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Performance Task Mapping for Collaboration

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ABSTRACT
As the main project, performance tasks call for broader cooperation among learning areas. This study mapped out the performance tasks assigned to students at the University of Baguio Senior High School and the common enhanced learning competencies for possible collaboration. Through a qualitative design, a semi-structured interview guide was used to gather data from 13 writers of learning modules in Grade 11 academic strands during the first semester of the school year 2022-2023. An analysis of the learning modules, course syllabi, and curriculum guides was conducted to support responses from interviews. The findings showed that the performance tasks were plans, creative presentations, and analytical documents. Simultaneously, the most common essential learning competencies were geared toward developing life and career skills, followed by learning and innovation skills. An action plan for collaborative tasks was prepared as the output of the study.

Keywords: Collaboration, Learning Competencies, Performance Tasks, 21st-Century Skills

INTRODUCTION

The assessment of learning is a way to see what students can do (Heick, 2022). It provides evidence of student learning at particular key points in time (NSW, 2021). Learning assessment is like a magnifying glass; we hold up to students' learning to discern whether the teaching and learning process is functioning well or needs change (Fisher & Bandy, 2019). Teaching is not all about feeding information or greasing to activate a person's capabilities to serve their function. Indeed, teaching must be paired with checking to determine whether it has a positive impact on students. The teacher should be guided on how to address concerns to make teaching significant to the students in the same way that students become more aware of the level of their academic performance. Thus, assessment benefits both the teacher and student. Sochanvar et al. (2021) found that authentic assessment equips students with skills essential for their future professional lives, such as communication, collaboration, critical thinking, problem-solving, self-awareness, and self-confidence. Assessment improves students' academic performance (Kumar, 2018), and more exercises can help students perform better (See et al., 2022).

Considering that a student enrolled in not only one or two subjects has to accomplish several assessments is a big concern. Al Ateeq, Aljhani, and Eesa (2020) found in their study that more than half of the student participants in virtual classrooms showed moderate levels of stress (55%), while 30.2% registered high levels. Fawaz and Samaha (2020) concluded that the sudden shift to exclusive e-learning methods of instruction produced anxiety and depression symptoms among many students due to the stressful workload required. Kamel (2018) found that academic overload leads to lower academic adjustment. Additionally, one study revealed that academic exhaustion is the result of academic assignments, hard tasks, and

exhausting subjects (Rahmati, 2015), and many school assignments or a busy schedule of school activities make it difficult for students to concentrate, be unconfident, and be forgetful (Izzati et al., 2020). Too many assignments are stressors to students (Hachintu & Kasisi, 2022). The University of Baguio High School (UBHS) shares this concern with students regarding activities for various reasons. One of the challenges faced by Senior High School students is their heavy workload (Flores & Diwan, 2021).

Performance task (PT) is one of the workloads of students given heavy weight in their grades. A performance task is any learning activity or assessment that asks students to construct a multifaceted response, create a product, or produce a demonstration (McTighe et al., 2020, as cited by McTighe & Lamer, n.d.). A PT measures how prepared the student is to apply the learning gained in the higher level of education or his/her future career. This assessment task allows learners to demonstrate what they know and can do in diverse ways. They may create or innovate products or execute performance-based tasks [including] skill demonstrations, group presentations, oral work, multimedia presentations, and research projects. It is important to note that written outputs may also be considered performance tasks (Department of Education [DepEd] Order No. 8, s. 2015 enclosure to DepEd Order No. 031, s. 2020).

As McTinghe (2022) says, the outcomes of modern schooling should place greater emphasis on trans-disciplinary skills, such as critical thinking, collaboration, communicating using various technologies, and learning to learn. Performance tasks play an important role, especially given the complexity and depth of learning goals set for students (Braun, 2019). It could provide students with an authentic and meaningful learning experience and is essential in coping with challenges such as the pandemic (Sabijon, Jr., 2021). The research findings of Ulucinar and Dinc (2021) show that authentic performance tasks improve student teachers' professional development, help them enhance their repertoire of research, methodology, and science process skills, and develop their skills of self-confidence, self-efficacy, communication, interaction, and the use of technology.

The significance of PTs in grades puts pressure on both teachers and students. Being the main task, this is usually accomplished in groups. Petalla's (2021) study revealed that planning, execution, and consequences of tasks contribute to the challenges encountered by students. Based on DepEd Order No. 8, s. 2015, the weight of performance tasks in core subjects is 50%; in Work Immersion, in the academic track, subjects such as Research, Business Enterprise Simulation, Exhibit, and Performance have 40% weight, while in other subjects, it is 45%. For Technical-vocational livelihood (TVL), Sports, Arts and Design tracks, the weight was 60%. Following the spiral progression, teachers should prepare students to accomplish PTs through scaffolds. To help students, Flores and Diwan (2021) suggested that teachers exert more effort to saturate the collaboration of PTs. Tasks are reduced through well-designed collaboration which gives students more time to prepare.

Literature Review

Humes (2015) found that collaborative learning projects support increased engagement, leading to deeper understanding and higher-level thinking. Generative preparation tasks and supporting learners' cognitive group awareness can enhance the advantages and mitigate the disadvantages of individual preparation for collaboration (Akin et al., 2015), and there is a positive, significant, and high correlation between the perceptions of socialization (Cager et al., 2016). Yadollahi and Rahimi (2015) found that the emphasis on

accuracy and meaning increased when students worked in groups. Zambrano et al. (2019) revealed that groups with experience in collaboration outperformed inexperienced groups and were more cognitively efficient. A low information density increased performance during the learning process.

Collaboration is not only for students as they accomplish the main tasks. Teachers also collaborate on PTs with other teachers, thus reducing preparation and time for both teachers and students. According to Vangrieken et al. (2015), when teachers collaborate, the educational performance of students progresses. Teachers' collaboration positively affects students' achievements (Ruano et al., 2019). Effective collaborative practices enhance the learning environment (Burton, 2015). Collaboration is an effective method for raising student achievement (Avila, 2016).

As a collaborative task, Dela Cruz (2020) posted how they used integrative performance tasks in Fortune Elementary School located in Marikina City to promote planting activity in the community. The content standard, performance standard, and objectives of each subject were carefully studied to evaluate which subjects would be included in this task. This includes Science, EPP, Mathematics, Filipino, and ESP subjects for Grade 4 students.

Collaborative performance tasks were encouraged at the University of Baguio Senior High School. Teachers from different learning areas shared their performance standards and learning competencies to check whether collaboration was possible. While there are meetings and workshops on this, a more effective process for organized collaboration is needed; hence, the conduct of the study.

Theoretical and Conceptual Framework

The social interaction of students in accomplishing their tasks and the relevance of the collaboration the study focuses on are anchored in the following theories and concepts.

The Social Learning Theory, proposed by Albert Bandura, emphasizes the importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others (McLeod, 2016). It explains human behavior through continuous reciprocal interactions among cognitive, behavioral, and environmental influences. The component processes underlying observational learning are (1) Attention, including modeled events (distinctiveness, affective valence, complexity, prevalence, and functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, and past reinforcement), (2) Retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal, (3) Motor Reproduction, including physical capabilities, self-observation of reproduction, and the accuracy of feedback, and (4) Motivation, including external, vicarious, and self-reinforcement (Social Learning Theory, 2018). The process of interaction was expected from each student as part of the group when completing the performance task.

In connection with the above learning theory, Vygotsky's Theory of Social Development states that human intelligence originates from our cultural environment and that social interaction is crucial in developing cognition (Vygotsky's Theory of Social Development, 2021). His *Zone of Proximal Development (ZPD) is* the distance between the actual development level determined by independent problem-solving and the level of potential development determined through problem solving under adult

guidance or in collaboration with more capable peers, which the child can do with minimal guidance.

Working with peers means connecting with others to accomplish a task. The Theory of Connectivism suggests that students combine their thoughts, theories, and general information. It accepts that technology is a significant part of the learning process and that our constant connectedness gives us opportunities to make choices about our learning. It also promotes group collaboration and discussion, allowing for different perspectives regarding decision-making, problem-solving, and making sense of information. Connectivism promotes learning that present itself outside of an individual, such as through social media, online networks, blogs, or information databases (Western Governors University, 2021).

The plans, comments, and suggestions from each member of the collaboration process were considered to arrive at a well-planned task. Bloom's Taxonomy provides a hierarchical structure for categorizing educational objectives based on cognitive complexity. The terminology includes remembering, understanding, applying, analyzing, evaluating, and creating (Shabatura, 2022). When applied to collaborative performance tasks, the taxonomy offers valuable insights into the depth and complexity of thinking skills that can be fostered through team-based activities. Applying Bloom's Taxonomy to collaborative performance tasks underscores the progression of cognitive skills within a team context from foundational understanding to collaborative innovation. This alignment enhances the depth and richness of learning experiences within collaborative settings.

The spiral progression adheres to the taxonomy of Bloom. Assessments start from the basics and progress until students can produce performance tasks to apply the skills learned. In the course of application, problem-based learning is introduced. It is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem drives students' motivation and learning. Rather than teaching relevant material and subsequently having students apply knowledge to solve problems, the problem is presented first. PBL assignments can be short, or they can be more involved and take a whole semester. PBL is often group-oriented, so it is beneficial to set aside classroom time to prepare students to work in groups and to allow them to engage in their PBL projects. (*Problem-Based Learning*, n.d.).

McTighe (2022) states that performance tasks can integrate two or more subjects. Thus, it encompasses the collaboration of tasks within the subject matter and is transdisciplinary. Collaboration promotes cooperative learning. Stein and Hurd (2020) describe cooperative learning as a teaching strategy that encourages student participation and shared accountability for academic achievement. Additionally, this involves dividing students into smaller groups to collaborate on projects, answer questions, and learn from one another (The Graduate School of Education and Human Development, 2017). These cooperative exercises can be performed in groups or in pairs. Think-pair-share, small-group conversations, peer teaching, case studies, and simulations are often examples of how these might be done. (University of Maryland, n.d.). These approaches value diversity and encourage participant cooperation to foster teamwork and produce outstanding results (Indeed Editorial Team, 2021).

In addition, an Integrative Performance Task (IPT), a product of two or more learning competencies within or across subject areas (DepEd Order No. 31, s. 2020), is another learning assessment in which learners

will show their understanding, knowledge, and skills by integrating the learning competencies from different learning areas. The cooperation and effort of teachers in various subject matters can be used to help learners with relevant and meaningful learning. It can save teachers' time and effort in executing performance tasks because IPT can cover various subject areas, where students can also exert less effort while developing creative ideas to develop one performance task that corresponds to achieving the competencies of different subjects (Fajardo, 2022). An integrative performance task has the same goal as collaborative tasks; only collaborative targets and tasks work in groups. According to Alburo (2021), the steps for Integrative Performance Tasks (IPT) are the following: (1) collaborate with teachers from other subject areas; (2) map from the curriculum guide (CG) the content standards and performance standards or most essential learning competencies (MELCs) that can be integrated to other subjects; (3) brainstorm and come up with one authentic activity that covers the content standards and performance standards or MELCs of all learning areas involved; (4) use the GRASPS Model (Goal, Role, Audience, Situation, Product/Performance and Standards); (5) identify other skills and concepts that are needed in the IPT and agree who/what subject area will teach and integrate them in the teaching-learning process (Example: short film, vlog, blog, brochure, and etc.); (6) each subject teacher identifies clearly what specific skills, content, performance/product will be looking for and to be rated in the IPT; (7) present the authentic IPT to the learners and parents before the start of classes; (8) teacher should agree which specific contents and performance standards/MELCs must be emphasized during the integrative teaching-learning process; (8) make an individual plan and execute through teaching; (9) make sure to highlight the needed concept and skills/cover all the prescribed competencies for the quarter; (10) after teaching all the lessons within the quarter, present once again the expected IPT outputs and standards to the learners; (11) give ample time for the learners to do their IPT. (12) presentation/submission of IPT outputs; and (13) provide timely, constructive, and meaningful feedback.

A process that can be incorporated into an action plan is needed to produce a systematic collaborative activity. An action plan is a step-by-step strategy (Weller, 2023). It documents the execution of the project plan (Bridges, 2023) and states how a goal can be achieved (Thompson, 2015). It generally includes "what," "who," and "when" (Early Childhood and Knowledge Center, 2023).

According to Raeburn (2023), to create an action plan, set SMART goals, identify tasks, allocate resources, prioritize tasks, set deadlines and milestones, and monitor and revise plans. Llego (2023) has the following developments of the action plan: formulate a clear purpose of the study, conduct a literature review, select data collection methodology, determine a data analysis approach, develop an implementation plan, and reflect and evaluate. An action plan is the product of this study, and these descriptions can guide in coming up with one.

Significance of the Study

The abrupt shift to a new normal of education has considerably affected the students' learning behavior. The absence of face-to-face or in-person interactions in the classroom for the past two years weakened the absorptive capacity of some students. Working on numerous activities became stressful for students and their parents. There must be careful planning of the performance task or the "big" task guided by the performance standard to make it an authentic assessment in attaining the learning competencies. Moreover, it should not bring too much burden on the students; thus, proper collaboration is necessary.

The result of the study can address the concern about the heavy workloads of students through a suggested plan of action to strategize collaboration of performance tasks. The action plan will guide the teachers in identifying partners for the collaborative performance tasks and directing students to what they should focus on when preparing their performance tasks.

Objectives of the Study

The study was into performance task mapping for collaboration toward developing an action plan for collaborative performance tasks for UB Senior High School learners. To make this realized, it sought answers to the following:

1. To identify the types of final performance tasks of the University of Baguio Senior High School learners during the 1st semester of SY 2022-2023.
2. To determine the common most essential learning competencies being enhanced in the final performance tasks.
3. To formulate a plan of action that can be proposed in developing collaborative performance tasks.

METHODOLOGY

Study Design

A qualitative design, especially content analysis, was employed in the study through semi-structured interviews and document analysis. According to DeJonckheere and Vaughn (2019), a semi-structured interview allows the researcher to collect open-ended data, explore participants' thoughts, feelings, and beliefs about a particular topic, and delve deeply into personal and sometimes sensitive issues. In document analysis, established sources are utilized to gather ideas and evidence to support claims (Indeed Editorial Team, 2023). By undergoing the process of identifying similarities or commonalities in texts for coding, agreements about the objectives of the study were reached.

Population of the Study

Total purposive sampling was applied for the population of the study. All learning modules in the first semester of the Grade 11 academic track were considered for the data gathering, thus involving the main writers as participants.

The subjects for the academic strands were chosen because these strands comprise the larger population of the UB senior high school compared to the non-academic tracks. Definitely, this excluded the non-academic track performance tasks from the study. Included were that of Science, Technology, and Mathematics (STEM), Accountancy, Business, and Management (ABM), and Humanities and Social Sciences (HUMSS) during the first semester of the school year 2022-2023. Likewise, the Grade 11 subjects were chosen considering that a more strategic plan for collaboration can start from the lower level to help the students in their adjustment period with senior high school. For the teacher participants, all the 13 main module writers of the identified subjects included in the study were interviewed, hence the use of total purposive sampling.

Data Gathering Tool

The UBHS learning modules are designed to provide the learners with the relevant details of the subject such as the most essential learning competencies, lessons, mini-tasks, and PTs among others. Data for the

MELCs and PTs were obtained from the learning modules for the first semester of school year 2022-2023 to answer objectives 1 and 2. Through the curriculum guide provided by DepEd, the course syllabi, and the interview guide that was prepared by the researchers, data were verified and discussions were enriched.

Data Gathering Procedure

An interview protocol was designed to gain valuable insights into the teachers' expertise on their assigned subject matter. The module writers were cordially requested via email for the interview, should they be willing to participate. Attached to the message was the request letter together with the consent form. The purpose of the interview and the dissemination of the findings were mentioned in the letter. All 13 participants preferred to send their answers online and answered follow-up questions for clarification. The researchers downloaded digital copies of the DepEd curriculum guides for the identified subject areas, while the course syllabi and instructional modules were downloaded from the school's repository. These documents were utilized further to align the most essential competencies to the specified performance tasks and for further verifications of the data gathered.

Treatment of the Data

The process began by gathering PTs from the learning modules. Subsequently, an analysis was conducted to align criteria or standards with the PTs extracted from the learning modules. To identify the types of PTs, a thematic analysis, as outlined by Caulfield (2022), was employed. This analysis followed a systematic process involving familiarization, coding, generating, reviewing, defining, and naming themes. The discussion phase drew support from interview responses, providing insights into the rationale behind PT selection and how students perceived the tasks. In addressing the second objective, predetermined themes for common learning competencies were established based on the four 21st-century skills outlined in DepEd Order No. 021, s. 2019. This thematic framework facilitated the classification of the MELCs enhanced by each performance task. To validate the identified learning competencies, cross-referencing was performed against curriculum guides and course syllabi. This step ensured alignment with established educational standards. The plan of action for the collaboration of performance tasks was prepared based on the process, the findings, and the suggestions of module writers.

Ethical Considerations

The researchers obtained ethical approval from their institution's review board to conduct interviews and collect documents. The learning modules are accessible to teachers and student users in the UBHS module repository, and hard copies are also available, but for ethical considerations, the module writers were informed of the study on their performance tasks and the benefit it will provide to them and the learners. Informed consent emphasizes voluntary participation, confidentiality, and the right to withdraw. Identifying details were removed, and data was stored securely. Only the researchers have access to the interview data, which will be discarded after the publication of the study. The ethical procedures ensured that the teachers could openly share their perspectives while upholding principles of beneficence, justice, and respect for persons, and no financial obligation was involved.

The study did not investigate the effectiveness of the performance tasks since its focus was on the development of an action plan for collaborative performance tasks. The names of the writers were withheld, though the titles of the subjects were mentioned as required by the study. The result of the study

will be presented to the writers in a meeting or during the assessment of programs for the school year 2023-2024.

RESULTS AND DISCUSSION

Types of Final Performance Tasks of the University of Baguio Senior High School Learners During the First Semester of SY 2022-2023

The performance tasks were analyzed from the description and rubrics to gather in-depth information before determining the themes as presented in Table 1.

Table 1: Types of Performance Tasks (PTs)

Types of Performance Tasks	Performance Tasks	Subjects
Plan	Business Plan	Entrepreneurship
	Action Plan on "Fix the Society"	Earth & Life Sciences
	Action Plan "To Help the Community"	Philippine Politics and Governance (HUMSS)
	Business Proposal	General Mathematics
	Business Plan	Business Mathematics (ABM)
	Business Plan	Organization & Management (ABM)
Creative Presentation	Poster - Analyze the Practical Use of Social Sciences in Addressing Social Concerns and Phenomenon	Discipline and Ideas in the Social Sciences (HUMSS)
	Infomercial on Injury Prevention	Physical Education
	My Profile	Personal Development
	Speech Delivery	Oral Communication
	Generic Process of Wine	General Biology 1 (STEM)
Analytic Document	Panimulang Pananaliksik	Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino
	HoneyComb Core - Solve Situational Problems Involving Trigonometric Identities	Pre-Calculus (STEM)

Based on Table 1, the leading type is plan, which comes from six subjects, three of which are specialized, two are core or a general subject, and one is applied or contextualized. Posters and infographics, speech deliveries, and other creative outputs were themed as creative presentations consisting of five subjects, five of which are core and one is specialized, while problem-solving tasks were put under an analytic

document consisting of one core and one specialized subject. The finding implies a diversity of approaches in assigning tasks. The fact that planning leads to the types of tasks suggests an emphasis on the initial stages of research, such as conceptualization, design, and organization. It can be noted that Research 1 is among the Grade 11 subjects for the second semester. Overall, the implications suggest a multifaceted landscape of activities involving educational strategies, interdisciplinary collaboration, and the development of various skills across diverse fields.

The performance task is used to gauge the students' application of skills and knowledge gained. According to eight of the module writers, tasks were aligned with the performance standard set by DepEd and by five teachers, on the established MELCs. Performance standards describe the abilities and skills that the learners are expected to demonstrate about the content standards and integration of 21st-century skills (DepEd Order No. 8, series of 2015). The competencies, such as abilities to carry out, apply, make, and present an application of learning through a plan, were assessed based on criteria like presentation, organization, comprehension, and accuracy. The creative presentation of ideas was covered by competencies such as synthesize, illustrate, and demonstrate, in the performance standards. These were assessed by criteria like content, creativity, organization, and grammar. On the other hand, an analytic document is aligned with performances such as investigating, writing, and solving problems. These were assessed along with communication, content, organization, and grammar. These criteria or standards imply that the performance tasks targeted the enhancement of relevant skills and knowledge and even went beyond the expected transfer of goals for a more comprehensive output. From concepts of ecosystems, a mitigation plan was prepared, and from lessons on respiration and fermentation, a wine was made. According to Bloom's taxonomy, learning starts with remembering, understanding, to creating. In the case of the UBHS, from the knowledge and skills learned, a new product is created, and to lighten the work, collaboration is encouraged.

While the selection of such tasks was also based on the types of learners' needs, according to teachers, with four responses and two on availability of resources, these are only secondary reasons in consideration of students' capabilities to possibly finish the tasks. Thus, taking from the interview, even if the tasks were found by the learners to be challenging, they gained interest and realized the relevance of establishing correspondence with other subjects when they were engaged in collaboration. Taking from Vygotsky's Theory of Social Development (2021), social interactions contribute to learning. On the other hand, to construct a good assessment of learning, a tool should measure what it has to measure. All criteria should be aligned with the performance standards and contents taught to accurately assess weaknesses and strengths.

Secondary education shares in preparing individuals for their chosen careers, hence equipping them with life skills. According to Reideman (2021), schools should prioritize incorporating essential life skills in their curriculum. Secondary education programs designed this way produce graduates who exhibit enhanced social, emotional, and cognitive capabilities to meet future challenges encountered in college, careers, and life in general. For Shek et al., (2020), life skills education enables students to make knowledgeable and reasonable decisions about their lives. This enhances a person's ability to meet social goals and demands while assisting in dealing with a variety of scenarios. Instilling training through life skill education will help adolescents overcome challenges in life (Dey et al., 2022).

Chigbu and Nekhweyha (2021) concluded from their findings that the educational environment has to gain more influence on how their new learners develop. Based on connectivism (2021), the environment is a source of learning, and the school, with its assessment system, plays a crucial role in producing graduates equipped with any of the four curriculum exits. As recommended by Razak et al. (2019), teachers need to create more ideas for the teaching process, the institution needs to take care of the students' needs related to their learning process. The findings of Luesia et. Al. (2023) additionally point to the relevance of critical thinking, effort regulation, time/study management, self-directed learning, leadership, and collaboration.

All in all, by grouping the 13 performance tasks into three, more essential skills are developed and hence, welcomes collaboration and develops integrative performance tasks not only to realize the relevance of other disciplines but most of all for academic ease.

Common Most Essential Learning Competencies Being Enhanced in the Final Performance Tasks

The MELCs were one of the major bases in planning for a performance task. The teachers have carefully identified a list of MELCs that emphasizes strong alignment with the performance standards outlined in the curriculum guide provided by the Department of Education. The learning competency that was championed in each performance task was systematically coded and categorized as common competencies into predetermined themes based on 21st-century skills. These skills encompass Information, Media, and Technology Skills, Communication Skills, Learning and Innovation Skills, and Life and Career Skills. (D.O. No. 21, s.2019).

Table 2: Most Essential Learning Competencies (MELCs)

Themes based on 21st Century Skills	**MELCs**
Life and Career Skills	Implement the business plan. Generate an overall report on the activity.
	Engage in moderate to vigorous physical activities, participate in an organized event that addresses health issues and concerns.
	Apply the concept and nature of different control methods and techniques in accounting and marketing.
	In making the policy, students must be able to understand how government processes are done based on ideologies in the Philippines
	Explain the major features and sequence of the chemical events of cellular respiration.
	Solve problems involving buying and selling products.
Learning and Innovation Skills	Establishes the validity and falsity of real-life Arguments using logical propositions, syllogisms, and fallacies.

	Cite ways to prevent or mitigate the impact of land development, waste disposal, and construction of structures on control coastal processes.
	Analyze the practical use of Social Sciences in addressing social concerns and phenomena.
	Solves situational problems involving conic sections.
	Nakasusulat ng isang panimulang pananaliksik sa mga penomenang kultural at panlipunan sa bansa (To be able to write an introductory research based on cultural and social aspects in one's country)
Communication	Uses principles of effective speech writing and delivery.
Information, Media, and Technology Skills	Construct a creative visualization of his/her personal development through the various stages he/she went through, stressors, influences, and decision-making points, and a personal profile analysis.

This study found that a majority of the competencies, specifically, six out of the thirteen competencies, exhibited a strong alignment with the Life and Career Skills category. This alignment signifies that students are being prepared to make meaningful contributions to societal development. (D.O. No. 21, s.2019) These skills enable them to be globally competent individuals, particularly in business, politics, health and wellness, and biological sciences, enhancing their overall capabilities.

The most essential learning competencies related to life and career skills encompass crucial abilities and knowledge areas applicable in personal and professional contexts. Implementing a business plan and generating reports demonstrate project management, analytical, and communication skills. Engaging in physical activities and participating in health events promote well-being and teamwork. Applying control methods in accounting and marketing is essential for financial management. Understanding government processes based on ideologies is vital for civic engagement. Explaining cellular respiration contributes to health awareness. Solving problems related to buying and selling products is integral to financial literacy and practical decision-making, all of which collectively enhance personal development and career success.

These skills collectively contribute to personal development and career success. Prajapati et al. (2017) emphasize that life skills education acts as a bridge between fundamental functionality and personal capabilities, equipping individuals to address contemporary societal demands and challenges. Additionally, as highlighted by Chen et al. (2021) and the Milton Hershey School (2022), career skills are pivotal for high school students, aiding in career exploration and preparing them for professional development. This further assists students in making informed career decisions after senior high school, as outlined in DepEd Memo No. 169, which provides options for curriculum exits, including higher education, middle-level skills development, entrepreneurship, and employment (Arimbay & Veloso, 2023).

The second most prominent theme, with 5 out of the 13 competencies, is centered around "Learning and Innovation Skills." This theme primarily emphasizes the development of critical thinking and problem-solving skills. The subjects included here are Mathematics, Sciences, Social Sciences, and Filipino.

The MELCs categorized under learning and innovation skills necessitate critical thinking, problem-solving, and creativity to address real-world challenges, spanning from evaluating arguments to solving environmental and societal issues. These skills, which are applicable across subjects and grade levels, empower learners to tackle a range of daily issues, enhancing their preparedness for real-world scenarios like workplace collaboration, effective communication, and creative problem-solving. Thus, making tasks multidisciplinary and interdisciplinary can prepare the students to be more competent graduates in whatever curriculum exit they choose. Bahri et al. (2021) mentioned that students also need an innovative learning process that can train critical and creative thinking skills. Akpur (2020) found in his study that critical thinking, reflective thinking, and creative thinking predicted academic achievement positively and significantly.

Finally, "Communication Skills" and "Information, Media, and Technology Skills" emerge as themes with the least alignment, each having only one competency aligned, specifically within the English and Personal Development subjects, respectively. While these skills may be fewer in number compared to other 21st-century skills, they remain vital as they are auxiliary to the other types of skills. In relation, Hazar et al. (2021) found in their study that middle and high school students considered themselves to be relatively moderate in their information, media, and technology skills. This explains the need for further enhancement of the said skills.

Among the identified themes, researchers have now identified the common competencies that offer potential for integrated collaborative performance tasks across the identified subjects.

Plan of Action for Developing Collaborative Performance Tasks

From the findings of the study, the process used, and suggestions from the respondents to come up with collaborative PTs, an action plan was developed. Based on the development of an action plan by Llego (2023), the objectives of the study were formulated, then followed the steps of research until the plan was constructed, which contains pre-implementation, implementation, and evaluation.

Table 3: Action Plan for Collaborative PT

Strategies	Timeline	Resources	
		Human	Non-human
I. Planning Phase (Pre-Implementation)			
A. Committee Formation: Establish a committee comprising module writers, subject heads, and experienced teachers from different subjects to initiate the collaboration process. This committee will serve as the driving force behind this effort.	3rd week of November 2023	Module writers Subject heads Subject teachers	Laptop LCD projector

B. Expertise Assignment: Assign subject teachers as leaders responsible for reviewing and aligning the contents of the PTs in specific subjects based on MELCs and performance standards.	3rd week of November 2023	Subject teachers Subject head	Curriculum guide Learning modules
II. Execution Phase (Collaboration and Implementation)			
A. Collaboration meetings 1. The assigned leaders will complete the form by mapping it out. To determine the themes, the performance tasks are analyzed vis-a-vis the performance standards and the rubrics. Identify the 21st-century skills being championed in the PT. 2. Create a multidisciplinary (integrating the perspectives of different disciplines or subjects) and interdisciplinary (integrating processes from another discipline or subject) PT per theme. Take note of the 21st-century skills to be enhanced in this PT and the contribution in preparing the learners for the 4 curriculum exits. 3. Review the PTs made and do some revisions if necessary.	Last week of November 2023	The researchers Subject teachers Subject head Assistant principals	Form for Mapping out (Refer to Tables 1 and 2) Learning modules Syllabus Curriculum map
B. Rubric Development: Develop clear and standardized rubrics for collaborated PTs. Ensure that rubrics are aligned with MELCs. Each subject involved in the same PT can add a special criterion for the said subject.	1st week of December 2023	The researchers Module writers Subject heads Subject teachers	Laptop LCD projector Sample rubrics Learning module
C. Evaluation and Revision of Modules: This is to ensure that the module writers have incorporated the collaborative performance task in the learning module.	1st week of December 2023	Module writers Subject heads	Learning module Evaluation tool
D. Monitoring and Support: Subject heads and assistant principals closely monitor the progress of PT collaboration. Provide support and guidance to teachers when needed.	3rd week of November- 1st week of December 2024	Assistant Principal Subject Heads	Monitoring form
E. Documentation: Properly document the collaborative PTs, including rubrics, guidelines, and outcomes, for future reference and	3rd week of November- 1st week of December 2024	Module writers Subject heads	Learning module Calendar map rubrics

assessment.			
III. Assessment and Review Phase (Post Implementation)			
A. Performance Evaluation: Evaluate the success and effectiveness of the collaborative PTs based on predetermined criteria and rubrics.	3rd week of May 2024	Subject teacher Subject heads Students	Evaluation tool Learning module
B. Feedback Gathering: Collect feedback from both teachers and students regarding their experiences with the collaborative PTs.	2nd-3rd week of May 2024	Subject teacher Subject heads	Evaluation tool Learning module
C. Review and Adjustment: Review the feedback and assessment data to identify areas for improvement. Adjust the collaborative PT process accordingly.	June 2024	Subject teacher Module writer Subject heads Assistant principals	Report on the evaluation

Phases I and II were formulated based on recommendations provided by the participants. The execution stage will adopt the process employed in addressing objectives 1 and 2. A committee will be established with an appointed leader to ensure an organized delineation of tasks. The complete process will be monitored by the module writers, department heads, and extending to the Principal's office. The execution phase will be overseen by the researchers.

CONCLUSIONS AND RECOMMENDATIONS

The types of performance tasks that were themed into a plan, creative presentations, and analytical documents suggest variations in creations as products of learning. The targeted competencies were mostly geared towards the enhancement of life and career skills and learning and innovation skills, which indicates balanced and relevant assessments.

With these findings, the researchers would like to recommend that the preparation of performance tasks be continuously monitored by the school to attain goals for such assessments. The prepared performance tasks for the first semester can be retained, but teachers should consider leveling them up as life skills adapt to the needs of time. To improve the existing collaborative practice of the UBHS, which is not so multidisciplinary and interdisciplinary since it relies mostly only on the agreements of a few teachers, the crafted action plan is suggested to be utilized for collaborative PTs. A follow-up study on the impact of collaborative PTs is encouraged.

Conflict of Interest

The study is conducted within the framework of the University of Baguio Research and Development Office program, with the researchers being affiliated with the institution where the data were collected. Throughout the research process, it is important to note that there are no conflicts of interest among the researchers.

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