# STUDENT – DESIGNED PERFORMANCE TASKS: MAKING LEARNING PERSONAL

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## ABSTRACT

*Performance-based learning and assessment embody a set of techniques for the attainment and application of information, abilities, and work practices through the performance of tasks that are meaningful and engaging to students. However, with students' differing capabilities and talents, as well as their economic, social, and cultural backgrounds, these performance tasks may only be good and effective for specific students. Hence, learners' knowledge, discernments, and voices are vital and helpful in evaluating and reflecting on their learning journey. This qualitative study described and understood the lived experiences and relayed the stories of the learners as regards designing their performance tasks. A phenomenological method was used to explore how students design their performance tasks, the challenges they encountered, and the realizations they have made during the process. Through a series of focus group discussions with the students, the central question, "How do students design their performance tasks?" was addressed in this study. The responses of the participants gave focus and direction to this study which provided a thoughtful perception of this phenomenological study. After a thorough analysis and coding, categories were identified and themes emerged from the focus group discussions of the students concerning the factors that they consider in designing performance tasks (authenticity of tasks, students' self-efficacy, and assessment criteria and time allocation); the experiences in designing performance tasks (difficulty in conceptualization, conflicting ideas, and self-discovery); and students' realizations in designing the task (opportunity, challenge, and reward). The students have also made suggestions as to how student-designed performance tasks can maximize student learning and engagement. The lived experiences of the students in designing their performance tasks allowed them to become more responsible, to discover themselves better, and to become learners who successfully faced the challenges in their academics. In the light of these findings, the researchers developed the Student-Designed Performance Task Template that will serve as a guide for both students and teachers during the process.*

***Keywords***: *student-designed performance tasks; personal learning; student-designed performance task template*

## INTRODUCTION

In the learning process, students acquire content knowledge, develop skills, and build up work habits—and practice the application of these to "real world" situations. Performance-based learning and assessment embody a set of techniques for the attainment and application of information, abilities, and work practices through the performance of tasks that are meaningful and engaging to students. Performance tasks groundwork on the previous content knowledge, process skills, and work habits of the students and are purposefully assigned in the lesson or unit to enhance learning as these tasks aim to integrate these three. Performance tasks are not just "add-ons" at the end of instruction. Instead, they are both an integral part of learning and an opportunity to assess the quality of student performance (Ark, 2013). However, teachers are faced with concerns of using performance tasks: the amount of time needed for the completion of tasks and the subjectivity traditionally associated with teacher assessment and assigning grades (Metin, 2013).

According to Perlman (2003), performance assessments can give a viable means of measuring learners' capacities and abilities such as the capacity to communicate, think analytically and critically, and employ computation skills that are difficult or inconceivable to determine through paper and pen tests alone. Also, Perlman mentioned that performance assessments should be interesting, are related to instructional outcomes, and allow students to demonstrate what they know and what they can do. She also identified that performance assessments consist of a task and a set of

scoring rules, or a rubric. And both (tasks and rubrics) must be chosen carefully.

A performance task is any learning activity or evaluation that examines students to showcase their knowledge, understanding, and proficiency on a specific lesson or topic. These tasks serve as tangible evidence of learning, where students are asked to apply what they have learned in a certain situation or context (McTighe, 2015). Also, McTighe stressed out that performance tasks can be used to engage students in meaningful learning. These tasks establish authentic scenarios that reflect genuine applications of knowledge; hence, students are often motivated and engaged by such "real world" challenges.

In designing performance tasks, teachers always begin with the end in mind. They identify the learning goals they want to achieve in their students, as well as the goals set by national standards. With these goals, teachers design performance tasks for their students. Most of the time, these performance tasks are the teachers' best perceptions on how they think they will best gauge their students' learning, understanding, and capabilities. The performance tasks integrate the 21st-century skills which aim students to become skilled in critical thinking and doing, creativity, collaboration, cross-cultural understanding, communication, computing, and career and learning self-reliance. With these in mind, teachers often design performance tasks that integrate as many subjects or fields as possible, for example, making a music video on how to take care of the planet Earth or a poster that shows ways on how to prepare for disasters.

However, with students' differing capabilities and talents, as well as their economic, social, and cultural backgrounds, these performance tasks may only be good and effective for certain students. How would a student, who is not skilled in debating, be able to express themselves effectively in a performance task that uses debate as a medium of assessment? Or a student who is not good at singing is required to sing as a performance task? Some teachers address these questions by presenting several alternatives as a performance task. For example, given the situation or scenario, students can choose what "role" they can play in the performance task. They can be the ones to deliver the task, or they could work behind the scenes. In some cases, teachers ask their students to choose what to do (a poster, a video, or a song) as their task to present their understanding of a particular topic. However, in both ways, students are limited with what the teacher asks them to do. They are not given the opportunity to choose what performance task they should do, knowing their skills and capabilities. Hence, teachers must also find ways to give the students the opportunity to showcase how much they have learned as well as their capabilities and talents.

Learning is a process of acquiring information and aptitudes. It is influenced by the learner's socio-economic background, interpersonal relations, and personal and cultural factors. Learning begins the minute a person is born, with each person learning in various ways and paces. It is acquired by an individual through practice, interactions, and varied experiences. With the interplay of these factors, there is no one-size-fits-all learning style. Each learner possesses a diverse identity, influenced by a multitude of factors, and has unique ways of learning, adapting, surviving, and applying what they have learned. Hence, learners should be given various assessments to gauge how well they have understood the lesson and apply them in ways that are more meaningful for them. According to Hwang et. al. (2012), learning styles have been recognized as an important human factor that affects students' learning performance. Anchored from previous studies, they mentioned that taking learning styles into account can benefit the students more because of the provision of personalized learning content presentation vis-à-vis the information on the students' perceiving and processing styles. In this case, schools can probe on encouraging their teachers to give more activities that can further enhance students' learning and interest in knowing the students' learning styles.

Personalized learning is defined in numerous ways. According to the Great Schools Partnership's "Glossary of Education Reform" (2014), personalized learning can refer to a "diverse variety of educational programs, learning experiences, instructional approaches, and academic support strategies" that is, designed to enable the "academic success of each student by first determining the learning needs, interests, and aspirations of individual students, and then providing learning experiences that are customized—to a greater or lesser extent—for each student."

The International Association for K-12 Online Learning (iNACOL) proposes a student-centered definition of personalized learning as "tailoring learning for each student's strengths, needs, and interests—including enabling student's voice and choice in what, how, when and where they learn—to provide flexibility and supports to ensure mastery of the highest standards possible." (Powell, et. al. 2013). As such, personalized learning enables students to "have the agency to set their own goals for learning, create a reflective process

during their journey to attain those goals, and be flexible enough to take their learning outside the confines of the traditional classroom."

Pane et.al (2017) described personalized learning (PL) as an instruction that is focused on meeting the students' individual learning needs while incorporating their interests and preferences. In their study, they found out that students gained about 3 percentile points in mathematics when the instruction is personalized compared to the traditional instruction or teacher-centered approach. Hence, students, both low-performing and high-performing, appeared to benefit from the instruction as stated in their study.

Teachers can empower students to be in-charge of their learning by creating interesting, open-ended tasks that target real-world skills, meeting the learning objectives, and enabling students to make choices and then measure and reflect on their progress. When students are in-charge of their learning, they feel a sense of belonging—the classroom becomes a space characterized by them. And incomprehensibly, in giving more noteworthy independence for students, teachers are more critical than ever since only a skilled educator can set up a platform for this kind of learning experience and keenly direct students through each step of the method. Treating them like adults, students feel valued and regarded when an experience challenges them, reflects their interests, and permits their voices to be heard. And when they are the authors of their own stories, they attend to each moment because they care deeply about the rising action, the falling action, and the resolution—the triumphs and the lessons are their own (Pandolpho, 2018).

Mangali, et al. (2018) stated that some studies have shown that the participation of the learners as one of the stakeholders in reforming schools directed a positive impact on the teaching and learning process (SooHoo, 1993; Fielding, 2001, 2004, 2007; Cook-Sather, 2002, 2006). Similarly, enabling them to speak and organize their learning habits have made significant effects (Mitra, 2001; MacBeath, Demetriou, Rudduck and Myers, 2003; Flutter and Rudduck, 2004; Rudduck and McIntyre, 2007). In the study of Soo Hoo in 1993, she emphasized that learners who got responsibilities on a particular task could actively explore what is effective for them as learners. She even stated that collaboration among learners through sharing their experiences and stories shows a way of confidence and group camaraderie. Pedder (2009) examined that students' learning experiences are enhanced when students are engaged in preparing their tasks. Therefore, the stories, perceptions, and insights of the learners about their classroom shared experiences help assess it. This guide, with the understanding that giving consideration and a chance to students to share their learning experiences within the teaching and learning process, would improve the school's performance and eventually the success of the learners. (Nieto, 1994).

Since the Department of Education adopted the K-12 curriculum, performance tasks are given significant weight in student assessment. The shift to performance and standards-based grading from the traditional standardized testing has been reinforced more greatly in pursuance of the DepEd Order No. 8 s. 2015, otherwise known as Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program in the Philippines. The increased emphasis on performance-based assessments, as compared to the previous grading system, aims to provide appropriate performance assessments that will enable learners to transfer their knowledge, understanding, and skills successfully in future situations (DepEd, 2015). Also, the performance task component allows learners to demonstrate what they know and are able to do in diverse ways. They may create or innovate products or do performance-based tasks. Performance-based tasks may include skills demonstration, group presentations, oral work, multimedia presentations, and research projects/defense.

Outcomes-Based Education (OBE) in the Junior High School Department of Colegio de San Juan de Letran aspires for a comprehensive understanding of the learners on the basic concepts and applications of content knowledge and skills through setting clear standards for observable and measurable outcomes. These outcomes describe the quality of assessment practices used by the teachers to measure student achievement and the opportunity for the learners to learn and explore science education. Teachers give performance tasks in each lesson to gauge students on how they will respond in a situation by applying what they have learned. The department utilizes the GRASPS model in assigning performance tasks. The GRASPS model is a guide for teachers to design authentic performance-based tasks where students are given the Goal or the objective, the Role that the students will do, the Audience to whom they will address the task, the Situation or context, the Performance or the product that the students would do, and the Standards or the criteria in which they will be graded by the evaluator. The performance tasks are also designed based on the criteria aligned with the Program Intended Learning Outcome of the Colegio (Practicing Catholic, Significant Contributor for

Community Development, Ecologically Responsible, and Independent Learner).

Learners' knowledge, discernments, and voices are vital and helpful in evaluating and reflecting on their learning journey. Through this way, teachers can effectively plan and make adjustment on the distinctive approaches to provide to their learners. The individual differences and the rapid societal changes that surround the learners pose challenges that set modern requests on the instructional framework. As teachers look for ways to make strides and meet the requests for these changes, it may be helpful to recognize students' ideas, voices, and talents in the manner that they will be assessed. In giving performance tasks that are teacher-designed, students have limited options which may result in mediocre output, and not showing their real capabilities and knowledge, hindered by not being skillful enough. With these in mind, the researchers wanted to identify the factors that students consider in designing their performance tasks, the challenges they have encountered during the process, and the realizations they have made when they are given the autonomy to design their performance tasks.

The purpose of this qualitative study is to describe and understand the lived experiences and stories of the grade 10 students of Colegio de San Juan de Letran in the School Year 2019-2020 as regards designing their performance tasks. The research question, "How do students design their performance tasks?" was addressed in this study.

## METHODOLOGY

### Design

Focusing on the experiences of the learners from the Junior High School of Colegio de San Juan de Letran – Manila, the phenomenological design of the qualitative research approach was utilized to develop an understanding of the insights of the students regarding designing their performance tasks. Phenomenology was the research design used because according to Creswell (2009 as cited in Padilla-Diaz, 2015), phenomenology is used when a study aims to thoroughly understand the subjective human experiences that were common among a group of people. Along with this statement, this study aimed to understand the lived experiences of the students in designing their performance tasks.

The role of the researchers in this qualitative research is to attempt to access the thoughts and feelings of the participants without personal bias, assumptions, and/or subjectivity on the impact of the student-designed performance tasks in their learning. The researchers are full-time faculty members of the Junior High School Level of Colegio de San Juan de Letran – Manila. One of the researchers is the Science Coordinator of the Basic Education Department of the Colegio and has been teaching Science for twenty (20) years. The other researcher has been teaching Science for ten (10) years, while the other researcher has been teaching for eight (8) years.

Recognizing the need to be open to different thoughts and opinions and setting aside personal biases that may shape the way they view the data collected, the researchers' exerted efforts such as triangulation and focus-group discussions that will ensure the objectivity of the study (Krueger, 2009 as mentioned in Mangali and David, 2017).

### Research Sampling

Before the lessons, all grade 10 students in the Science subject of the Junior High School division of Colegio de San Juan de Letran – Manila were oriented by the Science teacher as to how they will design their performance task. They were purposely selected due to their maturity level and their vast experience in doing performance tasks from the previous years. The students were given the objective of the performance task and the criteria by which they are going to be graded by the teacher. They had the decision to design a performance task in any medium they can clearly express and deliver the objectives set. Their grade in the task will be included as a form of summative assessment.

The participants in this study are selected grade 10 students of Colegio de San Juan de Letran Manila. The researchers identified students who belong to the top rank and to the lowest rank. A letter of consent was given to the participants to inform the parents regarding the study. The letter of consent includes the signature of the parents which means they are allowing their son/ daughter to participate in the study, as well as the assurance of the confidentiality of the data that will be gathered. In addition, the date, time, and venue of the focus group discussions were stated in the consent letter. Prior to the interview proper, the researchers asked the participants to accomplish a demographic form of relevant background data and to sign a consent form regarding their involvement in the study.

There were fourteen (14) participants in this study; two batches of online focus group discussions were conducted on June 14, 2020, and June 15, 2020, through Google Meet. Nine (9) out of the 14 participants or 64.29 % have studied in the Basic Education Department of Colegio de San Juan de Letran – Manila for the past four (4) years. Ten (10) out of fourteen (14) or 71.43 % of the participants are consistent honor students. There were five (5) girls or 35.71 % and nine (9) boys or 64.29 % who participated in the study. All participants hold major positions in the student government or interest clubs.

**Instrumentation and Data Collection Procedures**

The researchers employed qualitative interviewing as the data collection approach. A two-part research instrument was prepared in this study to gather relevant information. The first part is getting the baseline data about the participants' information or "robotfoto". The second part is the semi-structured interview guide that serves as the prime source of data. An "aide memoire" was used during the interview to serve as a guide to the participants. (de Guzman and Tan, 2007).

A consent letter was given to the parents of the intended participants and was obtained later to certify that the parents allow their children to be included in the study. Students who were allowed by their parents to participate in the study were subjected to interviews through online focus group discussions (since face-to-face interviews are not advised, and to ensure safety and adhere to the protocols during the COVID-19 pandemic). To give more time for the participants and the interview as it is done online through Google Meet, the researchers scheduled two online focus group discussions. Students are informed before the interview that the focus group discussion will be recorded, and the confidentiality of the interview will be highly regarded. The researchers used a non-directive style of interviewing using open-ended questions thereby allowing the participants the freedom to control pacing and draw out clarity on the subject matter being discussed. In addition, a more directive style of questioning was employed to clarify some information from the participants. The researchers, video, and audio recorded the participants' responses, as well as hand-written some notes during the interview (McLafferty, 2004). More probing questions were used to elicit confirmatory answers.

The acceptability of the questionnaire was determined by asking experts' feelings on how they found answering it. The central question is, "How do students design their performance tasks?" While the sub-questions and specific questions are:

1. What are the factors that you consider in designing your performance tasks?
   - Do you prefer individual or group tasks? Why?
   - Do your designed performance tasks highlight your strengths or talents?
   - Do you avoid tasks that you think you are not good at? Why?
2. What are your experiences in designing your performance tasks?
   - What difficulties or challenges have you encountered in designing your performance tasks?
   - Do available resources limit / hinder you in designing your performance tasks?
   - What adjustments did you make in designing your performance tasks?
3. What are your realizations in designing your performance tasks?
   - How does a student-designed performance task affect your learning on the topic?
   - How do you assess your learning in doing your own designed performance tasks?
   - How did designing your performance tasks help or did not help you?
   - What qualities have you developed in designing individual or group performance tasks?
   - Would you prefer to have your teachers assign the performance tasks or you will design your own? Why?
   - What suggestions and recommendations can you share with the teachers and students to improve this method of assessment?

**Strategies in Analyzing and Validating the Findings**

The recorded interviews from the focus group discussions were transcribed. Statements and phrases that are significant and clearly describe how the students design their performance tasks, the factors that they consider, and their experiences and realizations in designing their performance tasks were extracted from the transcripts. Varied meanings

were constructed from the identified statements and phrases. The meanings were organized and categorized into themes, and these themes evolved into theme clusters, and eventually into theme categories. A color-coded system is used to highlight specific themes/categories to perform a preliminary analysis (Creswell & Miller, 2000)

### Ethical Considerations

To certify that the study observed with ethical standards, ethical principles, and standards for qualitative research are followed. The participants of the study were given information about the scope of the research and the procedures in gathering data. Any personal information was not asked among the participants to preserve their confidentiality. As indicated by American Counselling Association (2014), autonomy (freedom of the participants), fidelity (commitment and trust), nonmaleficence (causing no harm), and veracity (truthfulness) should be followed throughout the study. These principles are used to protect the rights of the participants. The participants were informed that they will be audio and video recorded during the interview and they have the option not to answer the questions whenever they feel them distressing (de Guzman & Tan, 2007). To preserve the anonymity of the participants, code names were used instead of their real names in this paper.

## RESULTS AND DISCUSSION

This study aimed to describe and understand the lived experiences and relay the stories of the grade 10 students of Colegio de San Juan de Letran in the School Year 2019-2020 as regards designing their performance tasks. The research question, "How do students design their performance tasks?" was addressed in this study. The responses of the participants gave focus and bearing to this study which provided a profound perception of this phenomenological study. Each participant in this study expressed their ideas on what factors they consider in designing their performance tasks, their experiences while doing the tasks, and their realizations after doing their own designed performance tasks. The research question, "How do students design their performance tasks?" was addressed in this study. The sub-questions and specific questions were also addressed, and after a thorough coding and analysis, codes were identified, and themes emerged from the focus group discussions.

### SQ1. What are the factors that you consider in designing your performance tasks?

In designing performance tasks, teachers think first of their expectations from students as to the extent to which students have grasped or understand the lesson and apply it in real life. In student-designed performance tasks, the students are given the opportunity to design and perform the task. Based on the focus group discussions, the following are the factors that students consider in designing their performance tasks.

### Theme 1: Authenticity of Tasks

The authenticity of tasks refers to the degree to which a task is required for a student to solve real-world issues or problems and has application or value beyond the four walls of the classroom (Lombardi, 2007). The real-life applications reflect tasks that are experienced or can be experienced by the students in their everyday living, or when they go to higher studies (Senior High School or College), or when they are already working as professionals. These issues are often complex and require understanding and effort to solve. On the issue of the value of the task to an individual, it implies that the creation of tasks has individual, utilitarian, or social importance aside from evaluating student's knowledge and skills (Newman, Marks, & Gamoran, 1996).

In the studies of Newmann, et.al. (1996), Newmann, Bryk, & Nagaoka (2001), it was found out that when students in elementary and middle school classrooms are engaged in authentic work, the quality of their academic performance increases. According to Smith (1987), authenticity may be fostered by creating tasks that promote realistic problem-solving processes. In addition, authentic tasks bear a significant resemblance to activities conducted by real practitioners (Brown, Collins, & Duguid, 1989). As such, when students are exposed to such activities rather than to disarray and abstract concepts and skills it allows them (students) to "tease out the way a mathematician or historian looks at the world and solves emergent problems" (Brown, Collins, & Duguid, 1989). Through authentic tasks and activities, students learn not just by simply memorizing facts or following procedures, rather, they engage in discourses or activities in ways that a professional would.

As stated in the study of Bae and Kokka (2016), Brophy (1986) mentioned that relevance fuels a student's motivation to learn. It is a process by which a student perceives that a task will satisfy important personal needs, motives, or values (Keller, 1983). Moreover, relevance answers the question "Why does the educational content matter to the student?" and provides the student with an intrinsic reason for doing the task. Relevance may be fostered by making a connection to students' lived experiences, interests, or prior knowledge. These connections create a "need to know" for students and offer a reason for doing the task (Bae and Kokka, 2016).

The results of the focus group discussion revealed that the authenticity of tasks is the first consideration of students in designing their performance tasks. All participants mentioned that they design tasks in which they know can be of value to them and can be used in the future, be it in school or real life.

> Fin points out, "Something (task) that can be useful, can be used by others, for them to know more and to enhance their knowledge."

> As Tim conveys, "We design it around the lesson, applied to our lives, and apply it in real life."

> Dina mentions, "Aside from I connect the lesson with my surrounding, I can also retain it for a lifetime. It creates memories with my classmates".

This implies that students consider the task value of their designed performance tasks. Rotter (1982) defined task value as the anticipated reward the individual will receive from engaging in the activity. Similarly, Raynor (1974; Raynor & Nochajski, 1986) contended that the instrumentality of a specific task in permitting one to move along an unexpected way toward the desired objective would increase the motivation of the student.

Furthermore, since these students have been doing performance tasks since grade school, they are already familiar with what performance tasks are and what are they for. Because of maturity and experience, they think of tasks that are unique and innovative.

> As Andy says, "The task should be unique, something that can be enjoyed by my classmates."

> Lion imparts, "Something (task) that is not done in the past which can be incorporated in the lesson, something new to the eyes of students which is still related to the lesson."

The extent to which a specific task can fulfill the needs, affirm central aspects of one's self-identity, encourage towards the attainment of goals, confirm individual values, and/or evoke positive versus negative affective associations and expected states is assumed to impact the personal value attached to the engaging in that task. Eccles and O'Neill (2005) in their study found out that individuals are more likely to engage in valued tasks. Thus, individuals' values are suggested to have both motivational and behavioral effects. In addition, as Meier (2008) mentioned, when task scenarios are used to connect a task to students' own lives, engagement and performance improve.

**Theme 2: Students' Self-efficacy**

Self-efficacy is described as a person's beliefs in his/her ability to how to succeed in a particular situation. Bandura (1997) described it as "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations". These beliefs are determinants of how people think, behave, and feel. As Bandura et. al. (1977) stated, self-efficacy can have an impact on everything from psychological states to behavior to motivation. It determines what goals a person chooses to pursue, how to go about accomplishing those goals, and how he/she reflects on his performance. There are four main sources influencing people's beliefs: mastery experiences, modeling influences, social persuasion that one has the capabilities to succeed in given activities, and inferences from somatic and emotional states indicating their personal strengths and weaknesses.

During the focus group discussions, all participants mentioned that they consider their skills and talents in designing their performance tasks.

> Race tells, "In designing tasks, we adopt our own style of doing different projects, it should be enjoyable, creative and it manifests our own talents."

> Elm adds, "I incorporate my own talents or fields that I excel at. I also consider the accuracy or how accurate the information that I will be giving to my classmates".

> As Earl conveys, "I consider the knowledge given by the teacher and apply our talents".

> Angel validates, "..you can use your skills, and what you can use your skills, your talents, and connect it to the lesson. The skills and talents of each student

are integrated, resulting in bonding and effective communication".

Nath adds, "I consider the topic then how can I relate it with my skills."

AJ shares, "It depends on my hobbies and skills that I can do. "

As Dina verbalizes, "I design them by my own skills and strengths."

And RB confirms, "I do my performance task also with my skills because I can express my opinion better and it enhances the topic".

In the concept of self-efficacy, one of the most effective ways of creating it is through mastery experiences. If people experienced success in achieving their goals, they tend to gravitate more on it. Students thought that using skills and talents that they have mastered and are experts of will give them easy success. Thus, they tend to choose and design tasks in which they think they are good at and know that the output will be in their favor (high grades).

According to Race, "Performance tasks are created to highlight your skills or talents, opportunity to freely create the outline, be incorporated with whatever talent you have, what it means for science to be molded into ah different categories, different categories of different talents."

"My talents and strengths are my comfort zone. I tend to gravitate to where it is easy for me so that I can create a better and good performance task rather than going outside of my box and trying to learn new talents just to pretend that performance task", Tim states.

Angel discloses, "It highlights my talents and strengths. I can express myself easily, be comfortable and give my best to get a perfect score".

Andy further says, "performance tasks highlight our strengths or talents, you're becoming more idealistic and innovative, you're giving your best and you're pouring all your heart."

Lion quips, "We were given the chance to choose what we would like to do, we show where we are good at so that we will have a good output."

Fin shares, "it enhances our strengths and talents, we can explore more, and go outside the box".

Sjögren (2009) mentioned that marks, transcripts, and diplomas that encapsulate student performance are perceived as rewards for student efforts and achievements, hence, they provide extrinsic motivation for learning. Crooks (1988) suggested that carefully planned experiences of extrinsic rewards can stimulate students who lack intrinsic motivation by stimulating their (students) interest in the area. Thus, one of the ways in which students can develop their interest is to let them participate and personalize their learning. However, since students are keen to design tasks that are of their expertise, and they want to obtain high grades, teachers must seek to standardize and regulate the students' designed performance tasks. As what Crooks (1988) and Kohn (1994) found out, the use of extrinsic motivation may be problematic, because such extrinsic motivation is closely related to the reward and that it may mean that learning will be targeted to those domains that are rewarded, students' effort may decrease or disappear when the reward is no longer provided.

Collaboration has been found to greatly increase student engagement (Slavin, 1990; D. Johnson & R. Johnson, 1987). The concept of student collaboration refers to students working with each other in pairs or small groups to ask questions and to share and build on each other's ideas. It builds upon cognitive theories, such as Piaget's concept of social arbitrary knowledge, in which interactions with other people are key to learning, and Vygotsky's concept of the zone of proximal development, in which learners' problem-solving skills are fostered under adult supervision or in collaboration with more capable peers (Slavin, 1980). Hence, student talk, such as students explaining and justifying their interpretations of activities and solution attempts, has been found to improve student learning (Yackel, Cobb, & Wood, 1991), and collaboration provides opportunities for students to engage in such talk.

When the participants are asked if they prefer individual or group tasks, 11 out of 14 or 78.57% prefer group tasks over individual tasks.

According to Race, "Two heads than one, a group is better".

Elm shares, "I prefer to have groupmates, it will be more accurate and credible".

Tim says, "I prefer group tasks because sometimes there are some things in which we are not good at and are not able to polish, in which my

groupmates are good or better at. If all our skills will be put into the task, it will be better".

Lion mentions, "..there is a diversity of information if the task is done by the group".

Nath declares, "For me, I like group tasks better because, in group tasks, we can get our common factors or skills that we each have".

Ray speaks, "I prefer group tasks because we can work together and accomplish the task faster and on time".

RB discloses, "I prefer group tasks because we can evaluate each other's skills."

Another influencing factor of self-efficacy is social persuasion. People who are persuaded verbally that they possess the capabilities to master or make the activities exert greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise. This is evident with how the participants choose group tasks over individual tasks. Group members serve as support to one another, and evaluators and critics of one another too. However, some participants mentioned that some group members do not cooperate and seem to just depend on the leader. Three (3) or 21.43 % of the participants say that if given the choice, they prefer individual tasks rather than group tasks because of uncooperating members.

Lion reveals, "some members do not cooperate, you cannot force them to do something".

Andy says, "some members only depend on the other members."

AJ shares, "Sometimes a lot of communication that makes it difficult for us".

Collaboration can also increase student motivation when a group reward system relies on individuals attaining their goals through the group's success, facilitating students' encouragement of each other's effort and learning (Slavin, 1990). Some of the participants shared how they encourage their groupmates to cooperate with them.

Just like what Dina mentioned, "Communication is not a problem if you would reach out to them. Sometimes you have to be a leader too."

Nath adds, "..that's where brainstorming enters, which is to identify the capability of your groupmates so that you can assign a task that is not difficult for them. So that he/she would not be discouraged. And as a result, it will make our task easier and finished sooner".

Some individuals with high self-efficacy look at difficulties as challenges rather than threats, they become more interested in the tasks they pursue. Difficulty and even failure do not mean that they have not achieved their goals. Instead, these individuals exert greater effort and look for ways to overcome these challenges. Though most participants choose tasks that highlight their skills and talents, some students take the risks of going outside their comfort zone. They see these tasks as challenges.

According to Bandura (1994), a solid sense of adequacy or self-efficacy upgrades human achievement and individual well-being in numerous ways. Individuals with high confirmation in their capabilities approach difficulties as challenges to be aced instead of as dangers to be avoided. Such an effective viewpoint cultivates personal interest and profound engrossment in tasks. They set themselves challenging objectives and keep up their solid commitment to them. They increase and sustain their endeavors with the confronts of disappointments or failures. They rapidly recuperate their sense of adequacy after disappointments or misfortunes. They approach frightening circumstances with affirmation that they can work out control over them. Such a useful viewpoint produces individual achievements, diminishes stress, and lowers depression.

Andy shares, "I don't avoid tasks in which I think I am not good at. Because I believe that if you give them time, and your best, I believe that I can learn more and apply it in my life".

Fin mentions, "It's okay to take the risk, even if you are not used to doing that. It cannot be avoided. It is an opportunity to be open on other things and can be used to explore and discover if you are also good in another thing."

Ray conveys, "I don't avoid tasks because I can use them in my studies until Senior High School".

And according to Dina, "I see it as a challenge, and an opportunity to grow and know myself better, and to improve myself in different departments."

On the other hand, individuals who question their capabilities avoid difficult tasks in which they perceive as threats or dangers. They have set lower goals and are less committed to the objectives that they seek to pursue. When they are confronted with difficult tasks, they dwell on their

individual insufficiencies, on the deterrents they will experience, and all sorts of negative outcomes rather than focus on performing effectively. They lose and give up within the comfort of their troubles quickly. They are also slow in recovering their sense of efficacy following their failures, setbacks, or disappointments. Hence, they lose self-confidence, fall easy as victims of stress and depression (Bandura, 1994)

> "Avoid you know, ah unchartered territories, we need to stick with what we know because we need to enhance that. Avoid first if you have uncertainty. Because you want to raise your marks, you want to show the teachers what you got, and you cannot do that by experimenting on their subject. It's impractical.", according to Race.

> "Based on my experience, I rarely go out of my comfort zone, for example, drawing, I have little difficulty and I am not comfortable in doing those tasks. But that is where teamwork and cooperation enter", shares Nath.

When students develop a stronger sense of efficacy because of experiences in overcoming these challenges, they persevere more and emerge as better individuals, armed with skills and knowledge that they can use in the future. As Bandura (1994) mentioned, students' belief in their capabilities to master learning activities affects their aspirations, their level of interest in performing the learning activities, and their academic accomplishments.

**Theme 3: Assessment criteria and Time allocation**

When designing performance tasks, teachers give students the criteria for assessing the task. Students need to be informed and understand what they are aiming to learn and what indicators and criteria will be evaluated (OECD, 2013). This is in a form of rubrics where the criteria are described, and points are allotted. In this study, though students designed their tasks, the teacher gave the assessment criteria and the time allotment. Based on the interview of the participants, these factors are what they also consider in designing the task.

> As AJ shares, "I consider my schedule because there are many subjects that we need to entertain so if I have plenty of time, I will make performance tasks, make more effort than others".

> Lion states, "Based on the time allotment given by the teacher, if I am given longer time allotment, I explore more."

> Ray mentions, "Based on a time limit or time allotment because there are many tasks in other subjects too. So, I need to work on the task faster and make the design simple so that I can finish according to the deadline of submission. If the time allotment is longer, I can prepare better performance tasks, so I can get a perfect score."

Rubrics are created to assess students' level of understanding of the lesson which is evident in their performance tasks. The rubrics given by the teacher in a performance task serve as a guide for students as to the teacher's expectations of them. In that case, the participants also are concerned with how they will be assessed. Likewise, most of the participants mention that time allotment is indeed a factor in designing what task to do. If students are given sufficient time, they will design more complicated tasks and explore more on tasks that they have not done before. However, when they are faced with the dilemma of time in accomplishing the task, whether it was the teacher who allotted it, or because of the simultaneous giving of tasks in all subjects, students choose what is easy for them and already tested to still get high grades.

As the students design their performance tasks, they are prone to choosing tasks that might not be aligned with the objectives or just chooses an easy way out of the task. As Mc Tighe says, "Student choice has many benefits, but you want to make sure that opportunities for choice don't get in the way of what you're trying to assess."

**SQ 2 – What are your experiences in designing your performance tasks?**

In designing their tasks, students come to conceptualize, agree, and decide on what tasks to do that will show how much they have learned from the lesson and how it can be applied in real life. During the interview, the participants shared their experiences in designing their performance tasks. And from these experiences, three themes emerged: difficulty in conceptualization, conflicting ideas, and self-discovery.

**Theme 1: Difficulty in conceptualization**

When teachers give performance tasks, they plan everything as to what task should be given to students

considering their objectives. This implies that students would do what the teacher is asked of them and be evaluated using an assessment tool. In this study, students design their tasks on their own. The very first challenge that the students faced was the difficulty conceptualizing, planning, and deciding on the task.

> According to Elm, "the complexity, from the complexity of building ah or designing of performance tasks from scratch".
>
> Lion adds, "The most difficult part in designing performance tasks is planning. Thinking of how to do the task, with so many ideas and things that I want to integrate, it is more difficult to think of a task."
>
> Tim shares, "The difficulty you can encounter is creating a performance task from scratch, time allotment also, I find it difficult to do tasks about theoretical lessons".
>
> Fin conveys, "Planning is the hardest part for me because that's when the time everyone has his/her idea which mixes and collides".
>
> Besides, when students are given time allotment, they have trouble managing time. They believe that time is not enough to do the performance task that they want.
>
> According to Race, "Time is not enough".
>
> Bea shares, "I work slowly, and I find it difficult based on the given time allotment".
>
> RB mentions, "For me, it's also time management since I am a perfectionist. If there is a mistake, I will change it and make it better. My time is spent and it's not enough".
>
> Ray imparts, "I want to perfect my performance task, and because of that I don't have enough time. That is why I submit late and there will be a deduction, and that's not good".

When students are given the opportunity to design their performance tasks, they make sure that they give their best. Hence, they would design tasks that express their being perfectionists. That is why most of the participants mentioned that the allotted time is not enough for them. In this case, the aesthetic appeal of the task matters. It could also imply that teachers should be aware of how much value students give to the aesthetics of the task rather than the fulfillment of the objectives. As McTighe pointed out, "sometimes students get so caught up in the product (output) that they lose sight of what they're intending to show with the product."

Another difficulty the students encountered during designing performance tasks is the availability of resources and group members. These resources refer to the materials that students need to do the task, as well as facilities where students can do the tasks.

> Lion points out, "Resources hinder us in making performance tasks, especially the availability of group members and time".
>
> Angel says, "When materials are not brought or available, it delays us in working with the performance tasks".
>
> RB and AJ both attest, "Unavailability of resources such as computers, cell phones or cameras that can be used for good editing and even internet connection can be a problem".

**Theme 2: Conflicting ideas**

When tasks are done in a group, and students have the freedom to design their tasks, conflicting ideas arise. Since groups are made up of individuals who possess different traits or characteristics, and come from different social and economic backgrounds, various ideas are also formed as to what performance task to do. In those cases, conflicting ideas are also observed when students design their performance tasks.

> Race explicitly mentions, "With designing your own ah outline of the task was a different experience each time, the extra ideas of every member. If you are in a group or yourself. If you are conflicting with what you do. Too many ideas that you can integrate but there's not enough time for you".
>
> Angel expresses, "Every person in the group has his/her own opinion and point of view in coming up with a decision in making a task."
>
> Fin communicates, "Not all members are dedicated to doing the task, that is why it seems that much time is wasted".
>
> Dina also mentioned insecurity with other groups, "The insecurities especially if other groups perform better. You cannot help but be insecure and it might affect your grades".

During the focus group discussion, when students are asked what they do to settle conflicting ideas, they mentioned that they talk and compromise to decide what task to do. About the availability of resources, they look for materials that can be used as substitutes. As a result, they become resourceful and creative.

> Race says, "It's always compromise. Compromise is the key. Compromise is the key to performance tasks. Once your team compromises on a great idea or something that you want to monopolize then it is all straight from there, no problems mam. Compromise is the key."
>
> Nath mentions, "We look for materials that we can use in the classroom and inside the campus. We become resourceful to avoid deductions (in grades) in our performance tasks".
>
> Ray adds, "We became creative in doing our task to make it good."
>
> Bea confirms, "That is where being strategic and creative comes in."

**Theme 3: Self-discovery**

When students are given the opportunity to design their own tasks, most of them would rely on their strengths and talents. However, if tasks are assigned per group, there will be instances when students have to agree on certain tasks at which they are not good at. Based on the interview, as the participants take risks on challenging tasks, because they are able to discover their hidden talents and overcome their fears and weaknesses.

> As Elm points out, "Performance task is a gateway for developing your hidden talents and discovering them. So that performance tasks can also highlight your hidden talents with the help of your groupmates."
>
> Nath mentions, "Group tasks cover each other's weaknesses".
>
> AJ states, "It helps us discover things that we don't know. We can also improve our weaknesses which we have not discovered before, and we try new things to grow up."
>
> Dina adds, "It gives as an avenue to exchange ideas and discover hidden talents."
>
> Ray expresses, "It boosts my confidence knowing that I can do tasks which I thought I am not good at. There are times that we did not know that we can do the task. When I was in grade 7, I didn't know that I have the knack to draw. So, when my groupmates and I have that task, I learned how to, and my confidence was boosted. When they praised my work, it boosts my self-confidence, and I would do better the next time".
>
> Nath divulges, "We optimize the weakness of a group member. That's where teamwork happens, to help the other members overcome their weaknesses and to improve our weaknesses too so that we would not depend too much on each other"
>
> Elm quips, "Performance tasks are made so that we students can grow. That ahm, talents that we are aiming yet discovered, we can cultivate them, and we can excel at other fields more".

**SQ 3 - What are your realizations in designing your performance tasks?**

When students design their own performance tasks, several factors were considered, and challenges were encountered. However, with their experiences come the realizations in designing their performance tasks. Three (3) themes emerged as the realizations of students in designing their performance tasks: opportunity, challenge, and reward.

**Theme 1: Opportunity**

According to Connell & Wellborn (1990), student engagement may also be improved through contexts that support autonomy. The concept of autonomy derives from self-determination theory and refers to the extent to which a student is able to choose, or self-initiate an action, or experience an action, for which the student is responsible (Deci & Ryan, 1987). Autonomy may be supported by providing students with latitude and decision-making opportunities (Skinner & Belmont, 1993), and affording students the opportunities to make cognitive choices as well as organizational and procedural choices regarding their work (Stefanou, Perencevich, DiCintio, & Turner, 2004).

During the focus group discussions, the participants explicitly state that designing their performance tasks gave them the opportunity to showcase their skills, talents, and knowledge and at the same time build confidence and own their learning.

Fin mentions, "The lesson becomes more interesting because of a student-designed performance task. It makes me explore more".

Andy says, "If you are interested in a topic, I come up with more ideas to do a performance task which can enhance my skills and talents and to understand the lesson better."

Elm confirms, "Yes mam definitely, I do learn more whenever we design our performance task. Just like what I have said earlier that ah in designing my own performance task. I will become more engaged and interested in the lesson. So, by becoming more engaged and interested, what happens is I will get more information about the lesson through research and not just by what is written on the book, on our books".

RB mentions, "while enjoying while we are learning, and we really apply it (in real life)".

Dina says, "we learn more, especially during brainstorming, instead of prioritizing ourselves, we prioritize others (groupmates), if they understand what they are going to present. That alone, we learn more".

Nath states, it becomes easier if we know our capabilities, what we can do, unlike in the traditional way that teachers assign performance tasks for example to make a poster. Not all of us know how to make a poster, and not all of us are good at drawing, that way in designing our own performance tasks, we can explore other skills. It's still different if what we are good at is what we are going to do. We can go out of our comfort zones".

Dina adds, "Just like what they said, not all students are equal, especially their skills. If we are given the chance (to design our own), we can do better. We can even know the personality of our groupmates and interests of our classmates".

Nath again adds, "not all the time that we have an idea or available ideas that we like to do, sometimes there are groups who made it already, sometimes it's uncomfortable to do".

Lion mentions, "Student-designed performance task let us explore more, and you will learn more about the lesson. Because when the teacher assigned the task, you will just focus on the task given. If we, students, are allowed to design the task, we think more, on a wider coverage of the lesson, not focused on just one topic".

Elm says, "One of the factors that I look into whenever I design performance tasks, is the accuracy or the credibility of the information that I will share with my classmates. And what happens now is that as a designer of my performance task, I begin, I become more invested in the lesson. Since I want the information to be very credible. That's why as the student I will become more invested in whatever the lesson is all about".

In the research of Iyengar & Lepper (1999), students' motivation and learning are enhanced by offering them a choice. When students were given autonomy to choose their levels of difficulty, they demonstrated a preference for more difficult work. Chase, Chin, Oppezzo, and Schwartz (2009) also examined the effects of choice on student learning. Bae and Kokka (2016) in their study, concluded that students' ability to choose what and how to learn had a positive impact on their learning.

Race conveys, "In regards to how much you learn, or whether you learn much or whether you don't learn much, its interest wise and it helps that during the giving the students freedom the ahm, the freedom on a subject that they on a subject or branch of the subject that they like or that don't like. If we are given the freedom to at least control that much of the project, then at least that student might be interested or at least try to be interested. That helps open up opportunities for the student to at least integrate something into the subject that takes away the factor of it being a deplorable mam".

Race further adds, "Imagine mam an artistic student, who does not like physics can integrate art with physics which makes him interested with physics more, because he knows he can integrate it with this, and I can use my talents to learn something better."

In the research done by Bae and Kokka (2016), students mentioned that they feel "less stressed" and "not stuck" when they are allowed to choose which task to engage in based on their ability level or by how much they want to challenge themselves. This realization is also evident based on the participants of this study.

**Theme 2: Challenge**

In designing a performance task, it is important to understand the steps in designing, as well as find full support and collaboration among members. Like any other new endeavor, designing performance tasks is challenging. Based on the realizations of the participants, they have identified some challenges that they have encountered in designing performance tasks.

Herman, as stated by Cohen (1995), described cooperative grouping as any kind of group activity confounded on the measurement of individual ability. She added that although group work supports learning, individual components of the assessment should be included in group tasks. And that performance of other students in the group can affect the output. This is one of the challenges the participants have mentioned.

> Ray divulges, "Some of my groupmates don't have a laptop, internet connection, some cannot go home early, some are student-athletes, like them cannot do their assigned roles on time. That is why we have to adjust".
>
> Bea shares, "I listen to other opinions since I am not the only one who is doing the task. We need to listen to their opinions and understand them, so we do not create conflict."
>
> Dina quips, "We, as groupmates, have to adjust, because sometimes when we perform, some are shy. So we have to help one another, especially if I am the leader. It (misunderstanding) can waste our time.
>
> RB adds, "Sometimes we have to step up for the group."

On the other hand, Herman also mentioned that giving students choices can be a dilemma for teachers with regard to the measurement perspective. Some options or topics may yield easier projects than others and not all students are "equally good choosers". Likewise, when teachers assign tasks, there is a risk in giving an advantage to students who are more inclined or talented with what the teacher selects. Like what RB mentioned, "not all students are equal in terms of skills or knowledge. That way, I would prefer student-designed tasks rather than those assigned by the teacher. For me, the disadvantage is, like myself, sometimes I am not strong in the assigned task, so I consider it as a weakness. So, for me, I choose the design your own to be fair to everyone." This thinking might be a challenge for the teacher to have the students go out of their comfort zone and try new tasks that might discover their hidden talents and skills. Hence, since the students are showcasing only where they are good at, it is hard for the teacher to authentically assess their knowledge or understanding of the topic.

**Theme 3: Reward**

After designing their performance tasks, encountering some challenges, and grasping the opportunity, students have realized that the process developed in them some traits and work habits. They were able to explore more on the topic, keep the pace of their learning, and confront the challenges they have encountered.

> Race says, "Both of the participants are equally rewarded and beneficial it helps very well for us to student's mental composure to keep going and keep pursuing the subject, and it's very helpful despite it being very hard".
>
> Elm mentions, "We are helping more on what is the lesson is all about and second, of course at the end of the day, in designing our performance task, we will improve more or better our own talent and strengths because that's what we incorporate in designing our own performance task. I believe it is more stressful than the regular performance task because in designing our own performance task, we need to start from scratch which is harder than say performance task that has already instructions on how to do".

In addition, certain traits or characteristics were developed in students during the process of designing their performance tasks.

> Race conveys, "Resilience. I think this is the number one thing I developed in designing group perform, group performance task is resilience a lot of the times you have to be really patient, you have to give everything to your members because I believe in group camaraderie. I think creativeness you have to enhance it, uhh, you come off so much uhm different ideas because of different subject and different topics then you've in being creative and every performance task if you have to give at all and that's the creative part of becoming of doing group performance task so resilience and creativeness I enhance those through (the) process of group performance task".

Elm shares, "(What) I developed is being more productive because I've I said, designing our performance task is harder or more difficult than say already, in turn, I will be more productive so to that I can produce I better performance task".

Lion mentions, the quality that I developed in designing performance task is resourcefulness, And I realized that if there is a common interest (among group members), the relationship becomes more harmonious".

Andy reveals, "The quality that I most developed is being responsible."

Nath shares, "Being considerate is what I developed more. Because most of the time we do group performance tasks. If it's by group, it's not always that your idea should be insisted on. That is why we need to consider the ideas of our group members so that we can make a good performance task".

After evaluating their learning and designing performance tasks, the participants have made several suggestions. When they are asked if they would prefer student-designed performance tasks over teacher-designed, some of them honestly mentioned that it will depend on the time allotment given and the lesson or topic. Likewise, they also mentioned that it will also be helpful if the teacher will alternately allow student-designed tasks with teacher-designed tasks to lessen students' stress during the planning stage and have a consultation during the process.

Elm says, "I prefer both like alternate, because I have said that designing our performance task is harder than when already given (by the teacher), so in that case, and also, designing own performance task is a lot better in terms of cultivating our own talents, strengths. So that's why I believe that if we alternate, us as students we, uhmm, experience less stress as well as we experience more cultivation of our strengths."

Tim mentions, "For me, it depends on the lesson. You can have designed your performance task so that you can be more creative in creating a performance task".

Lion shares, "My preference depends on the time. If the time is limited, it will be better if the teacher will assign the performance task. But if there is much time allotted, it will be better to create our own because we have enough time to prepare."

Nath says, "I suggest that the teacher have consultation time with the students in each output. So that we, as students, would know the teacher's standards. So, the connection between the teachers and the students is needed. It's like give and take. I also would like to emphasize, just like what Dina said, the need to consider the time allotment".

According to Skidmore and Aagaard (2004), the heterogeneous and homogeneous grade group treatments led to the greatest score gains over scores earned under the traditional testing condition, with the heterogeneously designed discussion groups resulting in the largest positive effect. Likewise, Bae and Kokka (2016) said that students' opportunities for autonomy also arose when allowed to make choices about who to work or sit with and whether or not they should work in groups. From the participants, knowing that group tasks are more challenging than individual tasks, they mentioned the following suggestions.

Dina conveys, "I wish that the time allotment is longer. Because based on my experience, brainstorming alone takes us a long time. It's not easy with our groupmates to share their ideas or what they can contribute. The same thing, grouping (of students) should be well distributed."

RB confirms Dina's suggestion, "Groupings should be well distributed. The honor students are likely to form as a group. It's unfair to other groups. For students, we have to cooperate in the performance task for it to work. If there is no cooperation, ideas will be wasted."

Allowing students to choose how they will perform a task, the resources they will use, the methods they will employ, and whether to work alone or in groups have instructional benefits but have complications too. As young as they are, the participants have realized that when they design their performance tasks, they are prone to just stick with what they are good at and do not take risks and explore more on what they can do.

AJ explicitly says, "For me, I will recommend to students not to make the same types of performance tasks in every topic. So that it will not be a cycle, and redundant. The same performance tasks are done every time. For example, drawing or poster making which is always done. So that it's not only being

artistic is developed. For the teacher, I recommend putting a summary every time that there is a meeting to create the performance task. So that students will be refreshed so that they will be clarified if ever there is confusion in doing the task that day."

Nath says, "We can say that we can be more creative as a student because we know for ourselves what we are doing. It is a disadvantage for those who do the same performance tasks again and again because they cannot go out of their comfort zones. There should be rules and regulation."

Ray supports, "Because if we are the ones to design the task, the tendency is to do the task repeatedly, so that's correct, there must be rules and regulations."

According to Sackstein (2016), when students own their learning, they will be intrinsically motivated and will be life-long learners. When they are given opportunities such as designing their performance tasks, they show themselves as independent learners. It's a win-win situation because the students become excited and get to read and learn more. In addition, Sackstein mentioned that the more students are allowed to be in control of their learning, the better. Because children are capable of making good choices, then adults should give them more opportunities to practice while supervising to ensure that the students will maximize their learning and full potential and address their needs.

Race articulates, "Student design performance task is a very revolutionary idea. It is really rare to see this opportunity being given to us students since the conventual way of giving performance task is always on the teachers and this is a very good situation and a win-win. Both the teachers and the students experience something new and elaborate on a subject either complicated or basic. it helps greatly because a lot of I think facilities or faculties forget that not all the students have the same kind of capabilities in different activities and basing your performance task on one activity only gives a slight advantage to, ahmm, other students who are not proficient in that activity ma'am so if a teacher keeps giving out drawing activities or keeps giving out role-playing activities then the students who are not readily available or who are not very good at the exact activity they could have lower marks and it discourages them more to perform better in the next activities. Better handling po ma'am, I think better implementation po. I think once your perfect ma'am is a very, very good system."

Performance tasks can give teachers a glimpse not only about how much a student knows but also what they can do with that knowledge (Darling-Hammond and Adamson, 2010). Instead of asking students to just recall facts, performance tasks assess whether a student can apply their knowledge to make sense of a new phenomenon or design a solution to a new problem. In this way, assessment becomes phenomenon-based and multidimensional as it evaluates both scientific practices and content within a new context (Holthius, et. al. 2018)

When students are given challenges like designing their performance tasks, like adults, they feel esteemed and regarded, and these reflect students' interests and permit their voices to be heard. Since they are the designers and creators, they focus more on each activity – owning their triumphs and even the lessons (McTighe, 2015).

In the resource material titled, How to Use Student Designed Tasks (www.kyrene.org/lib), teachers are given a guide on how to use student-designed tasks. According to the material, student-designed tasks are developed to meet a class or personal learning goal. They also identified questions that need to be answered as the students' knowledge levels progress from initial understanding through proficiency and into independence with the content material:

- What are your initial questions and predictions about this content or information? This question will help the students focus on a personal interest topic within the unit of study. Once that is decided they should determine the type of task they wish to design.
- Answering the following questions might help the students design their task:
- Relative to my questions and predictions is there an important…
- Hypothesis I want to test? (experimental task)
- Problem I want to study? (problem-solving task)
- Decision I want to examine? (decision-making task)
- Concept I want to examine? (investigation task)
- Event I want to study? (investigation task)
- Hypothetical or future event I want to examine? (investigation task)

Pat Fitzsimmons (2020) in her four-part blog series, shared how she convened educators at the Vermont Agency of Education and talked about formative and summative

assessments, and student-designed performance tasks. From the convention, they were able to draft a Student-Designed Performance Assessment Template. The template would serve as a guide for teachers in their district when they allow student-designed performance tasks.

**Table 1. Student-Designed Performance Assessment Template**

| |
|---|
| **Proposal**: Why do you want to learn about this topic? What excites you about this topic? What compelling question are you trying to answer? |
| **Standards/Proficiencies to be Assessed** (Academic and Transferable Skills): |
| **Identify Potential Challenges**: What challenges might you encounter? How will you solve them? What support will you need? |
| **Final Product or Performance**: How will it be displayed or performed? Who is your audience? What will you know, understand, or be able to do as a result of this work? |
| **Timeline: Start Date; Milestone Dates**: What will you have completed? Teacher Check-in Dates; Anticipated Completion Date |
| **Reflection**: What worked well? What would you change given another time? What are your next steps? |
| **Success Criteria**: How does this project connect to the Standards/Proficiencies you selected? How will you know if you are successful? Describe how that would look like? What evidence will you collect to demonstrate proficiency? |

Source: https://padlet.com/patfitzsimmons/sj20a4t8c28jyu2u

With the themes that came up from the sharing of the participants in this study and the above-mentioned templates, the researchers came up with the Student-Designed Performance Task Template which is created to be accomplished by the students before, during, and after designing their performance task. The template can serve as a guide for both teachers and students to keep track and be focused on the relevance and intent in doing performance tasks.

**Table 2. Student-Designed Performance Task Template**

| |
|---|
| **THE PROPOSAL**<br>– What specific topic/s in the lesson do you want to focus on in your performance task?<br>– What is/are the essential question/s that you need to address in your performance task?<br>– Is your task authentic?<br>– How is your task relevant to your life? To the community?<br>– What are the learning objectives to be assessed in your performance task?<br>– What potential challenges you might encounter? And how will you solve them?<br>– What support from your teacher do you need before doing the task while doing the task, and after doing the task? |
| **THE PERFORMANCE TASK**<br>– Goal<br>– Role<br>– Audience<br>– Situation<br>– Product or Performance<br>– Standards / Criteria for Success |
| **TIMELINE**<br>– Start Date:<br>– Check-in Dates:<br>– Anticipated Completion Date: |
| **REFLECTION**<br>– What have learned while working on your performance task?<br>– What skills were used and enhanced in doing your performance task?<br>– How did this performance task help you in understanding the topic?<br>– Describe your feelings about working on your task. Did you enjoy working on it?<br>– What would you do the next time you are to accomplish this kind of performance task? |
| **SUCCESS INDICATORS**<br>– Have you accomplished the learning objectives you set?<br>– How did you know that the performance task is a success?<br>– What evidence will prove that you have demonstrated proficiency in the lesson and your skills? |

## IMPLICATION OF THE STUDY

Effective classroom pedagogy, instruction, and management are linked with higher student achievement. These aspects make the learning experiences of students diverse, which is proportionate to their learning needs. These perceptions suggest that students have developed skills, abilities, and knowledge, based on how instructions were given. This phenomenological study provided an insight into the learners' experience in designing their performance tasks. The study describes the effects of student engagement in

crafting their performance tasks, hence, ensuring that learning is still sustained.

The results from this study cater to important implications for the design of instructional management. The finding is that students' engagement and involvement in planning play an integral part in their learning experience. This highly suggests that the 21st-century learning skills or the Seven (7) C's: critical thinking and doing, creativity, cross-cultural understanding, communication, collaboration, computing, and career and learning self-reliance are used whenever students design and make their performance task.

Based on the significant role of students' engagement recognized in this study, teachers need to give attention to motivating their students to promote their self-efficacies, reminding them to believe in their abilities to do well, and they (teachers) must also believe in their students. They must also ensure that students learn to ask for assistance whenever necessary. The implication is that if students are not motivated to showcase their skills and talents, it could affect their character for lifelong learning and their capacities to succeed.

Findings from this study suggest that the active involvement of students in designing their performance tasks engages and empowers them to apply their theoretical knowledge to a thoughtful application of knowledge and skills inside and outside of the classroom. Their shared experiences and ideas on student-designed performance tasks can be used by teachers to recognize new methods, techniques, and strategies to facilitate learning efficiently. Likewise, schools should offer more opportunities for the students to engage themselves in planning school activities and programs that will cater to the skills, talents, and abilities of the students.

If schools will develop and produce students who possess self-knowledge on their abilities and efficacies as learners, they will be prepared for the present and future challenges they will encounter, be it at home, in school, or at the workplace. Giving them the opportunity to be heard, plan, engage, and reflect results in achieving higher self-efficacies among learners. It also results in the learners taking ownership of their work, where they can be more responsible in managing, monitoring, and modifying themselves.

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