

AHA (AT-HOME ASSESSMENT) APPROACH: USING AUTHENTIC ASSESSMENT AS PERFORMANCE TASKS IN ARLING PANLIPUNAN 10



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ABSTRACT

This action research focused on the challenges of assessing student in printed modular distance learning. The main challenges identified by the teacher in assessment were dishonesty in answering the modules and commitment of students to submit output. To be able to minimize this, preparing varied authentic assessment might be the best approach. The researcher used one rubric appropriate in all types of authentic assessment. The researcher utilized one – group pretest and posttest research design. Forty (40) Grade 10 students were purposively selected by the researcher to be the respondents of the study. The students were given a hard copy of the work text that contains seven (7) activities focusing on the topics covered in the 3rd quarter. A paired T – test was used to determine whether there is a significant difference between the pretest and posttest scores of the students. Result of the study showed that there is a significant difference in the problem-solving skills of the students after using AHA (At-Home Assessment) Approach. The researcher recommended that AHA (At-Home Assessment) Approach be used as an instructional intervention in improving the performance skills among the Grade 10 students.

Keywords: at-home assessment approach, authentic assessment, performance task

INTRODUCTION

The English term 'authentic' is often associated with words as real, actual, original and reliable. The term "authentic assessment" was first coined in 1989 by Grant Wiggins in K–12 educational contexts. According to Wiggins (1989, p. 703), authentic assessment is "a true test" of intellectual achievement or ability because it requires students to demonstrate their deep understanding, higher-order thinking, and complex problem solving through the performance of exemplary tasks.

Authentic assessment is considered to be a new approach in assessment. This approach associates learning with real and complicated situations and contexts (Olfos & Zulanta, 2007). It is an assessment based on student practices in which real world performances are repeated (Svinicki, 2004). According to Eby (1998), authentic assessment is a task that mostly enables students to use their cognitive processes besides showing them what they have learnt and what they do. Authentic assessments refer to assessments wherein students are asked to perform real-world tasks that demonstrate meaningful application of what they have learned. It is believed that authentic assessment provides students many alternatives/ways to demonstrate

best what they have learned; offers a wide array of interesting and challenging assessment activities.

The COVID-19 pandemic has brought challenges in all sectors and education is no exception. As what DepEd Secretary Leonor Briones said "Education cannot wait,". And to maintain the education of millions of Filipino students, the government implemented a distance learning approach. Distance learning is a form of education where there is little or no face-to-face interaction between students and their instructors.

This type of modality has three categories. In which, one of the highly convenient for most of the typical Filipino students is the Modular Distance Learning (MDL). The MDL, which is for learners who do not have internet connectivity, consists of three modules and one of them is the Printed or Digital Modules (PDM) in which Mamplasan National High School is using as a learning modality in general. In PDM, modules are delivered to the homes of learners or picked up by their parents or guardians at designated places within coordinated schedules. Printed modules refer to learning packets (work sheets, activity sheets, self-learning materials)

But how is the assessment in this type of learning modality? The truth is; assessment is a critical step in the learning process. It determines

whether the learning objectives have been met.

Based on a survey the researcher conducted with her co-teachers in Social Studies, they all agreed that it is difficult if the teacher just based the student's grade at the self-learning module itself. In their experience with checking of submitted work of students in first grading period, they noticed that there are students who mostly just copied their answers to their classmates, students do not become honest in answering the test. According to them, students are not that serious about answering questions in the activities and some answers are too shallow. This is probably due to their lack of ability to answer tasks. It may be good if the teacher can present activities that fit the students' abilities so that they are encouraged to give their own answers.

Mamplasan National High School has an enrolment of 875 for this school year 2020 – 2021. Out of this population, 184 are Grade 10 students. Based on the Learning Progress and Achievement Report for the first quarter, 77 or 42% of the Grade 10 students got a satisfactory rate whose grade ranges from 75 – 79 while 8 or 4% of the students were not even able to meet the satisfactory rating. Such a situation prompted the researcher to think of ways on how to improve the learning progress of the students.

METHODOLOGY

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

The respondents were selected through purposive sampling method. Each section was well represented in the study. Through percentage, the number of respondents in each section was identified. Consequently, they are the current student of the researcher Araling Panlipunan 10 class for school year 2020 – 2021.

The researcher selected 40 students for the experimental group and another 40 for the control group in purposive manner.

The materials used by the researcher are printed authentic assessment designed by the researcher itself aligned with MELC in AP 10. The materials were prepared on the second quarter. Since this is a pilot testing for the said instructional tool, the researcher focused on the most essential learning competencies covered in the third quarter. The researcher used a ratio scale. Bhandari (2020) mentioned on his article that a ratio scale is a quantitative scale where there is a true zero and equal intervals between neighboring points. Since the problem-solving skills of the students was measured through the use of the

researcher-made pretest and post-test assessment, this was the most appropriate rating scale to be used in this study.

This study is a proposal for Araling Panlipunan teachers in utilizing authentic assessment as the performance tasks in Araling Panlipunan 10.

RESULTS

After collecting the data, the researcher analyzed them by using statistical analysis. The researcher recorded the result of the pretest and posttest and was subjected to appropriate statistical treatment. This was conducted to find out whether using Authentic Assessment as a learning tool in improving the performance task of the students.

To solve the mean score of both pretest and posttest, the Average Weighted Mean (AWM) was used through Microsoft Excel and to check the significance difference of the Performance Task scores of the students after using authentic assessment, the t – test was used with the help of the computer software Statistical Package for Social Sciences (SPSS).

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

1. Mean Scores of the Students from Experimental and Control Group

The performance tasks mean score of the students the experimental group is 4.75 while the controlled group obtains a mean score of 3.43.

Based on the given mean difference, it can be concluded that the students in experimental group significantly improved after the used of varied authentic assessment. There was an increase in the performance of the select Grade 10 students after they answered the AHA (At-Home Assessment) Approach.

2. Significant Difference between the Mean Scores of the Two Groups after Using Varied Authentic Assessments

When it comes to the significant difference between the mean scores of the two groups after using varied authentic assessments, the students in experimental group achieves a mean score of 19.05 in the posttest result while the students in the controlled group get a mean score of 17.05. The mean difference of 2 showed that there was an increase in the performance of the select

Grade 10 students after they answered the varied authentic assessment. There is significant difference the mean scores of the two group after using varied authentic assessment.

DISCUSSION

The AHA (At-Home Assessment) Approach is a proposed pedagogical tool of the researcher during distance learning. This aimed to utilize authentic assessments as performance tasks in Araling Panlipunan 10. Moreover, the principal focus of the researcher's problem concentrates on enhancing the performance level of students. It aimed to catch the interest of students and encourage them to be honest in answering activities through giving varied authentic assessments.

It is recommended especially now that schools are adapting the modular print learning modality. Make used of authentic assessment in order to avoid dishonesty in answering activities and encouraged them to submit their output religiously.

Future researchers may conduct similar studies about the use of varied authentic assessment in improving performance skill of the students, not just in Araling Panlipunan but in other subjects, too, and the use of other variables aside from those considered in this study but in other

subjects too and to use other variables aside from those considered in this study.

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