



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OFFICE OF BATAAN

APR 27 2021

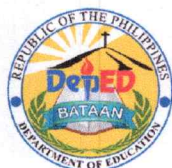
DIVISION MEMORANDUM

No. 133, s. 2021

**ASSESSMENT OF STUDENT LEARNING THROUGH INTEGRATIVE
PERFORMANCE TASKS RELATIVE TO D.O 31 s. 2020 (INTERIM GUIDELINES
FOR ASSESSMENT AND GRADING IN LIGHT OF THE BASIC EDUCATION
LEARNING CONTINUITY PLAN)**

To: Assistant Schools Division Superintendent
Chiefs of Division, CID and SGOD
Education Program Supervisors
Public Schools District Supervisors
Elem. And Secondary School Principals
All Others Concerned

1. Pursuant to DepEd Order No. 31, s. 2020 "Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan," summative assessment shall continue in the form of written works and performance tasks. Basically, learners are expected to do four (4) performance tasks per quarter per subject area. However, because of the implications brought about by the Modular Distance Learning Modality that the Division is currently using, learners are having difficulty in complying with this requirement. Hence, this Office ensures Academic Ease in assessing student learning through an **Integrative Performance Output**.
2. Paragraph 17 of said DepEd Order reiterates that teachers are advised to collaboratively design and implement performance tasks that integrate two or more competencies within or across subject areas. Relative to this, Education Program Supervisors in-charge of the different learning areas, in collaboration with the District Supervisors and School Heads, shall provide guidance in the development and validation of integrative performance outputs through online means, observing health protocols.
3. Sample evaluated outputs will be uploaded to the Division LR Portal to serve as repository of integrative performance tasks. Likewise, this may also serve as bases from which teachers may develop their own integrative performance outputs (see Enclosure 1 for the Sample Subject Integration) using the identified competencies in the Most Essential Learning Competencies (MELCs).



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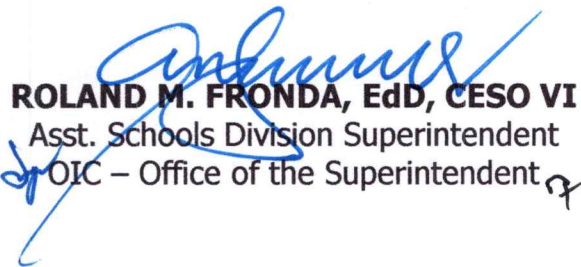


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4. Subjects integrated will have specific rubrics per subject area for grading the performance tasks (see Enclosure 2 for the Rubrics).
5. At the end of each quarter, Best Integrative Performance Output per grade level will be awarded in compliance with the PRAISE policy of the Division to encourage, recognize and reward superior accomplishments (see Enclosure 3 for the Criteria).
6. Immediate and wide dissemination of this Memorandum is hereby enjoined.


ROLAND M. FRONDA, EdD, CESO VI
Asst. Schools Division Superintendent
OIC – Office of the Superintendent

Encl.: a/s
Reference: DepEd Order No. 31, s. 2020
To be included in the Perpetual Index
under the following headings:
ASSESSMENT PERFORMANCE OUTPUT

CI01/CI27
DM ASSESSMENT OF STUDENT LEARNING
THROUGH INTEGRATIVE PERFORMANCE OUTPUT
4/27/2021



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Enclosure 1 to Division Memorandum No. _____, s. 2021

SAMPLE SUBJECT INTEGRATION

(Enclosure No. 3 to Division Memorandum No. _____, s. 2021)



Kumikitang Kabuhayan
TLE Grade 10 (3rd Quarter)
Prepare variety of soup recipes according to enterprise standards
TLE-HECK10SSS-IIIb-21
Prepare a one (1) week Menu of Soup following the enterprise standards

AP
Natatalkay ang mga epekto ng aktibong pakikilahok ng mamamayan sa mga gawing pansibiko sa kabuhayang politikal at lipunang
AP101CC-IVg-8
Partisipasyon ng mga lokal na komunidad sa pagtagkilik ng sariling produkto

ENGLISH
Use a variety of informative, persuasive, and argumentative writing techniques
EN10WC-IIIb-14.1.2
Use of language in the business plan

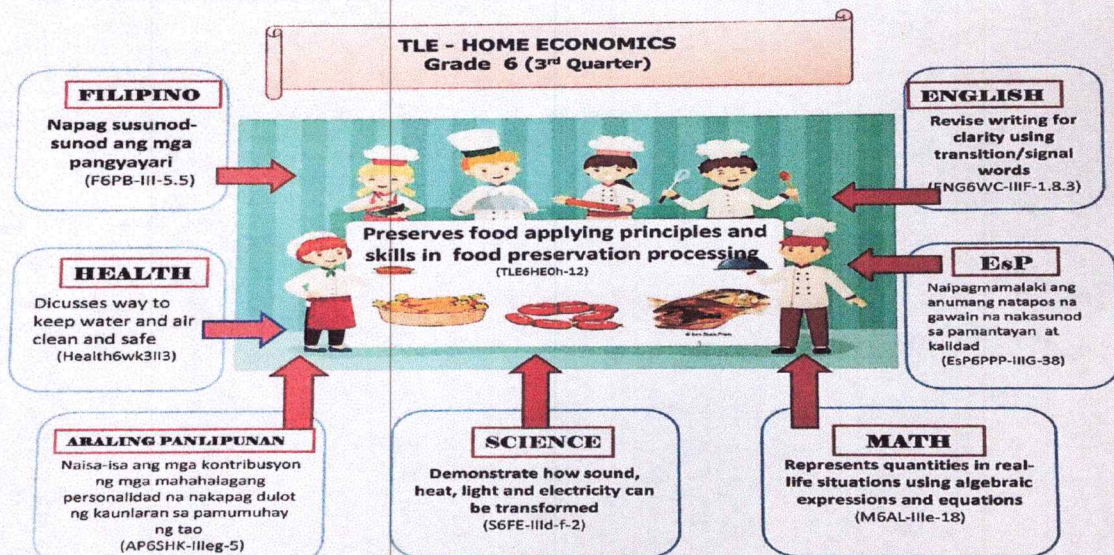
FILIPINO
Nagagamit ang kahusayang gramatikal at diskorsal sa pagpapahayag ng ideya o kaisipan
F10WG-IIIb-72
Masusuri ang mga gamit ng gramatika at diskorsal sa pagpapahayag ng kaisipan ukol panukala sa pagnegosyo.

ESP
Nakagagawa ang mga mag-aaral ng angkop na kilos upang maisakatuparan ang pangangalaga ng kalikasan
Esp10PB-IIIg-12.2
Gumawa ng mga angkop na kilos at pag-uugali na maaring magpamalas ang pangangalaga sa kalikasan at kabuhayan

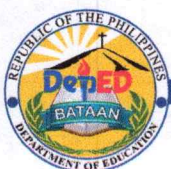
SCIENCE
Explain the relationship between population growth and carrying capacity
S10LT-IIIi-42
Make a Project Plan considering how the population density of the community and carrying capacity affects the development of space such as land, air, water and food resources

MAPEH
Describe how global health initiatives positively impact peoples' health (follow the AITF Health Protocols and Guidelines)
Health 10-Wk 3-III
Make a Project Plan considering the AITF Health Protocols and Guidelines in relation to project proposal

MATH
Generates patterns
M10AL-1a-1
Develop an equation describing the patterns of profit from day 1 to day 5. Identify if the equation is arithmetic or geometric based from the recorded weekly profit



Note: Sample for different levels will be uploaded in the SDO BATAAN.



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(Enclosure No. 2 to Div. Memo No. _____, s. 2021)

RUBRICS FOR GRADING INTEGRATIVE PERFORMANCE OUTPUT

SUBJECTS	CRITERIA				TOTAL
	APPLICATION OF SKILL/COMPETENCE (5)	DEMONSTRATED KNOWLEDGE (5)	CREATIVITY (5)	RELEVANCE (5)	
ENGLISH					
FILIPINO					
MATH					
SCIENCE					
AP					
ESP					
MAPEH					
TLE					

DESCRIPTION OF EACH CRITERION:

1. Application of Skill/Competence

This refers to the level of mastery that the student has shown in the target skill/competence.

5	Skill/competence is highly observed in the presentation. Mastery is evident.
4	Skill/competence is observed except with 1 issue.
3	Skill/competence is observed with 2-3 issues.
2	Skill/competence is observed with 4-5 issues.
1	Skill/competence is observed with 6 or more issues.
0	No output

2. Demonstrated Knowledge

This includes the alignment of the information/data presented by the student to the theme/focus of the task.

5	Information presented is accurate, with no error.
4	Information presented has 1 issue.
3	Information presented has 2-3 issues.
2	Information presented has 4-5 issues.
1	Information presented has 6 or more issues.
0	No output

3. Creativity

This is defined as the use of imagination or original ideas. (*Oxford Languages*)

5	Original and creative ideas are used all the time.
4	Original and creative ideas are used most of the time. (80%)
3	Original and creative ideas are used minimally. (60%)
2	Original and creative ideas were used minimally (40%).
1	Ideas used in the presentation were imitated.
0	No output

4. Relevance

This refers to the practicality of applying the skill in real-life.

5	100% highly relevant to real-life.
4	Highly relevant but with 1-2 issues.
3	Relevant with 3-4 issues.
2	Relevant with 5-6 issues.
1	With 7-10 issues.
0	No output

(Enclosure No. 3 to Division Memorandum No. _____, s. 2021)

CRITERIA FOR THE BEST SUBJECT INTEGRATION OUTPUT

CRITERIA	POINTS	PTS. EARNED
1. Application and demonstration of content knowledge	25	
2. Integration of skills across subject areas	25	
3. Creativity and application of higher order thinking skills	25	
4. Presentation of meaningful and relevant tasks	25	
OVER-ALL TOTAL	100	