

Difficulties in Performance Task Authentic Assessment Among Secondary School Social Studies Teachers of Zone 2, Department of Education Division of Zambales

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Abstract— This research study investigated the difficulties in performance task authentic assessment encountered by Junior and Senior High School Social Studies Teachers of Zone 2, DepEd Schools Division of Zambales during school year 2019. This research study employed descriptive research designs with the questionnaire as the main source of gathering the data from 127 teacher-respondents. The results revealed that the teacher-respondent is female in her early adulthood, Social Studies major, Teacher-1 and BS degree with Master's units. As for the result on the problems encountered in the performance task authentic assessment, the teacher-respondents never observed a problem towards determining the assessment criteria. However, the teacher respondents sometimes encountered problems on the aspects of utilizing the performance tasks and on assessing the performance task respectively. The computed Analysis of Variance resulted to a significant difference of perception when grouped according to highest educational attainment towards determining the assessment criteria; significant on age towards utilizing the performance tasks and no significant difference on all profile variables towards assessing the performance tasks. Based on the conclusions arrived at, the researcher have offered the following recommendations such as the school administrator is encouraged to propose an in-service training for teachers on the enhancement of capabilities in assessing the student outputs and performances; that the students should be well-informed and be included in the formulation of criteria for evaluation and should be provided with information on the result of every assessment activity; and that the teachers in all assessment activity should practice with utmost fairness, and objectivity in assessing the student performances.

Keywords— Difficulties, Performance Task Authentic Assessment, Secondary School Teachers, Social Studies, Department of Education.

INTRODUCTION

A teacher is a facilitator of learning and the development of the youth; he shall, therefore, render the best service by providing an environment conducive to such learning and growth (Article III, Section 1 of the Code of Ethics of Professional Teachers, 1994). Therefore, teachers should maintain a setting wherein their learners acquire skills and improve knowledge. The Kto12 Basic Education Program evidently supports this discussion. The Education Program in the country requires the schools and educators to help students today build important life skills in order to help them to succeed in our more advanced time. The Social Studies Program contributes in the realization of this policy. The National Council for Social Studies (NCSS) stressed that Social Studies teachers promote among students the civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Zimmerman (2010) stressed that with Social Studies education, students improve their values, inquiry, problem solving, critical thinking and decision making skills in social issues, therefore authentic

activities and learner-centered instruction should be highly considered and utilized.

In the instructional planning and implementation or the execution of teaching process, assessment is part and parcel of teachers' instructional process. According to (Rosaroso & Rosaroso, 2015), these trifocal functions of instruction are very much interrelated and evident in the learning workplace which can be observed either in a local or foreign classroom. Assessment to refer to the act of collecting information and making judgments about a language learner's knowledge of a language and ability to use it (Chapelle & Brindley, 2010). Most of the assessment-influenced decisions faced by classroom teachers are benefited by the teacher's understanding of what it is students can and cannot do, not merely their relative standing in relationship to one another (Popham & James, 2011).

A performance task is any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency (McTighe, 2015). Performance tasks yield a tangible product and/or performance that serve as evidence of learning. Through performance assessments, students'

understanding and reasoning are tested to determine how well they can apply what they know. Higher-order thinking and problem solving are being assessed, a performance-based assessment would be more appropriate (VanTassel-Baska, 2013).

DepEd Order No. 8, s. 2015, Policy Guidelines on Classroom Assessment for the Kto12 Basic Education Program, the Performance Task Component of the Summative Assessment allows learners to show what they know and are able to do in diverse ways. They may create products or to do tasks. This Component in Social Studies (*Araling Panlipunan*) was given bigger weight in determining the quarter grade of the students (Written Work 30%, Quarter Assessment 20% and Performance Task 50%). Simulations, role play, portfolio, student presentation, map construction, research work and many others are outputs and tasks which are produced by students in project based setting and processes, authentic activities, child centered, output and performance oriented are highly considered and emphasized in determining academic achievement and performance of students in the high school level.

A central concern for any assessment is the credibility of results, which rests in large part on the reliability and validity of the measures (Darling-Hammond & Adamson, 2010). Problems can arise due to task wording and context, the mode of response required, and raters' attention to irrelevant features of responses or performances (Abedi, 2010). Individual PBAs will almost certainly prove less reliable than traditional assessment approaches (Wise, 2011). In the country, there have been limited understanding of the nature of assessment practices in K-12 classrooms (Santos, 2014). Secondary teachers tended to use more self-constructed tests rather than published tests (Astin & Antonio, 2013). Both students and teachers were unsatisfied with the current assessment situation but neither group wanted radical change (Shim, Ryan, & Cassady, 2012).

Performance assessments offer many advantages since they improve learners' self-esteem, enhance motivation and learner involvement, and promote the improvement of teaching practices (Yildirim & Orsdemir, 2013). However, the researcher believes that implementing performance tasks assessment in the Junior and Senior High School classrooms also presents several challenges. In the proposed study, the case of Secondary Social Science teachers of Zone 2 Division of Zamblaes, Therefore, the researcher finds it very important that teachers' difficulty in the implementation of performance assessment in the classroom needs to be investigated.

The result of this research study proved to be beneficial to the School Administrators and Curriculum Planners. They would be more aware of the real and encountered difficulties in the implementation of performance tasks assessment. Moreover, they can further implement the result - intervention strategies proposed by the study proposal through in-service training on alternative assessment contents, tools and techniques and further encouragement to improve professionally, thus helping the Department of education to produce students who are competent and lifelong learners. On the other hand, the teacher is the heart of successful Performance Based Assessment (PBA) and their ability to support and direct students. With the findings of the study, they would now have a concrete evidence of difficulties in assessing performance tasks as well as employing performance based assessment. With the given strategies as intervention, they can now plan more concrete and authentic tasks that require students to do something with their knowledge and skills. They would be able to assess students' knowledge and skills at deeper levels than traditional assessment approaches and are better suited to measure certain skill types, such as higher order and critical thinking. The students would benefit from an improved instruction by their teachers because performance assessment allow students to construct or perform an original response rather than just recognizing a potentially right answer out of a list provided. Students' cognitive thinking and reasoning skills and their ability to apply knowledge to solve realistic, meaningful problems is best measure through teachers' utilization of performance assessments.

STATEMENT OF THE PROBLEM

This research study investigated the difficulties in Performance Task Authentic Assessment encountered by Junior and Senior High School Social Studies Teachers of Zone 2, DepEd Schools Division of Zambales and to propose achievable strategies and/or techniques to address the problems faced.

Specifically, it sought to provide answers to the following questions:

1. How may the profile of the teacher-respondents be described as to:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 field of specialization;
 - 1.4 highest educational attainment; and
 - 1.5 position/academic rank?
2. How do the teacher-respondents encounter problems in performance task authentic assessment in terms of the following aspects?

- 2.1 Determining the Assessment Criteria on the Performance Task;
 - 2.2 Utilizing Performance Tasks in Class; and
 - 2.3 Assessing the Performance Tasks?
3. Is there a significant difference on the problems encountered by the students in performance task authentic assessment as observed by the teachers when they are grouped according to teacher's profile variables?

METHODOLOGY

This research employed descriptive research designs with the questionnaire as the main source of gathering the data. The descriptive method does not merely accept the gathering of data and tabulation of results but also includes interpretation, and evaluation of what has been described in the questionnaire without analyzing relationships among variables.

The respondents of the research study are the Social Studies (*Araling Panlipunan*) teachers from the Junior and Senior High Schools (National and Integrated Schools) at Zone 2, Division of Zambales. A total population of one twenty-seven (127) Social Studies teachers were the respondents of the research study. They are employed in the twelve (12) schools of Zone 2, Division of Zambales. Zone 2 is composed of High Schools of Iba District, Palauig District and Botolan District.

The instrument that was used in gathering the data for the research study was a survey questionnaire. The indicators for the survey questionnaire were patterned from Metin (2013), Teachers' Difficulties in Preparation and Implementation of Performance Task; Darling-Hammond & Adamson (2010), Beyond Basic Skills: The Role of Performance Assessment in achieving 21st Century Standards of Learning; and Zhang & Burry-

Stock (2008), Classroom Assessment Practices and Teachers' Self-Perceived Assessment Skills. First part of the survey questionnaire focused on the profile of the teacher –respondents which include the age, sex, field of specialization, academic position and highest educational attainment. The second part are the indicators of the problems in performance tasks authentic assessment with 15 items. This part will have a 5-point scale with descriptive equivalent of Always, Sometimes, Seldom and Never.

The instrument in its first draft was presented to the panel of oral examiner for research proposal and the research adviser. All noted discrepancies were taken into consideration in the finalization of the questionnaire. To further ensure the validity, clarity and clearness of the item indicators, the researcher conducted a pilot test among Junior and Senior High School teachers of PRMSU, Iba. According to Cyrus (2006), a pilot project will afford the researcher one final opportunity to ensure that the survey instrument was clear, easy to read and follow and could be completed easily.

After the conduct of validation and testing of reliability, the research instrument was finalized. Next step which was undertaken is seeking the approval of floating the questionnaire to the teacher-respondents from DepEd Schools Division of Zambales and the respective Principals of the respondents. The administration of the instrument was conducted on the first week of January, 2019 and the retrieval was after 3 days. The researchers explained the objectives of the study and also emphasized the confidentiality of their responses. For the statistical treatment, this research study utilized descriptive tools such as frequency, percentage and mean distribution. Analysis of Variance (ANOVA) was employed for hypotheses testing.

RESULTS AND DISCUSSIONS

1. Profile of the Respondents

Table 1: Profile of the Teacher-Respondents

	Profile Variables	Frequency (f)	Percentage (%)
Age Mean=37.17 years old	25 years old and below	8	6.30
	26-30 years old	29	22.83
	31-35 years old	31	24.41
	36-40 years old	16	12.60
	41-45 years old	17	13.39
	46-50 years old	12	9.45
	51-55 years old	8	6.30
	56-60 years old	3	2.36
	61-65 years old	3	2.36
		Total	127

Sex	Male	33	25.98
	Female	94	74.02
	Total	127	38.80
Specialization	History	3	2.36
	Social Science	9	7.09
	Others	3	2.36
	Political Science	2	1.57
	Social Studies	110	86.61
	Total	127	100
Highest Educational Attainment	Doctorate Degree	4	3.15
	Master's With Doctoral Units	9	7.09
	Masters' Degree	21	16.54
	BS with Master's Units	80	62.99
	BS Degree	13	10.24
	Total	127	100.00
Position/ Academic Rank	Teacher1	46	36.22
	Teacher 2	42	33.07
	Teacher 3	31	24.41
	Master Teacher	8	6.30
	Total	127	100.00

- **Age:** Out of one hundred twenty-seven (127) respondents, 31 or equivalent to 24.41% belong to the age group of 31-35 years old; 29 or 22.83%, from 26-30 years old; 17 or 13.39%, 41-45 years old; 16 or 12.60%, from 36-40 years old; 12 or 9.45%, from 46-50 years old; 8 or 6.30% from 25 years and old and below and 51-55 years old respectively while 3 or equivalent to 2.36%, 6-60 and 61-65 years old respectively. The computed mean age of the teacher-respondents was 37.17 years old. This implies that the respondents were classified as young adult in which age bracket belong to 19 – 40 years old. The result of the present study is consistent with the data obtained in the study of Eblacas (2018) on age profile variable. Their respondents belong the age bracket (36-40) or middle adulthood. In this age group, one begins to develop more intimate relationships with people around them and more mature.
- **Sex:** Majority with 94 or equivalent to 74.02% are females while 33 or 25.98% are males. Clearly gleaned from the data that the female teacher dominates in the teaching profession. This further implies that teaching nowadays is considered as the feminine work. The study of Mandapat (2017) stated that men engage more of skilled and technical work and preferred to work abroad for better family economic status.
- **Specialization:** Majority of the teacher-respondents with 110 or equivalent to 86.61% are Social Studies majors; 3 or 2.36% are History and other majors respectively; while 2 or equivalent to

157 are majors of Political Science. This particular result is consistent with Catacutan & de Guzman (2017) and Dizon & Orge's (2019) studies with regards to variable field of specialization, indicating that the respondents' field of specialization/major is Social Studies.

- **Highest Educational Attainment:** Majority of the teacher-respondents with 80 or equivalent to 62.99% have attained BS degree with Master's Units; 21 or 16.54% are master's degree; 13 or 10.24% are BS Degree; 9 or 7.09% are master's degree with doctoral units; and 4 or equivalent to 3.15% are doctorate degree. The result of the present study is consistent with the result on the highest educational attainment profile variable of the studies of Deliquiña & de Guzman (2017) and Dizon, et al. (2021), indicating that most of the Social Studies teacher are holders of Bachelor Degree with Master's Units. According to Darling-Hammond (2010), those teachers with sufficient academic preparation are seen to be competent in subject matter content and pedagogical skills enabling them to be effective in classrooms and produce larger student achievement gains. For Farooq (2016), continuing professional development ensures professionalism in all spheres of society, especially in teaching profession. Enabling teachers to abreast with the demands of modern teaching practices, pedagogy and teaching methodology, and to follow the latest developments in their profession.

- **Position/Academic Rank:** Mostly with 46 or equivalent to 36.22% are Teacher 1; 42 or 33.07% are Teacher 2; 31 or 24.41% are Teacher 3 while only 8 or equivalent to 6.30% are Master Teacher. The data clearly shows that the respondents were dominated by Teacher-1. Teacher 1 academic rank/position in the study of Deliquiña & de Guzman (2021) constituted the largest percentage of their respondents. Johnson & Golombek (2011), stressed that the promotion or elevation to the higher academic rank is the result of advancing profession and acquisition of appropriate qualification and requirement. On the other hand,

according to Shawer (2010), professional development consists of career-building activities that are undertaken by practitioners after they complete their teacher training.

2. Perception towards Problems Encountered in the Performance Task Authentic Assessment

- **Determining the assessment criteria on the performance task:** Table 2 shows the perception of the teacher-respondents towards problems encountered while determining the assessment criteria on the performance task

Table 2: Perception of the Teacher-Respondents towards Problems Encountered while Determining the Assessment Criteria on the Performance Task

	Statement Indicators	WM	QI	Rank
1	Not being able to determine appropriate assessment criteria for the subject	1.82	Sometimes	1
2	Difficulty in preparing observable criteria	1.78	Sometimes	3
3	Difficulty in explaining to students required qualifications	1.69	Never	5.5
4	Difficulty on how to grade the criteria	1.72	Never	4
5	Not knowing how to eliminate features that are not related to the specific knowledge and skills being measured	1.69	Never	5.5
6	Not completely knowledgeable in preparing rubric, rating scale and rating sheets	1.61	Never	8
7	Not being able to find prepared rubric, rating scale and rating sheets	1.56	Never	10
8	Limited knowledge in making analytic and holistic rubrics	1.67	Never	7
9	Insufficient knowledge about explanation of the performance extent, level and regulation of criteria.	1.60	Never	9
10	Preference on high stakes assessment (e.g., standardized) and other objectives test.	1.80	Sometimes	2
	Overall Weighted Mean	1.69	Never	

Indicator 1 stated as “Not being able to determining appropriate assessment criteria for the subject is frequently problem encountered gained an average weighted mean of 1.82 interpreted as sometimes and ranked as 1st. The Social Studies high school teachers of Zone 2, Division of Zambales perceived that the most encountered difficulty in determining assessment criteria on the performance task was determining appropriate assessment criteria for the subject and/or for the lessons. Determining appropriate criteria expected to be done by students is important for an effective performance task. The study of Metin (2013) determined that teacher-respondents have difficulty in determining the appropriate assessment criteria for subject. Assessment criteria are developed by analyzing the learning outcomes and identifying the specific characteristics that contribute to the overall assignment (USAID Teacher Education Project, 2017). One of the challenges of effective assessment is to ensure that there

is a close alignment between the learning goals, the teaching and learning activities aimed at meeting learning goals and the assessment tasks used to assess whether learning goals have been met (Macquarie University, 2017).

The teacher-respondents never encountered a problem in preparing rubrics, rating scale and rating sheets with mean of 1.56 and ranked 10th. The computed overall weighted mean on the responses of the teacher-respondents towards problems encountered while determining the assessment criteria on the performance task was 1.69 with qualitative interpretation of “never” a problem.

The teacher-respondents seems to have difficulty on the criteria used in assessing the output of the students. The modern assessment methods tend to use rubrics to describe student performance (Metin, 2013). Rubrics are consistent with outcomes-focused education and support

a learner-centered approach to teaching. The use of scoring rubrics is also consistent with the principle of making assessment processes open and accountable (Macquarie University, 2017). The rubric could easily include criteria related to presentations style and effectiveness, the mechanics of written pieces, and the quality of the invention itself. The four columns to the

right of the criteria described varying degrees of quality, from excellent to poor (Navarro, 2017).

- **Utilizing Performance Tasks in Class:** Table 3 shows the perception of the teacher-respondents towards problems encountered while utilizing the performance task in the class.

Table 3: Perception of the Teacher-Respondents towards Problems Encountered while Utilizing Performance Tasks in Class

	Statement Indicators	WM	QI	Rank
1	Utilization of performance tasks to a crowded student group.	2.30	Sometimes	5
2	Use of so many scales to evaluate the students and not having enough time.	2.36	Sometimes	4
3	Students do not understand what are expected from them and what they should do.	2.52	Often	2
4	Lack of physical environment and technological facilities in schools to apply the performance tasks.	2.53	Often	1
5	Tasks given to students were made/done by others (e.g., parents, relatives and friends)	2.49	Sometimes	3
6	Teachers' limited skill in utilizing technological materials in the performance tasks.	2.22	Sometimes	6
7	Use of too many forms in assessment of the performance tasks	2.13	Sometimes	7
8	Teachers do not use the self and peer assessment forms in the classroom because of bias on them.	2.02	Sometimes	8
9	Students were given undeserved high mark during evaluation	1.99	Sometimes	9
10	Not able to explain about the performance task and students were not given feedback on their output	1.80	Sometimes	10
	Overall Weighted Mean	2.24	Sometimes	

The problem on the lack of physical environment and technological facilities in schools to apply the performance tasks was often encountered problem by the Social Studies high school teachers while utilizing performance tasks in class (weighted mean = 2.53 and ranked 1st) while they sometimes encountered the problem of not being able to explain about the performance task and not given feedback on students' output with a weighted mean of 1.80 and ranked 10th. The computed overall weighted mean on the responses of the teacher-respondents towards problems encountered while utilizing the performance task in the class was 2.24 with qualitative interpretation of "sometimes" a problem.

The Social Studies high school teachers of Zone 2, Division of Zambales perceived that the most encountered difficulty in utilizing performance tasks in class was inadequacy of classroom space and facilities in schools to apply the performances tasks. Pennstate (2015) stressed that the facility quality is an important predictor of teacher retention and student learning. The physical and emotional health of students and teachers depend on the quality of the physical location, which

makes establishing safe, healthy buildings essential. According to Metin (2013), when some of the teachers implement performance tasks in the classroom; teachers indicate that they have problems including the crowded classroom, and lack of time as well as the lack of physical environment and technological facilities in schools to apply the performance task. Srimi Pillay (2014) concludes that unfamiliar situations can cause a brain-jam if we do not approach them with a conscious sense of how to be. Building up structures that enhance trust, decrease stress and creating an emotional connection with people or a project can help the brain navigate its way to your goals. Richmond University (2016) revealed that many students are unfamiliar with the activities, environment and objectives of the professional workplace. A person or situation is unfamiliar, setting up structures and processes that enhance trust will increase engagement and further boost their creativity.

- **Assessing the Performance Tasks:** Table 4 shows the perception of the teacher-respondents towards problems encountered while assessing the performance task.

Table 4: Perception of the Teacher-Respondents towards Problems Encountered while Assessing the Performance Tasks

	Statement Indicators	WM	QI	Rank
1	Not being able to assess objectively the students’ performance	1.65	Never	10
2	Not being able to give explanation to observed performances of the students	1.69	Never	7.5
3	Analyzing and assessing results of students’ performance tasks which take lot of time	1.77	Sometimes	5
4	Limited knowledge how to convert the performance tasks into grade.	1.83	Sometimes	2
5	Teachers do not give feedbacks to the students about their students’ prepared performance tasks.	1.87	Sometimes	1
6	Need long time for the assessment of performance tasks while applying them.	1.72	Never	6
7	Giving undeserved notes and feedback to the students	1.67	Never	9
8	Teachers do not consider ordinary features when analyzing the performance tasks given to the students	1.69	Never	7.5
9	Students continue asking questions to their teachers about the task and how they will be rated.	1.79	Sometimes	4
10	Teachers cannot maintain an orderly learning environment while implementing the performance tasks.	1.81	Sometimes	3
	Overall Weighted Mean	1.75	Sometimes	

Teachers who do not give feedbacks to the students about their students’ prepared performance tasks was considered sometimes a problem associated with assessing the performance tasks (weighted mean of 1.87 and ranked 1st) while they never met a problem on assessing objectively the students’ performance with mean of 1.65 and ranked 10th. The computed overall weighted mean on the teacher responses towards problems encountered while assessing the performance task was 1.75 with qualitative interpretation of sometimes.

The Social Studies high school teachers of Zone 2, Division of Zambales perceived that the most encountered difficulty in assessing the students’ tasks was giving no feedbacks to the students about their prepared performance tasks to check what is missing or what should be further developed. In the study of Metin (2013), it was seen that teachers did not do any explanations about the performance task to the students and they were not given feedback on their done performance tasks. Many researchers revealed that feedbacks are very important factors for the implementing of performance assessment effectively. Most of the assessment-influenced decisions faced by classroom teachers are benefited by the teacher’s understanding of what it is students can and cannot do, not merely their relative standing in relationship to one another (Popham & James, 2011).

Feedback is a vital piece of teaching and learning. It allows teachers and students know how they are doing

and it can be powerful if done well. High-quality feedback lets students understand where they are in their learning, and it helps them know what to do next (Fisher & Frey, 2013). As teachers, it is essential that we make the process of providing feedback a positive, or at least a neutral. Unfortunately, many students have similar “educational” experiences like mine everyday (Reynolds, 2013). Assessment, and the feedback associated with it, provides an important component of that interaction. The decisions made regarding instruction must be based on the assessment data collected throughout the learning cycle (Fisher & Fry, 2013). The teacher, who is the agent providing feedback, must not only be evaluative when providing information on performance and understanding but must also provide paths to redirect thinking (Hattie & Timperley, 2015).

3. Test of Differences on the perception of teacher-respondents towards Problems Encountered in the performance task authentic assessment

- **Determining the Assessment Criteria:** Table 5 shows the Analysis of Variance to test differences on the perception of teacher-respondents towards determining the assessment criteria when grouped according to age, sex, specialization, highest educational attainment and academic rank or position profile variables.

Table 5: Analysis of Variance to test Differences on the Perception of Teacher-respondents towards Determining the Assessment Criteria when grouped according to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	5.331	8	0.666	1.755	0.093	Accept Ho
	Within Groups	44.815	118	0.380			Not Significant
	Total	50.146	126				
Sex	Between Groups	0.478	1	0.478	1.204	0.275	Accept Ho
	Within Groups	49.668	125	0.397			Not Significant
	Total	50.146	126				
Specialization	Between Groups	3.139	4	0.785	2.036	0.093	Accept Ho
	Within Groups	47.008	122	0.385			Not Significant
	Total	50.146	126				
Highest Educational Attainment	Between Groups	4.901	4	1.225	3.303	0.013	Reject Ho
	Within Groups	45.246	122	0.371			Significant
	Total	50.146	126				
Position/ Academic Rank	Between Groups	1.084	3	0.361	3.303	0.013	Accept Ho
	Within Groups	49.062	123	0.399			Not Significant
	Total	50.146	126				

There is no significant difference on the perception towards determining the assessment criteria when grouped according to age, sex, specialization and position manifested by the computed Significant P-values of 0.093, 0.275, 0.093 and 0.440 which are higher than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is Accepted. On the other hand, the P-value of 0.013 which is lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected, hence there is significant difference when grouped according to highest educational attainment.

The data provide sufficient evidence to conclude that the respondents have deviation and dissimilarity of judgment towards determining the assessment criteria when grouped according to highest educational attainment. Teachers with high educational attainment especially those who have attended graduate studies and attended several training enhanced their capabilities in

determining assessment criteria. The formulation of criteria beset the knowledge and skills for teachers in choosing the rubrics in order to assessed the student development in particular. In assessing performance task, teachers need to specify the purpose, select the appropriate task, develop the scoring criteria, supervise the process, and finally score the product or performance (Kirmizi & Komec, 2016). Consequently, despite the benefits, performance assessments pose a number of difficulties to the teacher as the designer, facilitator and the rater (Kirmizi & Komec, 2016).

• **Utilizing the Performance Tasks:** Table 6 shows the Analysis of Variance to test differences on the perception of teacher-respondents towards utilizing the performance tasks when grouped according to age, sex, specialization, highest educational attainment and academic rank or position profile variables.

Table 6: Analysis of Variance to Test Differences on the Perception of Teacher-respondents towards Utilizing the Performance Tasks when grouped according to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	5.398	8	0.675	2.208	0.031	Reject Ho
	Within Groups	36.056	118	0.306			Significant
	Total	41.453	126				
Sex	Between Groups	0.093	1	0.093	.280	0.598	Accept Ho
	Within Groups	41.361	125	0.331			Not Significant
	Total	41.453	126				
Specialization	Between Groups	2.148	4	0.537	1.667	0.162	Accept Ho
	Within Groups	39.305	122	0.322			Not Significant
	Total	41.453	126				
Highest Educational	Between Groups	2.332	4	0.583	1.818	0.130	Accept Ho
	Within Groups	39.121	122	0.321			Not Significant

Attainment	Total	41.453	126				
Position/ Academic Rank	Between Groups	1.874	3	0.625	1.942	0.126	Accept Ho
	Within Groups	39.579	123	0.322			Not Significant
	Total	41.453	126				

There is no significant difference on the perception towards determining the assessment criteria when grouped according to sex, specialization, highest educational attainment and position manifested by the computed Significant P-values of 0.093, 0.598, 0.162, 0.130 and 0.126 which are higher than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is Accepted. On the other hand, the P-value of 0.031 which is lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected, hence there is significant difference when grouped according to age profile variables.

The data provide sufficient evidence to conclude that old time or seasoned-teachers have developed ease in assessing the students' progress and development compared to novice and beginner. In assessing performance task, teachers need to specify the purpose, select the appropriate task, develop the scoring criteria, supervise the process, and finally score the product or

performance (Kirmizi & Komec, 2016). Consequently, despite the benefits, performance assessments pose a number of difficulties to the teacher as the designer, facilitator and the rater (Kirmizi & Komec, 2016).

● **Assessing the Performance Tasks**

Table 7 shows the Analysis of Variance to test differences on the perception of teacher-respondents towards assessing the performance tasks when grouped according to age, sex, specialization, highest educational attainment and academic rank or position profile variables. There is no significant difference on the perception towards determining the assessment criteria when grouped according to age, sex, specialization, highest educational attainment and position manifested by the computed Significant P-values of 0.883, 0.996, 0.678, 0.082 and 0.768 which all are higher than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is Accepted.

Table 7: Analysis of Variance to Test Differences on the Perception of Teacher-respondents towards Assessing the Performance Tasks when grouped according to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	1.544	8	0.193	0.459	0.883	Accept Ho
	Within Groups	49.633	118	0.421			Not Significant
	Total	51.177	126				
Sex	Between Groups	0.000	1	0.000	0.000	0.996	Accept Ho
	Within Groups	51.177	125	0.409			Not Significant
	Total	51.177	126				
Specialization	Between Groups	0.955	4	0.239	0.580	0.678	Accept Ho
	Within Groups	50.222	122	0.412			Not Significant
	Total	51.177	126				
Highest Educational Attainment	Between Groups	3.325	4	0.831	2.119	0.082	Accept Ho
	Within Groups	47.852	122	0.392			Not Significant
	Total	51.177	126				
Position/ Academic Rank	Between Groups	0.469	3	0.156	0.379	0.768	Accept Ho
	Within Groups	50.708	123	0.412			Not Significant
	Total	51.177	126				

Regardless of age, sex, specialization, highest educational attainment and position signifies commonality and likeness of perspective towards assessing the performance tasks. The nature and format of the assessments affects the depth of knowledge and types of skills developed by students, and that performance assessments are better suited to assessing high level, complex thinking skills and such assessments are also more likely to encourage the acquisition of such

skills (Darling-Hammod & Adamson, 2010). Furthermore, there is evidence that engaging teachers in these assessments can strengthen curriculum and instruction, and support more diagnostic teaching practices ((Darling-Hammod & Adamson, 2010).

Performance based assessments together with traditional assessments are needed in order to determine where students are in the process of constructing knowledge.

Consequently, assessment methods which can assess students and provide feedback during teaching are necessary (Bekiroğlu, 2008). Furthermore, assessment affects student learning. Teachers should gather different information in different forms at different times to make their decisions about students' learning. These necessities highlight the importance of performance based assessments that enable students to perform in accordance with their capacity and to develop their metacognitive skills.

CONCLUSIONS

Based on the summary of the investigations conducted, the researcher has arrived to the conclusions that:

1. The teacher-respondents are female in their early adulthood, Social Studies major, Teacher-1 and BS degree with Master's units.
2. Determining the assessment criteria in performance authentic task assessment was never a problem for teacher-respondents. The teacher-respondents sometimes encountered that the utilization of performance tasks and assessing the performance task respectively are problems.
3. There is significant difference of perception when grouped according to teachers' highest educational attainment towards determining the assessment criteria; significant on age towards utilizing the performance tasks and no significant difference on all profile variables towards assessing the performance tasks.

RECOMMENDATIONS

Based on the summary on the investigations and the conclusions arrived at, the researcher have offered the following recommendations to wit:

1. The school administrator is encouraged to propose an in-service training for teachers on the enhancement of capabilities in assessing the student outputs and performances.
2. Students should be well-informed and be included in the formulation of criteria for evaluation and should be provided with information on the result of every assessment activity.
3. Teachers in all assessment activities should practice with utmost fairness, and objectivity in assessing the student performances.
4. The conduct of parallel or similar study that is wider in scope is recommended to validate and confirm the findings obtained in the study.

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