

REDUCED ACADEMIC PERFORMANCE TASKS

by:

Fredrick Jr. D. Ramos

Teacher I, Bonifacio Camacho National High School

If classroom guidance sessions are conducted in your schools, can you try doing a class sessions and discover what difficulties in terms of subject requirements your learners are facing? I would bet that one common answer they have is the voluminous performance tasks. This happens when each subject requires them to deliver a performance task. If there are eight subjects, there will also be eight performance tasks to be done by each learner.

Many people might think that this is a very diligent action. However, we should be more tactical and strategic in making use of our time. Imagine how students and teachers take time to produce and check these performance tasks. Worst, if they are no longer being produced nor checked because there are more important activities to be done. What solution do we intend to implement for this conundrum? If you were the student, would you have the appetite to produce these performance tasks all at once?

Below are some modest suggestions on how we can reduce the number of performance tasks:

COLLABORATION. Teachers may take time to sit down together and be able to identify the competencies present in the curriculum guide. These competencies will work in alignment for all the subjects. Through this alignment a performance may be formulated and crafted. Subject teachers need not to check various performance tasks at the end of the day. They would just have to construct rubrics while rating one performance task.

COMMUNICATION. As the performance task has been finalized. It is important to communicate the right message to the learners so that you both seeing the same end. The learners would know what features should be present in their performance task. This would make the learners feel ease while doing the task. This is like hitting two birds in one stone.

CREATIVITY. Both the teachers and learners can demonstrate creativity in the process of crafting the performance task. It is important that connections between the subject matter and real life situations are established.

CRITICAL THINKING. This new mode of the production of the performance task reinforces the teachers to think critically since they have to draw inferences across all the disciplines. Learners will have a good grasp of the performance tasks since they are challenged to establish a seamless integration amongst the subjects.

FLEXIBILITY. Since the approach is integrative, learners' abilities, skills, and talents will be tapped. They will learn how to work as a group while unconsciously developing the soft skills namely: leadership, cooperation, and information literacy.

We can all be innovative in our simple ways by making complex tasks simple. After all time is always of the essence. It is a must to have wise and clever decisions in education. Practicality will always present validity.

References:

<https://www.definedlearning.com/pd-center/performance-tasks/#:~:text=A%20performance%20task%20is%20any,serve%20as%20evidence%20of%20learning.>

<https://www.ascd.org/el/articles/designing-performance-assessment-tasks>