



# **AHA (AT-HOME ASSESSMENT) APPROACH: USING AUTHENTIC ASSESSMENT AS PERFORMANCE TASKS IN ARALING 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. It may be good if the teacher can present activities that will fit the students' abilities so that they are encouraged to give their own answers. 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 or not 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 will just base 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.



## OBJECTIVES

This study will be deemed important in improving the academic performance of the Grade 10 students through varied authentic assessment.

This research intended to use varied authentic assessments as performance tasks in improving the academic performance of Grade 10 students in Araling Panlipunan at Mamplasan National High School for the school year 2020-2021.

Specifically, it sought answers to the following questions:

1. What are the performance tasks mean scores of the students in:
  - 1.1 experimental group; and
  - 1.2 control group?
2. Is there any significant difference between the mean scores of the two groups after using varied authentic assessments?
3. the significant effect of differentiated instruction on the students' performance in terms of their pre-test and post-test.

## SAMPLING DESIGN

The purposive type of sampling technique was utilized for this study. This sampling technique is appropriate for the conduct of this research as the researcher was also the teacher who handled the two groups to be used as the respondents. The effectiveness of the proposal was more keenly observed as the researcher had the first-hand experience with the process.

## RESEARCH DESIGN

This research utilized both quantitative and qualitative method to determine the effectiveness of the proposed pedagogical tool After collecting the data, the researcher will analyze them by using statistical analysis. The researcher will record the result of the pretest and posttest and will be subjected to appropriate statistical treatment.

## STATISTICAL DESIGN

To analyze and complete the data needed, statistical procedures was used in the study. 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).

## RESULTS

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

Group		Mean	Mean Difference
Experimental	Pretest	14.30	4.75
	Posttest	19.05	
Controlled	Pretest	13.62	3.43
	Posttest	17.05	

The table revealed the performance tasks mean scores of the students in experimental and controlled group. The experimental group was able to get a mean score of 4.75 while the controlled group got 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.

		Mean	Mean Difference	t - value	Verbal Interpretation
Posttest result	Experimental	19.05	2	7.608	Significant
	Controlled	17.05			

The students in experimental group were able to get a mean score of 19.05 in the posttest result while the students in the controlled group got 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.

## CONCLUSION

It was concluded that there was an increase in the performance of the select Grade 10 students after they answered the AHA (At-Home Assessment) Approach: Using Authentic Assessment.

And there is significant difference the mean scores of the two group after using varied authentic assessment..

## AREAS FOR FURTHER RESEARCH

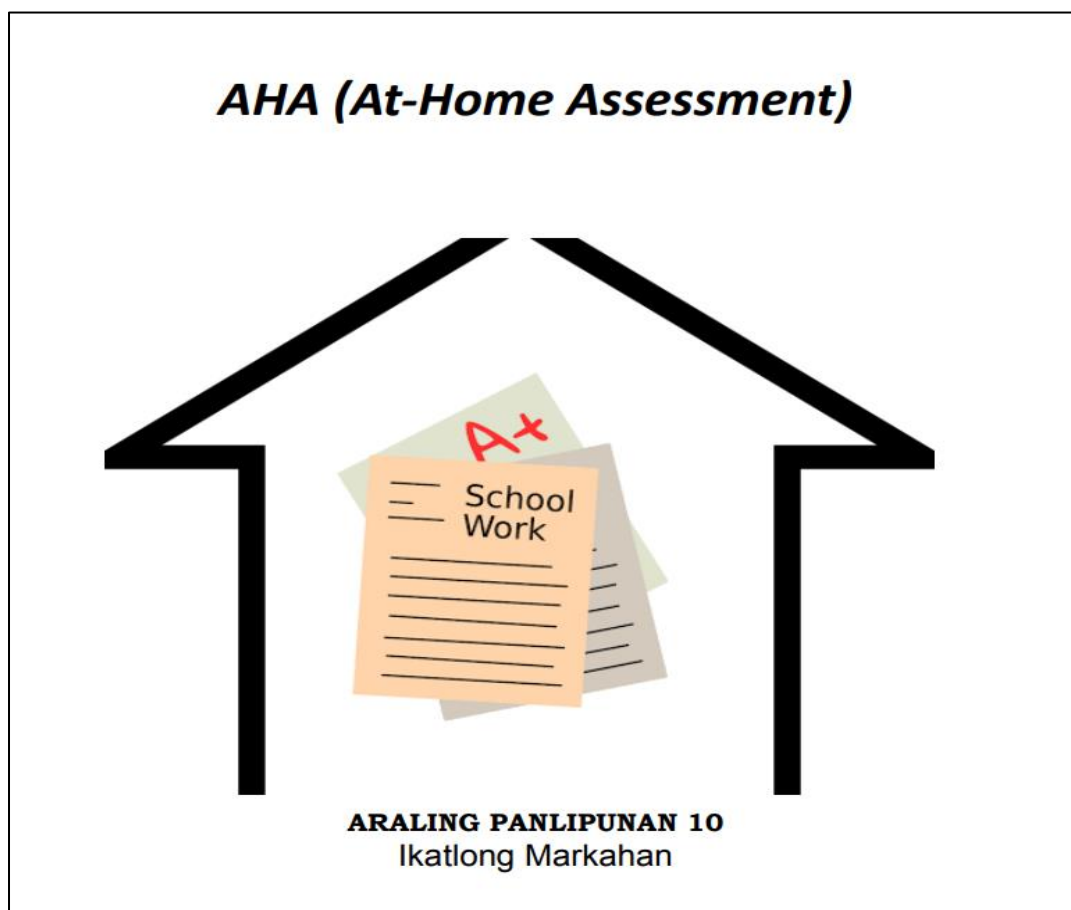
It is recommended especially now that our school is adapting the modular print learning modality. Make used of authentic assessment in order to avoid dishonesty in answering activities and encouraged them to submit their output religiously. Future researchers may conduct similar studies about the use varied authentic assessment in improving performance skill of the students not just in Araling Panlipunan but in other subjects too and to use other variables aside from those considered in this study.

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## APPENDIX SAMPLE MATERIAL





### MODYUL 3: MGA ISYU AT HAMONG PANGKASARIAN

Pinakamahalagang Kasanayang Pampagkatuto (MELC)	(12 )Nasusuri ang mga uri ng kasarian ( gender) at sex
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**BALIKAN:**

- Nalaman mo na magkaiba ang kahulugan ng gender at sex. Ang **sex** ay tumutukoy sa kasarian – kung lalaki o babae. Ito rin ay maaaring tumukoy sa gawain ng babae at lalaki na ang layunin ay reproduksiyon ng tao. Samantalang ang **gender** naman ay tumutukoy sa mga panlipunang gampanin, kilos, at gawain na itinatakda ng lipunan para sa mga babae at lalaki.
- Ipinaliwanag din na ang salitang **oryentasyong sekswal (sexual orientation)** ay tumutukoy sa iyong pagpili ng iyong makakatalik, kung siya ay lalaki o babae o pareho. Ang oryentasyong sekswal ay maaaring maiuri bilang heterosekswal, homosekswal, at bisekswal. .Bukod sa lalaki at babae, may tinatawag tayo sa kasalukuyan na lesbian, gay, bisexual, at transgender o mas kilala bilang LGBT.
- Ang **pagkakakilanlang pangkasarian (gender identity)** ay kinikilala bilang malalim na damdamin at personal na karanasang pangkasarian ng isang tao, na maaaring nakatugma o hindi nakatugma sa sex niya nang siya’y ipanganak, kabilang ang personal na pagtuturing niya sa sariling katawan (na maaaring mauwi, kung malayang pinipili, sa pagbabago ng anyo o kung ano ang gagawin sa katawan sa pamamagitan ng pagpapaopera, gamot, o iba pang paraan) at iba pang ekspresyon ng kasarian, kasama na ang pananamit, pagsasalita, at pagkilos.

#### **AHA 1-AKO ITO!**

PANUTO :Kilalanin ang sarili.Punan ng angkop na mga impormasyon.Maging matapat sa pagsasagot.

Ako ay isang \_\_\_\_\_ (sex)

Bilang isang \_\_\_\_\_ (sex) taglay ko ang mga sumusunod na katangian:

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(maaaring dagdagan)

At bilang isang \_\_\_\_\_ may mga gampanin ako na naisasabuhay na aking ipinagmamalaki tulad ng mga sumusunod:

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- 
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(maaaring dagdagan)



**AHA 4-USAPANG PAMPAMILYA!**

Panuto:Pasagutan sa miyembro ng inyong pamilya ang mga sumusunod na tanong.Ang mga tanong na ito ay tungkol sa diskriminasyon at karahasan.Maging magalang sa pagtatanong lalo na sa nakakatanda sa iyo.

**A.PARA SA MAGULANG**

1. Paano po ninyo itinuturo o isinasabuhay ang kawalan ng diskriminasyon at karahasan sa inyong asawa at inyong mga anak ?

2. May anak po ba kayo na nabibilang sa LGBT?Ano po ang inyong pananaw tungkol sa LGBT?