULING TANONG, MANGGALING ITO MISMO SA AKIN "HOW DID COVID VACCINE BECOMES A GLOBAL CHALLENGE IN TERMS OF SOCIAL, CULTURAL, TECHNOLOGICAL, ECONOMIC AND POLITICAL ASPECTS?"

TRIS-ANNE: NANG MAKAGAWA NG UNANG BAKUNA PARA SA COVID-19, LAHAT NG MGA MAYAYAMANG BASA AY NAG-UUNAHANG MAKAKUHA NG MARAMING SUKAL NG BAKUNA PARA SA KANILANG MAMAMAYAN. NAGKARON NG KOMPETISYON KUNG SINO ANG MAS MAYAMAN AY SIYA ANG MAKAKAKUHA NG MARAMING BAKUNA. NAGKARON DIN NG KUMPETISYON SA PAGGAWA NG BAKUNA, KUNG SAAN KUNG SINO ANG MAS ADVANCE AY SIYA ANG MAKAKAGAWA NG UNANG NAKABAGONG BAKUNA PARA SA COVID-19. NAGING ISANG MALAKING PANGANGALANGAN SA MGA MALILIIT NA BANSA SA PILIPINAS NA NAKIPAGSABAYANG BUMILI NG BAKUNA SA IBANG BANSA SA POLITIKA, MANGGALING ITO MISMO SA AKIN "HOW DID COVID VACCINE BECOMES A GLOBAL CHALLENGE IN TERMS OF SOCIAL, CULTURAL, TECHNOLOGICAL, ECONOMIC AND POLITICAL ASPECTS?"



Integrative Performance Task 2

Integrative Performance Task 2

For Online Learners	Construct a script for the infomercial and come up with a video vlog.
For Limited Connectivity	Construct a script for the infomercial and come up with a flyer.
For Printed Modular, No Gadgets, and No Connectivity	Construct a script for the infomercial and come up with a flyer.

Goals	To make an information commercial (infomercial)
Role	Social Media influencer
Audience	Grade 10 students (Online and Modular)
Situation	Considerations in choosing materials for interior design
Performance	Make an infomercial about some considerations in choosing materials for interior design. For modular students, construct a script for the infomercial and come up with a flyer. For online students, construct a script for the infomercial and come up with a video vlog.
Standards and Criteria for Success	Rubrics for infomercial

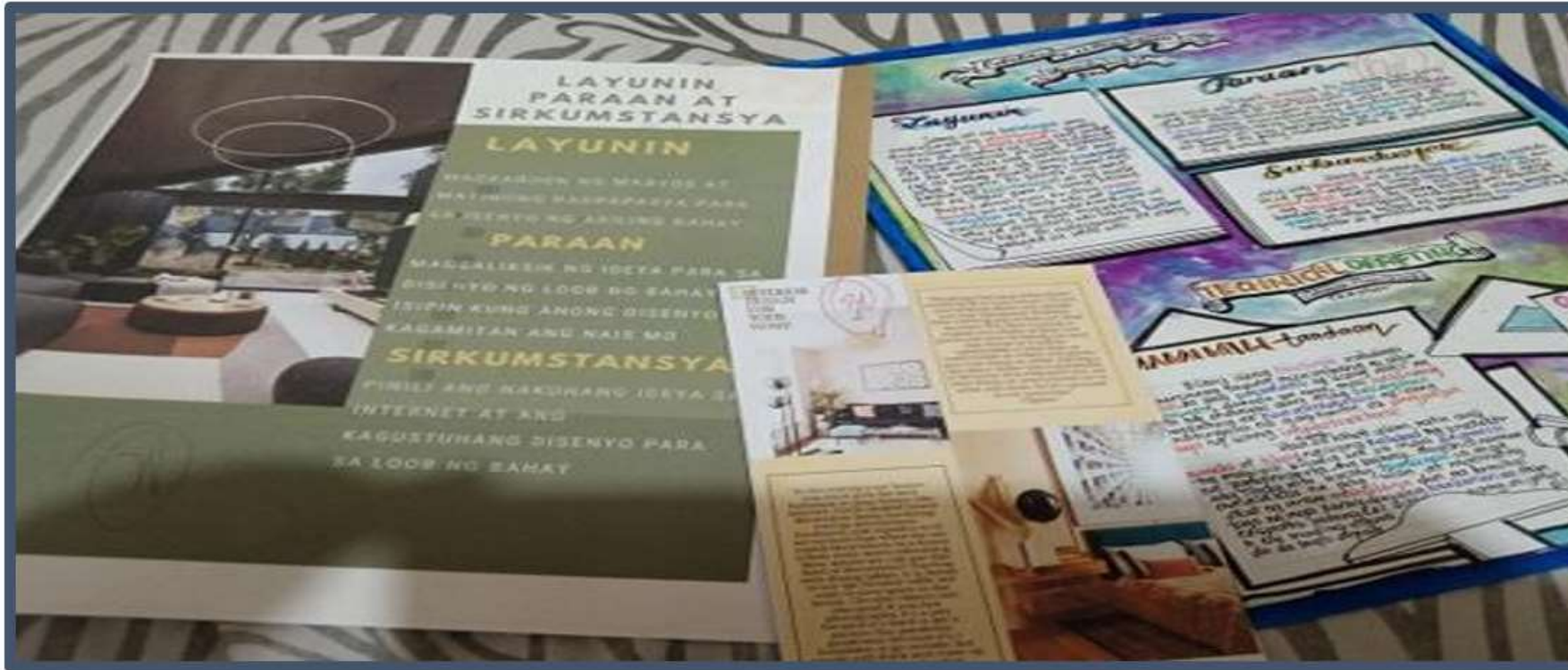


See IPT 2 Matrix
Sample for Online Class



<https://www.youtube.com/watch?v=kgZSniyCOI4>

For Modular Classes



MONITORING AND EVALUATION

- ❖ The school shall be primarily responsible for supervising the implementation of this policy in their schools, ensuring the provisions are communicated to all concerned stakeholders in the school community.
- ❖ The Region and School Division Offices shall jointly monitor the compliance of schools with these guidelines. The Curriculum and Learning Management Division and Curriculum Implementation Division shall diligently collaborate with each other in ensuring that the provisions of this policy are complied with.

MONITORING AND EVALUATION

- ❖ At the school level, the implementation of this policy shall be monitored and evaluated at least once every quarter by the school heads. The school head shall prepare quarterly report that includes the challenges and issues encountered through the policy implementation. The said reports shall be submitted to the School Division Office for collation and analysis. The SDOs will then prepare a bi-annual analysis report for submission to the Regional Office.
- ❖ Overall policy feedback from the Regional Offices shall be provided to the DepEd Central Office to be used in evaluating the policy for continuous improvement of its design and implementation.

MONITORING AND EVALUATION

- Such information shall be addressed to the Office of the Director IV of the Bureau of Learning Delivery , via telephone number (02) 8637-4346 and 8637-4347 or email at bld.od@deped.gov.ph

- NOTE: DepEd Order 8, s 2015 (Policy Guidelines on Classroom Assessment for the K-12 Basic Education program) is still in effect, but its provisions inconsistent with these guidelines are suspended for the upcoming school year.

**"ALONE WE CAN DO SO
LITTLE, TOGETHER WE CAN
DO SO MUCH."**

--HELEN KELLER--





Thank You!