

Teachers' Proficiency, Integrated Performance Task Effectiveness, and Student Academic Outcomes in Private Secondary Schools: A Quantitative Study

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ABSTRACT

This study examined the role of Integrated Performance Task (IPT) in leveraging student academic outcomes among private secondary schools in Bislig City, Surigao del Sur, Philippines during School Year 2025–2026. Specifically, it described the profile of teacher and student respondents, assessed teachers' proficiency in implementing IPTs, and determined the effectiveness of IPTs in promoting student academic outcomes. The study employed a quantitative descriptive research design involving 117 teacher respondents selected through complete enumeration and 356 student respondents selected through stratified proportional random sampling from five private secondary schools. Data were gathered using validated researcher-made questionnaires and analyzed using frequency counts, percentages, and weighted means. Findings revealed that most teacher respondents were predominantly classroom teachers in the early stages of their careers with relatively limited exposure to IPT-related training, while most students demonstrated satisfactory to outstanding academic performance. Teachers exhibited a high level of proficiency in IPT implementation (overall $M = 4.368$), with the strongest performance observed in alignment of clarity and outcomes ($M = 4.458$) and assessment and feedback for growth ($M = 4.451$). IPT was rated highly effective in promoting student academic outcomes (overall grand mean $M = 4.286$), with teachers assigning higher ratings than students across all indicators. The findings indicate that IPTs serve as valuable learner-centered assessment strategies capable of promoting meaningful learning experiences and improved academic outcomes. The study recommends sustained teacher professional development and strengthened support mechanisms to further enhance IPT implementation.

Keywords: Integrated Performance Task, authentic assessment, performance-based assessment, teacher proficiency, student academic outcomes, private secondary schools

INTRODUCTION

The Philippine basic education system, guided by Republic Act 10533 or the Enhanced Basic Education Act of 2013 and operationalized through Department of Education (DepEd) Order No. 8, s. 2015, promotes learner-centered and performance-based assessment as cornerstones of instructional practice. Within this policy landscape, private secondary schools are mandated to implement assessments that cultivate higher-order thinking skills (HOTS), authentic competency demonstration, and real-world application. One mechanism through which these imperatives are operationalized is the Integrated Performance Task (IPT)—a contextualized, authentic assessment approach that requires learners to integrate knowledge, skills, and values across subject areas to address meaningful, real-world challenges.

The educational significance of IPT is well-supported in the literature. Sortwell et al. (2024) established that ongoing formative assessment enhances achievement and self-regulated learning in K–12 settings, while Chiu,

Lin, and Roberts (2025) documented that performance-based tasks increase student motivation, resilience, and engagement by providing authentic, goal-oriented experiences. In the Philippine context, Otero and Babaran (2025) found that IPT implementation is linked to advanced academic performance and meaningful learning, underscoring the centrality of task authenticity and teacher guidance. Despite these promising outcomes, the EDCOM II Year Two Report (2025) highlights persistent deficiencies in literacy, comprehension, and academic performance across Philippine schools. A 2023 DepEd study further revealed that 78% of junior high school students experienced stress from multiple simultaneous assessment requirements, contributing to learner fatigue and disengagement.

These tensions between policy aspiration and classroom reality reveal a critical empirical gap: while authentic assessment is broadly promoted, implementation of IPT in private secondary schools remains underexplored, and the interplay among teachers' proficiency, IPT effectiveness, and student academic outcomes has not been sufficiently examined in localized contexts. The present study addresses this gap by investigating three related concerns: the demographic and professional profile of respondents, the level of teachers' proficiency in implementing IPT, and the level of effectiveness of IPT in leveraging student academic outcomes in private secondary schools in Bislig City, Surigao del Sur.

THEORETICAL FRAMEWORK

This study is anchored in three complementary theoretical perspectives. First, Constructivist Learning Theory, as advanced by Piaget (1970) and Vygotsky (1978), holds that learners actively construct knowledge through authentic experience, reflection, and interaction rather than through passive reception of information. Wiyono (2025) demonstrated that constructivist approaches promote learner-centered inquiry, problem-solving, and critical thinking, improving student outcomes when learners construct understanding through authentic tasks. IPT embodies constructivism by requiring students to perform meaningful tasks, integrate competencies, and demonstrate understanding through application.

Second, Vygotsky's (1978) Sociocultural Theory emphasizes that learning is inherently social, occurring through interaction within cultural contexts and through the scaffolding provided by more knowledgeable others across the Zone of Proximal Development (ZPD). McLeod (2025) affirmed that learners develop cognitive and metacognitive skills through guided participation, collaboration, and scaffolding. This perspective reinforces the critical role of teacher proficiency in facilitating collaborative IPT environments that extend student capability.

Third, Black and Wiliam's (1998) Assessment for Learning (AfL) theory positions assessment not as a terminal measurement tool but as an integral mechanism for supporting and improving learning. Karaman (2021) confirmed that formative assessment practices—including timely, constructive feedback and revision opportunities—significantly enhance student outcomes, engagement, and metacognitive development. Within IPT, AfL is operationalized through formative feedback loops that enable teachers to guide students toward progressively higher performance.

Significance of the Study

This study contributes to a nascent but growing body of empirical evidence on authentic assessment in Philippine private secondary schools. The findings provide actionable insights for teachers seeking to strengthen IPT design and delivery, for school administrators planning professional development and curriculum alignment, for education policymakers evaluating the effectiveness of performance-based assessment mandates, and for future researchers exploring the intersection of teacher competence and learner outcomes in analogous educational contexts.

REVIEW OF RELATED LITERATURE

Performance-Based Assessment and Student Outcomes

Performance-based assessment has been consistently associated with improved student learning across diverse educational contexts. Maier et al. (2020) demonstrated that when district-level performance assessment

initiatives are supported by curriculum alignment, common institutional vision, and structured professional development, they positively influence both teacher instructional practice and student learning outcomes. Similarly, Curry and Athanases (2020) found that authentic, discourse-rich, and culturally responsive performance-based engagements significantly improve student engagement, critical thinking, and learner identity development in urban secondary settings.

In the Philippine context, Pascual (2025) investigated IPT implementation among Grade 11 STEM students and reported statistically significant gains in problem-solving, teamwork, critical thinking, and academic achievement across disciplines, alongside improvements in student motivation and community engagement. Otero and Babaran (2025) further confirmed that students in IPT-implementing schools consistently achieved advanced academic performance levels and encountered favorable collaborative and teacher-supported learning environments. These local findings affirm that IPT, when properly contextualized and implemented, serves as a powerful lever for learning quality in Philippine secondary education.

Teachers' Proficiency and Instructional Practices

The role of teacher competence in assessment design and delivery has been extensively examined in recent scholarship. Salma and Prastikawati (2021) found that performance-based assessment improved teachers' reflective practice, increased the fairness of student evaluation, and generated positive washback effects on instructional alignment. Chinda et al. (2022) documented that teachers' instructional strategies, task design, rubric use, and feedback practices substantially influence student engagement, confidence, and communicative development. Valendez (2022), investigating Filipino teachers' formative assessment knowledge, identified gaps between theoretical awareness and actual classroom application—a finding that underscores the importance of sustained, practice-embedded professional development over passive knowledge acquisition.

Tagalog (2024) extended this line of inquiry by demonstrating that teacher affectivity—encompassing emotional resilience, empathy, and classroom management—is strongly associated with effective pedagogical and formative assessment practices. König et al. (2021) further established that teaching experience contributes significantly to assessment literacy, reflective practice, and instructional decision-making. Desimone and Garet (2020), however, cautioned that professional development does not automatically translate into improved classroom practice unless it is sustained, context-specific, and directly connected to instructional experience—a finding with important implications for school-based IPT training programs.

Integrated Performance Task and Higher-Order Thinking Skills

Research consistently demonstrates that well-designed performance tasks promote higher-order thinking, metacognitive development, and genuine engagement. Jansen and Möller (2022) revealed that teachers' assessments of HOTS are sometimes systematically influenced by students' prior lower-order performance, highlighting the need for precise, criterion-referenced rubric application in IPT evaluation. Azid et al. (2022) demonstrated that HOTS-oriented school-based assessments substantially improve academic performance and promote metacognitive growth in mathematics learners. Sarmiento et al. (2020), examining STEAM educators across fourteen Philippine regions, found that authentic assessment practices—including industry-aligned tasks, technology integration, and reflective group processes—enhanced student engagement, active participation, and real-world application of knowledge. Albay and Eisma (2021) similarly confirmed that design-thinking-guided performance challenges produce measurable gains in critical thinking, creativity, and collaboration among Filipino learners.

METHODOLOGY

Research Design

This study employed a quantitative descriptive research design to examine teachers' proficiency in implementing Integrated Performance Tasks and their effectiveness in promoting student academic outcomes. The design was deemed appropriate because it enabled the systematic description and analysis of existing conditions without manipulating the study variables. The quantitative phase utilized a quantitative descriptive approach through

validated survey questionnaires to determine teachers' proficiency in IPT implementation and the effectiveness of IPT in promoting student academic outcomes.

Research Locale

The study was conducted across five private secondary schools in Bislig City, Surigao del Sur, Caraga Region, Philippines: Andres Soriano Colleges of Bislig (ASCB), De La Salle John Bosco College (DLSJBC), Recaredo Castillo of Bislig City High School Inc. (RCBCHS), Southern Technological Institute of the Philippines Inc. (STIP), and St. Vincent de Paul Diocesan College (SVPDC). These institutions were selected for their structured implementation of IPT in compliance with DepEd performance-based assessment mandates and their diverse socio-economic and cultural profiles, enhancing the generalizability of findings within the private secondary school sector.

Participants and Sampling

The study was conducted in five private secondary schools in Bislig City, Surigao del Sur, Philippines. The teacher respondents consisted of 117 educators selected through complete enumeration, while 356 student respondents were chosen through stratified proportional random sampling from a total population of 3,240 students. The distribution of respondents across schools is presented in Table 1.

Table 1. Distribution of Respondents Across Schools

School	Teacher Population	Teacher Sample	Student Population	Student Sample
ASCB	30	30	1,159	127
DLSJBC	27	27	595	65
RCBCHS	18	18	350	38
STIP	23	23	529	58
SVPDC	19	19	607	68
Total	117	117	3,240	356

Note. ASCB = Andres Soriano Colleges of Bislig; DLSJBC = De La Salle John Bosco College; RCBCHS = Recaredo Castillo of Bislig City High School Inc.; STIP = Southern Technological Institute of the Philippines Inc.; SVPDC = St. Vincent de Paul Diocesan College.

Instruments

Researcher-made survey questionnaires, composed of three sections for teacher-respondents were administered: (1) profile of the teacher respondents, including their academic rank, years of teaching experience, training experience in IPT and highest educational attainment; (2) a teacher proficiency scale measuring five IPT implementation domains (task design and authenticity, alignment of clarity and outcomes, scaffolding and instructional support, assessment and feedback for growth, and analysis of student work and pedagogical reflection) using a five-point Likert scale from Not Proficient (1) to Highly Proficient (5); and (3) a teacher-rated IPT effectiveness scale assessing five student outcome dimensions (HOTS development, engagement and motivation, real-world preparation, authentic assessment and understanding, and metacognitive life skills) using a five-point scale from Not Effective (1) to Highly Effective (5). A separate modified survey questionnaire, composed of two sections were also administered to student-respondents: (1) profile of the student-respondents, including their age, sex, and general weighted average; and (2) a parallel student-rated IPT effectiveness scale. All instruments underwent expert content validation by a panel of five specialists, followed by pilot testing (n = 15 teachers, n = 15 students). Internal consistency was confirmed through Cronbach's alpha, with domain coefficients ranging from $\alpha = 0.78$ to 0.94, indicating acceptable to high reliability.

Data Analysis

Quantitative data were analyzed using frequency counts and percentages for respondent profiles, weighted means for proficiency and effectiveness levels. Ethical protocols—including informed consent, confidentiality, voluntary participation, and data protection—were strictly observed throughout the study.

RESULTS AND DISCUSSION

Profile of the Respondents

The demographic and professional profiles of both teacher and student respondents provide essential context for interpreting the study's primary findings. As presented in Table 2, the majority of teacher-respondents were classroom teachers (82%), with a significant portion (44%) in the early stages of their careers (1–3 years of teaching experience). Nearly half (44%) had not attended any formal IPT-related training, and 72% held only a Bachelor's degree as their highest educational qualification. This profile reflects a developing teaching workforce characteristic of many Philippine private secondary schools, where younger educators are actively recruited while pursuing graduate education and professional development concurrently.

Table 2. Profile of Teacher-Respondents (n = 117)

Profile Variable	Category	Frequency	Percentage
Academic Rank/Position	Classroom Teacher	96	82%
	Unit Leader/Subject Coordinator	16	14%
	Asst. Principal / Vice Principal	3	3%
	Principal / School Head	1	1%
	Others	1	1%
Years of Teaching Experience	1–3 years	51	44%
	4–6 years	28	24%
	7–9 years	19	16%
	10–12 years	9	8%
	16 years and above	10	9%
Training in IPT	No training attended	52	44%
	1–2 trainings	43	37%
	3–4 trainings	15	13%
	5 trainings and above	7	6%
Educational Attainment	Bachelor's Degree	84	72%
	Bachelor's Degree with MA Units	19	16%
	Master's Degree (CAR)	4	3%
	Master's Degree Graduate	10	9%

Student-respondents, as shown in Table 3, generally demonstrated favorable academic performance, with 33% in the Outstanding range (GWA 90–100) and 39% in the Very Satisfactory range (GWA 85–89). The majority (54%) were female, and the largest age cluster (46%) comprised 16–17-year-olds, consistent with typical Junior High School enrollment in the Philippines. This favorable academic profile suggests that student participants

possessed sufficient cognitive readiness for meaningful engagement in complex, authentic learning activities such as IPT.

Table 3. Profile of Student-Respondents (n = 356)

Profile Variable	Category	Frequency	Percentage
General Weighted Average	90–100 (Outstanding)	116	33%
	85–89 (Very Satisfactory)	139	39%
	80–84 (Satisfactory)	87	24%
	75–79 (Fairly Satisfactory)	14	4%
Sex	Male	164	46%
	Female	192	54%
Age	12–13 years old	63	18%
	14–15 years old	119	33%
	16–17 years old	162	46%
	18 years old and above	12	3%

The predominance of early-career teachers aligns with findings by Chinda et al. (2022), who emphasized that sustained professional development is essential for teachers navigating the demands of innovative assessment practices. Tagalog (2024) similarly noted that continuous professional growth through advanced studies and training enhances assessment literacy—a capacity that remains relatively underdeveloped in the present sample. For students, Azid et al. (2022) established that developmental readiness and prior academic performance significantly predict engagement in complex, higher-order learning tasks, lending credibility to the student participants' responses regarding IPT effectiveness.

Level of Teachers' Proficiency in Implementing IPT

Teachers demonstrated a consistently high level of proficiency in implementing Integrated Performance Tasks across all five dimensions, with an overall mean of 4.368 (Highly Proficient). As detailed in Table 4, the highest-rated domain was alignment of clarity and outcomes ($M = 4.458$), followed closely by assessment and feedback for growth ($M = 4.451$) and scaffolding and instructional support ($M = 4.383$). The comparatively lower ratings in task design and authenticity ($M = 4.268$) and analysis of student work and pedagogical reflection ($M = 4.279$) suggest that while procedural aspects of IPT implementation are well established, the more creative, contextual, and reflective dimensions of practice present greater developmental opportunity.

Table 4. Level of Teachers' Proficiency in Implementing IPT (n = 117)

Indicators	Mean	Adjectival Rating
Task Design and Authenticity	4.268	Highly Proficient
Alignment of Clarity and Outcomes	4.458	Highly Proficient
Scaffolding and Instructional Support	4.383	Highly Proficient
Assessment and Feedback for Growth	4.451	Highly Proficient
Analysis of Student Work and Pedagogical Reflection	4.279	Highly Proficient
Overall Mean	4.368	Highly Proficient

Note. Scale: 4.20–5.00 = Highly Proficient; 3.40–4.19 = Proficient; 2.60–3.39 = Moderately Proficient; 1.80–2.59 = Less Proficient; 1.00–1.79 = Not Proficient.

These results align with Salma and Prastikawati (2021), who demonstrated that institutionally supported performance-based assessment implementation improves teachers' reflective capacity and evaluation fairness, while Chinda et al. (2022) similarly documented strong procedural competence among teachers engaged in performance-based language assessment. The comparatively lower scores in task design and reflective analysis corroborate Curry and Athanases's (2020) finding that creating genuinely authentic learning experiences remains among the most challenging dimensions of performance-based instruction, requiring continuous professional development and reflective practice beyond what institutional routines alone can provide.

The uniformly high scores may also reflect the supportive institutional environment characteristic of private schools in Bislig City, where curriculum monitoring, instructional supervision, and collaborative planning are integral to school operations. However, the data invite a cautionary reading: high self-rated proficiency may not always translate into consistently authentic task design, particularly given that 44% of teacher-respondents had no formal IPT training and 72% held only undergraduate qualifications.

Level of Effectiveness of IPT in Leveraging Student Academic Outcomes

IPT was rated as highly effective in promoting student academic outcomes, with an overall grand mean of 4.286. As presented in Table 5, teachers consistently assigned higher effectiveness ratings across all five dimensions than students did, yielding an overall teacher mean of 4.414 (Highly Effective) compared to a student mean of 4.159 (Moderately Effective). Teachers rated real-world preparation and application highest ($M = 4.494$), while students' ratings were most favorable for authentic assessment and understanding ($M = 4.194$). The widest teacher-student discrepancy appeared in engagement and motivation (teacher $M = 4.378$; student $M = 4.089$), suggesting a divergence in how IPT-driven engagement is perceived from instructional versus experiential standpoints.

Table 5. Level of Effectiveness of IPT in Leveraging Student Academic Outcomes

Indicators	Teacher Mean	Teacher Rating	Student Mean	Student Rating	Grand Mean	Grand Rating
Development of HOTS	4.427	Highly Effective	4.189	Moderately Effective	4.308	Highly Effective
Engagement and Motivation	4.378	Highly Effective	4.089	Moderately Effective	4.234	Highly Effective
Real-World Preparation and Application	4.494	Highly Effective	4.138	Moderately Effective	4.316	Highly Effective
Authentic Assessment and Understanding	4.376	Highly Effective	4.194	Moderately Effective	4.285	Highly Effective
Development of Metacognitive Life Skills	4.395	Highly Effective	4.184	Moderately Effective	4.290	Highly Effective
Overall Mean	4.414	Highly Effective	4.159	Moderately Effective	4.286	Highly Effective

Note. Scale: 4.20–5.00 = Highly Effective; 3.40–4.19 = Moderately Effective; 2.60–3.39 = Slightly Effective; 1.80–2.59 = Least Effective; 1.00–1.79 = Not Effective.

The positive effectiveness ratings across all dimensions are consistent with Pascual (2025), who reported significant gains in critical thinking, collaboration, and academic achievement through IPT in Philippine Grade 11 classrooms, and with Otero and Babaran (2025), who documented that authentic learning tasks promote meaningful engagement and real-life knowledge transfer. The finding that real-world preparation and application received the highest teacher-rated effectiveness score reinforces Darling-Hammond et al.'s (2020) argument that the science of learning supports authentic, context-embedded instruction as a vehicle for deep and transferable learning.

The teacher-student perceptual gap warrants careful interpretation. Young (2022) observed that students may evaluate instructional innovations less favorably than teachers when tasks are perceived as demanding or when the relationship between task requirements and learning benefit is not made sufficiently explicit. Sarmiento et al. (2020) similarly noted that student engagement in authentic assessment is contingent on perceived relevance and accessibility of task expectations. These insights suggest that the gap identified in the present study is not a disconfirmation of IPT effectiveness, but rather a signal that clearer communication of task purpose, scaffolded support, and explicit connection of activities to real-world relevance may narrow the perception divide and strengthen student-reported outcomes.

Across all outcome dimensions—HOTS development, engagement and motivation, real-world preparation, authentic assessment and understanding, and metacognitive life skills—both groups agreed on the positive directional effect of IPT, providing convergent validation of its educational value. Jansen and Möller (2022) and Azid et al. (2022) have demonstrated that HOTS-oriented assessments drive measurable academic improvements and metacognitive growth, findings that parallel the high teacher and moderate student ratings for HOTS development (grand $M = 4.308$) observed in the present study. Albay and Eisma (2021) further confirmed that design-thinking-guided performance challenges yield critical thinking, creativity, and collaboration gains—competencies reflected in the present study's metacognitive life skills and real-world preparation dimensions.

CONCLUSION

This study provides empirical evidence that Integrated Performance Task implementation in private secondary schools in Bislig City is characterized by a high level of teacher proficiency and a high level of effectiveness in promoting student academic outcomes, as perceived by both educators and learners. Teacher-respondents demonstrated strong competence across all five IPT implementation dimensions, with particular strength in curriculum alignment and formative feedback integration. IPT was consistently rated effective in fostering HOTS development, learner engagement, real-world preparation, authentic understanding, and metacognitive skill development, though teachers evaluated IPT effectiveness more favorably than students did—a perceptual gap that invites further instructional and communicative refinement.

These findings carry substantive implications for educational practice. The predominance of early-career, undertrained, and baccalaureate-qualified teachers in the sample underscores the critical need for targeted, sustained, and practice-embedded professional development in IPT design, authentic task construction, and reflective assessment practice. School administrators may institutionalize collaborative planning structures and peer mentoring that leverage the instructional insights of experienced teachers, while curriculum developers may provide contextualized exemplars and structured frameworks to reduce the complexity burden associated with competency integration.

For students, the moderate effectiveness ratings—particularly in engagement and motivation—suggest that teachers must more intentionally communicate the purpose and relevance of IPT requirements, embed scaffolded support within task cycles, and create explicit feedback loops that help learners connect assessment criteria to their evolving competencies.

Future research may examine IPT implementation longitudinally to determine whether teacher proficiency gains—particularly in task design authenticity and reflective analysis—correspond to measurable improvements in student-rated effectiveness over time. Comparative studies involving public and private secondary schools would also extend the generalizability of these findings.

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