



INTEGRATIVE ASSESSMENT ON DISTANCE LEARNING MODALITIES AND ACADEMIC COMPETENCE OF STUDENTS IN MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH

APRIL ANNE O. MARASIGAN

Instructor IV

National University Lipa

aprilanne.onamarasigan@gmail.com

ABSTRACT

The main objective of this study is to investigate the relationship of integrative assessment on distance learning modalities and the academic competence of the students in music, arts, physical education and health.

The study employed a descriptive correlational method of research which was participated by 83 MAPEH teachers in the Schools Division of Lipa City. The data were collected through a survey-questionnaire and undergone descriptive analysis such as frequency, percent distribution, weighted mean, data range and Pearson-r correlation coefficient at .05 level of significance.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Results:

1. Profile of the Respondents

This part of the study presents the profile of the respondents based on their age, gender, highest educational attainment, subject specialization and number of years in Teaching.

Majority of the respondents are within the 26-30 (41.0%), typically at the peak of their teaching career. The majority are female (73.5%) and hold a master's degree (50.6%). Most respondents specialize in MAPEH/PEHM, with teaching experience ranging from 1 to 5 years.

2. Extent of the Use of Integrative Assessment during Distance Learning Modalities

2.1. As to GRASPS Method

Having well-defined and established scoring rubrics received the highest mean rating of 3.58 (Very Great Extent - VGE), while creating assessments that combine learning from several modules had the lowest mean rating of 3.01 (Great Extent - GE). The weighted mean average was 3.26 (GE), showing that teachers greatly apply the GRASPS approach to integrative assessment.

2.2. As to Assessment Tools

Making consistent judgements about the quality of learners' work achieved the highest mean rating of 3.52 and with Verbal Interpretation, Very Great Extent (VGE) while providing

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



benchmarks against which to measure and document progress "obtained the lowest mean rating of 2.96 and with Verbal Interpretation, Great Extent (GE). The extent of the respondents on the use of integrative assessment during distance learning modalities as to assessment tools garnered an overall weighted mean rating of 3.33 and the overall Verbal Interpretation, Great Extent (GE). This signifies that teachers utilize the integrative assessment using the assessment tools in a remarkable way.

3. Extent of the Use of the Integrative Assessment in the Academic Competence

3.1. The Use of the Integrative Assessment in the Academic Competence of the Students as to Artistic Expression and Cultural Literacy (Music and Arts)

Connecting music and arts to individual cultural identities had a rating of 3.05 (GE), followed by creating outputs that emphasize the character of Luzon's music and arts (highlands and lowlands) which had the highest mean score of 3.40 (Great Extent - GE). Teachers do much to enhance their students' creative expression and cultural knowledge, as seen in the overall mean of 3.18 (GE) for the application of integrative assessment in these domains. Placing emphasis on skills enabling students to generate, assess, and display is vital, as is ensuring that such expressions are connected to real-life situations that enable students to develop into cultural individuals and broaden their vision.

3.2. Extent of the use of the Integrative Assessment in the Academic Competence of the Students as to Physical Literacy in PE

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Providing an understanding of physical activity and physical fitness in ensuring a healthy lifestyle attained the maximum mean score of 3.39 (Great Extent - GE), and providing first aid for injuries relating to dance gained the minimum rating of 2.99 (GE). The weighted mean in the application of integrative assessment in the physical literacy of the students in PE was 3.19 (GE), thus showing that instructors significantly promote students' physical literacy. Prioritizing competencies that allow learners to produce, show, and pledge physical literacy is imperative. Also, the provision of proper first aid for dance injuries must continue to be an emphasis with scope for performance activities in this topic, especially amidst the pandemic.

3.3. Extent of the Use of the Integrative Assessment in the Academic Competence of the Students as to Achieve, Sustain and Promote Lifelong Wellness in Health

Demonstrating an understanding of nutrition for a healthy life during adolescence achieved the highest mean rating of 3.47 (Great Extent - GE), followed by identifying nutritional problems with a mean of 3.39 (GE). Using life skills and value-based strategies to discuss sensitive topics, along with applying decision-making skills to prevent nutritional issues, received the lowest mean of 3.16 (GE). The overall weighted mean for the use of integrative assessment in promoting lifelong wellness in Health was 3.28 (GE), indicating that teachers significantly enhance students' academic competence in this area.

4. Correlation Analysis between the Utilization of Integrative Assessment and the Academic Competence of the Students

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



There is a significant correlation between the utilization of integrative assessment and the academic competence of the students, $r=.939$, $n=83$, $p<.001$.

The results imply that there is a significant large positive correlation between the paired variables, that is, higher ratings for utilization of integrative assessment tend to also have higher ratings for academic competence of the students, and vice versa.

Findings

1. Profile of the Respondents

Most of the respondents (41.0%) are between 26-30 years old, which is the usual peak age for Proficient Teachers. The majority are female (73.5%) and possess a master's degree (50.6%). Most teacher-respondents also specialize in MAPEH/PEHM, and the majority have 1 to 5 years of teaching experience.

2. The extent of the use of integrative assessment during distance learning modalities as to the GRASPS method gained an average weighted mean of 3.26 and the overall Verbal Interpretation Great Extent (GE) while in terms of the utilization of the assessment tools gained an average weighted mean of 3.33 and the overall Verbal Interpretation, Great Extent (GE). This signifies that teachers work with the GRASPS method and the assessment tool to utilize the integrative assessment substantially.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



3. The degree of application of integrative assessment to students' academic ability had a general weighted mean of 3.18 (Great Extent - GE) for Artistic Expression and Cultural Literacy (Music and Arts), 3.19 (GE) for Physical Literacy in PE, and 3.28 (GE) for encouraging lifelong well-being in Health. This reflects that teachers strongly support students' academic ability in these domains.

4. There is a significant correlation between the utilization of integrative assessment and the academic competence of the students.

Keywords: *Integrative assessment, distance learning modalities, academic competence, MAPEH, GRASPS method*

INTRODUCTION

The aim of assessment is to gather relevant information on students' performance and interests to evaluate their learning process and academic competence. In the context of new normal education, assessments are vital for determining academic achievements. As per Department of Education Order (DO) No. 8, s. 2015, assessment must inform and enhance classroom practices as well as encourage learning outcomes. In distance or blended learning contexts, substitute tools and methods have to be used to gauge and support learning without putting additional undue pressure on teachers, learners, and families.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



During the pandemic, the Department of Education evolved in response to alternative learning modalities in order to support learners in achieving vital curricular objectives, requiring creative solutions in designing effective learning experiences. Subsequent to this, Department of Education Order No. 012, s. 2020 brought forth the Basic Education Learning Continuity Plan (BE-LCP) to provide continuity in teaching while maintaining the health and safety of learners and teachers. Furthermore, Order No. 31, s. 2020 issued interim guidelines for assessment and grading.

The Lipa City Schools Division reechoed these directives in Division Memorandum No. 16, s. 2020, encouraging teachers to design performance tasks that combine several competencies collectively. Such tasks must enable students to use their knowledge in real-life contexts, with regular monitoring in the whole class.

Integrative assessment is a systematic process of gathering and analyzing performance data across subjects that has the potential to decrease the performance tasks and alleviate pressure on students and teachers. Integrative assessment makes it easy for the feedback between the teachers, students, and parents concerning distance learning modalities.

As a teacher of MAPEH 7, the researcher is aware of the task of developing significant performance tasks in subjects to promote learning competence in Music, Arts, PE, and Health. The present research aims to investigate the factors affecting modular distance modalities delivery and integrative assessment in students' learning competence.

This study was focused on the integrative assessment during distance learning

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



modalities and the academic competence of the students in Music, Arts, PE and Health in the Public Junior High Schools in the Schools Division of Lipa City School Year 2021-2022.

Specifically, it aims to answer the following questions:

1. What is the profile of the respondents in terms of:

- 1.1. Age;
- 1. 2. Sex; and
- 1.3. Highest Educational Attainment;
- 1.4. Subject Specialization; and
- 1.5. Number of Years in Teaching?

2. To what extent do the respondents perceive on the use of integrative assessment during distance learning modalities as to:

- 2.1. GRASPS Method; and
- 2.2. Assessment Tools?

3. To what extent do the respondents perceive on the use of the integrative assessment in the academic competence of the students as to:

- 3.1. Artistic Expression and Cultural Literacy (Music and Arts);
- 3.2. Physical Literacy (PE); and
- 3.3. Achieve, Sustain and Promote Lifelong Wellness (Health)?

4. Is there a significant relationship between the utilization of integrative assessment and the academic competence of the students?

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



5. Based on the result of the study, what Integrative Assessment Tools in MAPEH may be proposed to enhance the academic competence of the students?

MATERIALS AND METHODS:

The study used a descriptive correlational research design. The respondents were 83 MAPEH teachers from public junior high schools in the Schools Division of Lipa City, selected through stratified random sampling. A questionnaire was used to gather data on the extent of use of integrative assessment and students' academic competence. Statistical treatments included frequency, percentage, weighted mean, and Pearson correlation.

Dear Respondents,

I am currently conducting a research paper entitled "**Integrative Assessment On Distance Learning Modalities and Academic Competence of the Students in Music, Arts, Physical Education and Health**".

This questionnaire intends to solicit response from you by rating the items under the stated indicators below. Rest assured that your responses will be treated with utmost confidentiality and will be used only for the purpose of the study.

Thank you very much and God bless.

-The Researcher

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Part I. Profile of the Respondents

Name: (Optional): _____

Grade Level: _____

Directions: Please answer each item by checking the option that applies to you.

1.1. Age

25 below 26-30 31-35. 36-40 41-50. 51 above

1.2. Gender Male Female

1.3. Highest Educational Attainment

Doctorate Degree

Doctorate Degree (units)

Master's (MA) Degree

Master's Degree (units)

Bachelor's Degree

1.4. Subject Specialization/s, pls indicate:

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



1.5 Number of Years in Service

___ 1-5 ___ 6-10. ___ 11-15 ___ 16-20

___ 21-25 ___ 26-30 ___ 31 years above

1.6 Type of modality:

___ Online class learning (ODL)

___ Modular distance learning (MDL)

___ Blended learning (BL)

___ Radio-based/TV-based

Part II. Extent of the Use of Integrative Assessment during Distance Learning Modalities

Directions: The following statements describe the use of integrative assessment in your school. Please feel free to describe on how you assess yourself on the following practices. Please put a check (/) mark on the number that corresponds to your answer according to the scale of:

4- Very Great Extent (VGE)

3- Great Extent (GE)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



2- Some Extent (SE)

1- Least Extent (LE)

The aim of assessment is to gather relevant information on students' performance and interests to evaluate their learning process and academic competence. In the context of new normal education, assessments are vital for determining academic achievements.

According to Department of Education Order (DO) No. 8, s. 2015, assessments should inform and improve classroom practices while promoting learning outcomes. In distance or blended learning environments, alternative tools and strategies must be utilized to assess and support learning without placing undue pressure on teachers, learners, and families.

During the pandemic, the Department of Education adapted to alternative learning modalities to help learners achieve essential curricular goals, necessitating innovative approaches to design effective learning experiences. In response, Department of Education Order No. 012, s. 2020, introduced the Basic Education Learning Continuity Plan (BE-LCP) to ensure teaching continuity while safeguarding the health and safety of learners and teachers. Additionally, Order No. 31, s. 2020 provided interim guidelines for assessment and grading.

The Schools Division of Lipa City reinforced these guidelines in Division Memorandum No. 16, s. 2020, advising teachers to collaboratively design performance tasks integrating multiple competencies. These tasks should allow learners to apply their knowledge to real-life situations, ensuring consistent assessment across the class.

Integrative assessment is a structured process for collecting and analyzing performance information across subject areas, aiming to reduce the number of performance

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



tasks and ease pressure on educators and students. This approach facilitates meaningful feedback between teachers, students, and parents regarding distance learning modalities.

As a MAPEH 7 teacher, the researcher recognizes the challenge of designing meaningful performance tasks across subject areas to ensure academic competence in Music, Arts, PE, and Health. This study aims to examine the factors influencing the delivery of modular distance modalities and the use of integrative assessment on students' academic competence.

In utilizing integrative assessment using the GRASP model , I usually...	4 (VGE)	3 (GE)	2 (SE)	1 (LE)
1. design assessment material that seeks to combine students' learning from multiple modules and/or levels into a single assessment;				
2. create performance tasks with other learning areas and with 21st century skills;				
3. set a clear and a well-established scoring rubrics/guideline with relevant criteria;				
4. emphasize the need to give greater attention to the design of holistic, programme-focused assessment strategies to tackle perennial issues arising from modularized curriculum and assessment;				

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



5. combine students' learning from multiple modules and/or levels into a single assessment;				
6. help my students to overcome the common misconceptions in the cross-content subjects in order to expand their understanding of what problem or challenge should be resolved;				
7. provide the students with the outcome of the learning experience and the contextual purpose of the experience and product creation;				
8. provide opportunities for students to complete real-world applications of cross-content scenarios;				
9. explain who are involve in the scenario and what they are being asked to do;				
10. seek audience for who will benefit or to convince the validity and the success of the desired output;				
11. provide the context of the situations and any additional factors that could impede the resolution of the problem for the desired output;				
In utilizing integrative assessment using the GRASP model , I usually...	4 (VGE)	3 (GE)	2 (SE)	1 (LE)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



12. explain the product or performance that needs to be created and its larger purpose from the integrated competencies;				
13. provide various opportunities for students to demonstrate understanding, depending on their learning style and abilities;				
14. set the standards that must be met and how the work will be judged by the assumed audience; and				
15. provide evidence of transfer of knowledge and understanding--the <i>synthesis</i> of knowledge into a design solution.				
In utilizing integrative assessment using the assessment tool , I usually...	4 (VGE)	3 (GE)	2 (SE)	1 (LE)
1. provide a clear description of how learners are graded and evaluated;				
2. establish scoring tool enables an objective-based evaluation which also gauges varying levels of proficiency.				
3. use a range of assessment methods and activities to give learners many opportunities to demonstrate their learning on the knowledge, understanding, skills, and values defined in the curriculum;				

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



4. use assessment criteria that are based on the curriculum standards and competencies to gather evidence of learners' achievements over time which are clear to the learners as they learn and before they carry out the assessment activities;				
5. make consistent judgements about the quality of learners' work;				
6. present rubrics in graphic format, typically as a grid. It defines what is expected in a learning situation;				
7. provide rubrics which are usually shared with learners to give them an opportunity to discuss the criteria to be used for an activity before they perform it;				
8. explain the rubric which has a criterion or description and allows for objective scoring for each subjects from the integrated output;				
In utilizing integrative assessment using the assessment tool , I usually...	4 (VGE)	3 (GE)	2 (SE)	1 (LE)
9. highlight the given insights and directions about what is important about an activity;				
10. allow assessment to be more objective and consistent because the criteria are in specific terms;				

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



11. show learners how their work will be evaluated and what they can expect from this				
12. promote learners' awareness of the criteria to use in assessing their peers' performance;				
13. provide useful feedback regarding the effectiveness of instruction;				
14. provide benchmarks against which to measure and document progress; and				
15. weigh the dimensions in proportion to their importance.				

Part III. Extent of the Use of the Integrative Assessment in the Academic Competence of the Students

Directions: The following statements describe Academic Competence of your students in Music, Arts, PE and Health. Please feel free to describe on how the integrative assessment and the distance learning modalities affect the Academic Competence of your students based on the following practices. Please put a check (/) mark on the number that corresponds to your answer according to the scale of:

4- Very Great Extent (*VGE*)

3- Great Extent (*GE*)

2- Some Extent (*SE*)

1- Least Extent (*LE*)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



Using the integrative assessment and the distance learning modalities, my students in developing Artistic Expression and Cultural Literacy ...	4 (VGE)	3 (GE)	2 (SE)	1 (LE)
1. effectively correlate music and art to the development of his/her own cultural identity and the expansion of his/her vision of the world;				
2. demonstrate understanding of salient features of music and art of the Philippines and the world, through appreciation, analysis, and performance, for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision;				
3. demonstrate basic understanding of the fundamental processes in music and the arts through performing, creating, listening and observing, and responding towards appreciation of the cultural richness of the different provinces in the Philippines;				
4. demonstrate understanding of the musical characteristics of representative music from the lowlands of Luzon				
5. improvise simple rhythmic/melodic accompaniments to selected music from the Cordillera, Mindoro, Palawan and of the Visayas;				

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



6. evaluate music and music performances applying knowledge of musical elements and style.				
7. perform instruments/improvised instruments from Cordillera, Mindoro, Palawan and of the Visayas;				
8. create artworks showing the characteristic elements of the arts of Luzon (highlands and lowlands)				
9. analyze elements and principles of art in the production of one's arts and crafts inspired by the arts of Luzon (highlands and lowlands)				
10. identify characteristics of arts and crafts in specific areas in Luzon (e.g., papier mâché [taka] from Paete, Ifugao wood sculptures [bul'ul], Cordillera jewelry and pottery, tattoo, and Ilocos weaving and pottery [burnay], etc.)				

Using the integrative assessment and the distance learning modalities, my students in Achieving, Sustaining and Promoting Lifelong Wellness ...	4 (VGE)	3 (GE)	2 (SE)	1 (LE)
1. acquire essential knowledge, attitudes, and skills that are necessary to promote good nutrition;				

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



2. use life skills and value-based strategies particularly in discussing sensitive topics such as substance abuse and sexuality				
3. demonstrate understanding of holistic health and its management of health concerns, the growth and development of adolescents and how to manage its challenges.				
4. appropriately manage concerns and challenges during adolescence to achieve holistic health.				
5. demonstrate understanding of nutrition for a healthy life during adolescence				
6. make informed decisions in the choice of food to eat during adolescence				
7. explain the dimensions of holistic health (physical, mental/ intellectual, emotional, social, and moral-spiritual);				
8. analyze the interplay among the health dimensions in developing holistic health;				
9. identify the nutritional problems of adolescents				
10. apply decision-making and critical thinking skills to prevent nutritional problems of adolescents				

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
 Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
 Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Age Distribution of the Respondents

Age	Frequency	Percentage
26-30 years old	34	41.0
31-35 years old	25	30.1
36-40 years old	11	13.3
41-50 years old	11	13.3
51 years old and above	2	2.4
Total	83	100.0

Table 1.1 illustrates the age range and distribution of the respondents which is divided into five (5) brackets. Based on the gleaned data, it shows that 34 of the 83 respondents (41.0%) are 26 to 30 years old; 25 (30.1%) are 31 to 35 years old. Eleven (13.3%) are 36 to 40 years old teachers; 11(13.3%) are 41 to 50 years old; and 2(2.4%) are 51 years old and above.

This implies that most respondents are within the typical age of Proficient Teachers in the field. This age range is typically in their peak of their teaching career.

Profile of Respondents in Terms of Gender

Gender	Frequency	Percentage
Male	22	26.5
Female	61	73.5
Total	83	100.0

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Table 1.2 shows the profile of the respondents in terms of gender. It shows that 61 of the 83 respondents (73.5.0%) are female while the remaining 22 (26.5%) are male respondents. The clear shows that most of the respondents are female.

Profile of Respondents in terms of Highest Educational Attainment

Education	Frequency	Percentage
Bachelor’s Degree	24	28.9
Master’s Degree (units)	42	50.6
Master’s (MA) Degree	12	14.5
Doctorate Degree (units)	5	6.0
Total	83	100.0

Table 1.3 shows the profile of the respondents in terms of the highest educational attainment. It shows that among 83 respondents, 42 (50.6%) attained Master’s Degree Units; 24 (28.9%) are in Bachelor’s Degree; 12 (14.5%) finished their Master’s Degree while the remaining 5(6.0%) are holding Doctorate Degree units.

It implies that most respondents are still elevating their personal and professional growth and development.

Profile of Respondents in terms of Subject Specialization

Subject Specialization	Frequency	Percentage
MAPEH/PEHM	53	63.9
ENGLISH	11	13.3

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



MATH	11	13.3
SCIENCE	6	7.2
VALUES EDUCATION	2	2.4
Total	83	100.0

Table 1.4 shows the profile of the respondents in terms of Subject Specialization. It shows that among 83 respondents, 53 (63.9 %) finished MAPEH/PEHM Major; 11 (13.3%) are English majors; 11 (13.3%) are Math majors; 6 (7.2%) are Science majors, while the remaining 2(2.4%) are Values Education majors.

It clearly shows that most respondents are well-equipped and specialized in MAPEH/PEHM. It gives teachers fewer opportunities to tailor intended pedagogies to individual students and to follow through on behavior coaching. Furthermore, teachers teaching their specialized subject have the strength that allows them to master subject content, acceptable teaching strategies, suitable teaching materials and enhanced techniques in teaching major subjects.

Profile of Respondents in terms of Number of Years in Teaching

Years in Teaching	Frequency	Percentage
1 to 5 years	40	48.2
6 to 10 years	31	37.3
11 to 15 years	6	7.2

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



21 to 25 years	4	4.8
31 years and above	2	2.4
Total	83	100.0

Table 1.5 shows the profile of the respondents in terms of the number of years in teaching. It shows that 40 (48.2%) of 83 respondents are in the service for almost 1 to 5 years; 31 (37.3%) are serving the institution for 6-10 years; 6 (7.2%) for 11-15 years; 4 (4.8%) for 21-25 years while the remaining 2 (2.4%) are serving the Department of Education for almost 31 years and above.

It clearly shows that most of the respondents are in a teaching career for almost 1 to 5 years.

Extent of the Use of Integrative Assessment during Distance Learning Modalities as to GRASPS Method

In utilizing integrative assessment using the GRASPS model, I usually...	Mean	Rank	VI
1. Design assessment material that seeks to combine students' learning from multiple modules and/or levels into a single assessment	3.01	15	Great Extent
2. Create performance tasks with other learning areas and with 21st century skills	3.22	9	Great Extent

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



3. Set a clear and a well-established scoring rubrics/guideline with relevant criteria	3.58	1	Very Great Extent
4. Emphasize the need to give greater attention to the design of holistic, programme-focused assessment strategies to tackle perennial issues arising from modularised curriculum and assessment	3.10	14	Great Extent
5. Combine students' learning from multiple modules and/or levels into a single assessment	3.20	10.5	Great Extent
6. Help my students to overcome the common misconceptions in the cross-content subjects in order to expand their understanding of what problem or challenge should be resolved	3.24	8	Great Extent
7. Provide the students with the outcome of the learning experience and the contextual purpose of the experience and product creation	3.29	4.5	Great Extent
8. Provide opportunities for students to complete real-world applications of cross-content scenarios	3.19	12	Great Extent
9. Explain who are involve in the scenario and what they are being asked to do	3.27	7	Great Extent
10. Seek audience for who will benefit or to convince the validity and the success of the desired output	3.20	10.5	Great Extent
11. Provide the context of the situations and any additional factors that could impede the resolution of the problem for the desired output	3.18	13	Great Extent

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



12. Explain the product or performance that needs to be created and its larger purpose from the integrated competencies	3.28	6	Great Extent
13. Provide various opportunities for students to demonstrate understanding, depending on their learning style and abilities	3.39	3	Great Extent
14. Set the standards that must be met and how the work will be judged by the assumed audience	3.40	2	Great Extent
15. Provide evidence of transfer of knowledge and understanding-- the <i>synthesis</i> of knowledge into a design solution.	3.29	4.5	Great Extent
Average Weighted Mean	Mean = 3.26		Great Extent

Table 2.1 shows the summary of ratings on the extent of the respondents on the use of integrative assessment during distance learning modalities as to the GRASPS Method. As gleaned from the table, “in the setting a clear and a well-established scoring rubrics/guideline with relevant criteria” achieved the highest mean rating of 3.58 and with Verbal Interpretation, Very Great Extent (VGE). Setting a clear and a well-established scoring rubrics/guideline with relevant criteria is very much crucial in integrative assessment.

According to Yang (2019), it is very essential because it provides a clear description of how learners are graded and evaluated. The said high rating is commendable because this is the goal of integrative assessment, to establish scoring tool which enables an objective-based evaluation that also gauges varying levels of proficiency.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Setting the standards that must be met and how the work will be judged by the assumed audience obtained the second highest mean in which teachers with the mean rating of 3.40 and with Verbal Interpretation, Great Extent (GE). Setting the standards that must be met and how the work will be judged by the assumed audience is needed because it identifies the expected outcome along with the criteria to be measured.

As Yang (2019) reiterated that setting the standards must be met and how the work will be judged are based on the curriculum standards and competencies will gather pieces of evidence of learners' achievements over time which are clear to the learners as they learn and before they carry out the assessment or the activities which makes consistent judgements about the quality of learners' work. Providing various opportunities for students to demonstrate understanding, depending on their learning style and abilities obtained a mean rating of 3.39 and with Verbal Interpretation, Great Extent (GE). Providing various opportunities for students to demonstrate understanding, depending on their learning style and abilities is highly recommended.

According to Whitehead (2020), by providing opportunities for students and knowing a student's learning style, teachers can use teaching methods that maximize student learning, teachers also boost student's recognition of their learning styles to find what study methods, environment, and activities help them learn best.

Designing assessment material that seeks to combine students' learning from multiple modules and/or levels into a single assessment obtained the lowest mean rating of 3.01 and with Verbal Interpretation, Great Extent (GE). Designing assessment material that seeks to

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



combine students' learning from multiple modules and/or levels into a single assessment is important because it helps teachers and students to work with single assessment measuring several learning competencies. This indicator can be improved by utilizing alternative tools and strategies for assessing and supporting learning, while avoiding creating undue pressure on the teachers, learners and their families.

The extent of the use of integrative assessment during distance learning modalities as to the GRASPS Method garnered an overall weighted mean rating of 3.26 and the overall Verbal Interpretation, Great Extent (GE). This signifies that teachers work with GRASPS method to utilize the integrative assessment substantially.

According to Yang (2019), teachers may have limited time which was allotted to explore thoroughly in the designing principles using the GRASPS assessment model. Moreso, he added that situations in teaching are unlikely to happen as it is vague and more details are needed. The use of the GRASPS, assessment model should create opportunities for students to develop their metacognition which is a crucial part when a diversity of students will be considered.

Extent of the use of Integrative Assessment during Distance Learning Modalities as to Assessment Tools

Assessment Tools	Mean	Rank	VI
1. Provide a clear description of how learners are graded and evaluated	3.51	2	Very Great Extent

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



2. Establish scoring tool enables an objective-based evaluation which also gauges varying levels of proficiency.	3.39	5.5	Great Extent
3. Use a range of assessment methods and activities to give learners many opportunities to demonstrate their learning on the knowledge, understanding, skills, and values defined in the curriculum	3.36	7.5	Great Extent
4. Use assessment criteria that are based on the curriculum standards and competencies to gather evidence of learners' achievements over time which are clear to the learners as they learn and before they carry out the assessment activities	3.39	5.5	Great Extent
5. Make consistent judgements about the quality of learners' work	3.52	1	Very Great Extent
6. Present rubrics in graphic format, typically as a grid. It defines what is expected in a learning situation	3.35	9.5	Great Extent
7. Provide rubrics which are usually shared with learners to give them an opportunity to discuss the criteria to be used for an activity before they perform it	3.45	3	Great Extent
8. Explain the rubric which has a criterion or description and allows for objective scoring for each subjects from the integrated output	3.35	9.5	Great Extent

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



9. Highlight the given insights and directions about what is important about an activity	3.34	11.5	Great Extent
10. Allow assessment to be more objective and consistent because the criteria are in specific terms	3.34	11.5	Great Extent
11. Show learners how their work will be evaluated and what they can expect from this	3.43	4	Great Extent
12. Promote learners' awareness of the criteria to use in assessing their peers' performance	3.19	13	Great Extent
13. Provide useful feedback regarding the effectiveness of instruction	3.36	7.5	Great Extent
14. Provide benchmarks against which to measure and document progress	2.96	15	Great Extent
15. Weigh the dimensions in proportion to their importance.	3.06	14	Great Extent
Average Weighted Mean	Mean = 3.33		Great Extent

Table 2.2 shows the summary of ratings on the extent of the respondents on the use of integrative assessment during distance learning modalities as assessment tools. As gleaned from the table, making consistent judgments about the quality of learners' work achieved the highest mean rating of 3.52 and with Verbal Interpretation, Very Great Extent (VGE). Making

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



consistent judgements about the quality of learners' work is the vital role of an assessment tool in an integrative assessment.

As quoted by the EdGlossary.Org (2013), it gives a set of guidelines used to promote the consistent application of learning expectations, learning objectives, or learning standards in the classroom, or to measure their attainment against a consistent set of criteria. Also, it allows assessment to be more objective and consistent because the criteria are in specific terms.

In providing a clear description of how learners are graded and evaluated got the second highest weighted mean which achieved the mean rating of 3.51 and with Verbal Interpretation, Very Great Extent (VGE). Providing a clear description of how learners are graded and evaluated is very important in an integrative assessment.

According to Hansen (2011), assessment tool in designing performance task assessments must be realistically contextualized for it must require judgement and innovations to assess the student's ability to use a repertoire of knowledge and skill; and allow appropriate opportunities to rehearse, practice, and get feedback.

In providing rubrics which are usually shared with learners to give them an opportunity to discuss the criteria to be used for an activity before they perform it obtained the third highest weighted mean which achieved the mean rating of 3.45 and with Verbal Interpretation, Great Extent (GE). Providing rubrics which are usually shared with learners to give them an opportunity to discuss the criteria to be used for an activity before they perform it is very much meaningful.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



As defined by the Otis (2022) rubrics help instructors to reduce the time spent grading by allowing instructors to refer to a substantive description without writing long comments. Also, it helps teachers more clearly identify strengths and weaknesses across an entire class and adjust their instruction appropriately. Moreover, the rubric has a criterion or description that allows for objective scoring for each subject from the integrated output which highlight the given insights and directions about what is important in the activity.

Providing benchmarks against which to measure and document progress obtained the lowest mean rating of 2.96 and with Verbal Interpretation, Great Extent (GE). This indicator can be improved by providing feedback mechanisms and constant monitoring the students achievement and identifying those who require follow-up interventions.

According to Lynch (2019), The concept of a feedbacking process is completing a task, receiving positive or negative feedback, and adjusting actions so they can alter their trajectories which has an enormous impact on learning and growth.

The extent of the respondents on the use of integrative assessment during distance learning modalities as to assessment tools garnered an overall weighted mean rating of 3.33 and the overall Verbal Interpretation, Great Extent (GE). This signifies that teachers utilize the integrative assessment substantially using the assessment tools.

According to Pandero & Jonsson (2013), rubrics are important because they clarify for students the qualities their work should have. This point is often expressed in terms of students understanding the learning target and criteria for success. For this reason, rubrics

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



help teachers teach, they help coordinate instruction and assessment, and they help students learn.

Extent of the Use of the Integrative Assessment in the Academic Competence of the Students as to Artistic Expression and Cultural Literacy (Music and Arts)

Artistic Expression and Cultural Literacy (Music and Arts)	Mean	Rank	VI
1. Effectively correlate music and art to the development of his/her own cultural identity and the expansion of his/her vision of the world	3.05	10	Great Extent
2. Demonstrate understanding of salient features of music and art of the Philippines and the world, through appreciation, analysis, and performance, for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision	3.20	5	Great Extent
3. Demonstrate basic understanding of the fundamental processes in music and the arts through performing, creating, listening and observing, and responding towards appreciation of the cultural richness of the different provinces in the Philippines	3.07	8.5	Great Extent
4. Demonstrate understanding of the characteristics of representative music and arts from the lowlands of Luzon	3.25	3	Great Extent

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



5. Improvise simple rhythmic/melodic accompaniments to selected music from the Cordillera, Mindoro, Palawan and of the Visayas	3.14	7	Great Extent
6. Evaluate music and music performances applying knowledge of musical elements and style.	3.16	6	Great Extent
7. Perform instruments/improvised instruments from Cordillera, Mindoro, Palawan and of the Visayas	3.07	8.5	Great Extent
8. Create output showing the characteristics and elements of music and arts of Luzon (highlands and lowlands)	3.40	1	Great Extent
9. Analyze elements and principles of music and art in the production of one's crafts inspired by the ideas of Luzon (highlands and lowlands)	3.28	2	Great Extent
10. Identify characteristics of arts and crafts in specific areas in Luzon (e.g., papier mâché [taka] from Paete, Ifugao wood sculptures [bul'ul], Cordillera jewelry and pottery, tattoo, and Ilocos weaving and pottery [burnay], etc.)	3.22	4	Great Extent
Average Weighted Mean	Mean = 3.18		Great Extent

Table 3.1 shows the summary of ratings of the extent of the use of the integrative assessment in the academic competence of the students as to artistic creating output to show

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



the characteristic and elements of music and arts of Luzon (highlands and lowlands)” achieved the highest mean rating of 3.40 and with Verbal Interpretation, Great Extent (GE). Creating output showing the characteristic and elements of music and arts is the vital role of the assessment tool in Music and Arts. MAPEH teachers should connect one person to another through its rhythm. Performance tasks or either learning tasks should link our hearts and make worthwhile memories and lifelong learnings (CLMD4A BOW 3.0, 2021).

Analyzing elements and principles of music and art in the production of one’s crafts inspired by the music and arts of Luzon (highlands and lowlands)” obtained the second highest weighted mean of 3.28 and with Verbal Interpretation, Great Extent (GE). Analyzing elements and principles of music and art in the production of one’s crafts is very much needed in the success of the MAPEH Curriculum. As the Department of Education MAPEH Curriculum Guide (2016) dictates, Music and Arts are performance-based disciplines, effective learning occurs through active experience, participation, and performance, creative expression, aesthetic valuation, critical response, and interpretation.

Demonstrate the understanding of the characteristics of representative music and arts from the lowlands of Luzon got the third highest weighted mean of of 3.25 and with Verbal Interpretation, Great Extent (GE). Demonstrating the understanding oo the characteristics of representative music and arts from the lowlands of Luzon is very much important for the outcome-based curriculum.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



According to Borkar (2021), the students take up the subject content with a certain goal of developing skills or gaining knowledge and they have to complete the goal by end of the course, and this will be done successfully if they can demonstrate specific competencies.

Effectively correlating music and art to the development of his/her own cultural identity and the expansion of his/her vision of the world obtained the lowest weighted mean of 3.05 and with Verbal Interpretation, Great Extent (GE). Effectively correlating music and art to the development of his/her own cultural identity and the expansion of his/her vision of the world is very much crucial in teaching MAPEH. This indicator can be improved by providing more varied activities in correlating Music and Arts competencies with real-life situations developing the students' own cultural identity and the expansion of their vision of the world.

As the Department of Education required, the curriculum efficiently be consistent with music and art to the development of the students' identity background and develop their world vision through appreciation, analysis, and performance, for self-development, and the celebration of Filipino cultural identity and diversity.

The extent of the use of the integrative assessment in the academic competence of the students as to artistic expression and cultural literacy (Music and Arts) garnered an overall weighted mean rating of 3.18 and the overall Verbal Interpretation, Great Extent (GE). This signifies that teachers develop the students' artistic expression and cultural literacy in a substantial way. The competencies which allow students to create analyze and demonstrate are the top priorities of the teachers. Meanwhile, correlating students' artistic expression and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



cultural literacy must not leave behind with real-life situations developing their own cultural identity and the expansion of their vision of the world.

According to Riley (2012), teaching artistic expression and cultural literacy can be magical, in which, from a teaching perspective, artistic experiences help teachers discover their students' enthusiasm through a new medium. They also aid in creating positive and interesting lessons that fully engage the student. For the student, music not only strengthens emotional and cognitive development, but also allows a new outlet of expression, and a new means of learning through listening and making the sound. The arts provide a platform through which teachers can tap into a child's creativity and humanity while teaching content material. The arts allow students to express and explore material in a medium to which they might not otherwise have access.

Extent of the use of the Integrative Assessment in the Academic Competence of the Students as to Physical Literacy in PE

Physical Literacy (PE)	Mean	Rank	VI
1. Instill an understanding of why health-related fitness (HRF) is important so that the learner can translate HRF knowledge into action	3.29	3	Great Extent
2. Recognize the view that fitness and healthy physical activity (PA) behaviors must take the family and other environmental settings (e.g. school, community and larger society) into consideration	3.22	6	Great Extent

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



3. Embody the learning of skills, and techniques and the acquisition of understanding that are requisites to participation in a variety of physical activities that include exercise, games, sports, dance and recreation.	3.25	5	Great Extent
4. Are committed to live an active life for fitness and health	3.37	2	Great Extent
5. Demonstrate understanding of the concept of physical fitness and physical activity in achieving, sustaining, and promoting an active life for fitness and health	3.39	1	Great Extent
6. Demonstrate understanding of guidelines and principles in exercise program design to achieve personal fitness	3.28	4	Great Extent
7. Design an individualized exercise program to achieve personal fitness	3.02	8	Great Extent
8. Modifies the individualized exercise program to achieve personal fitness	3.00	9	Great Extent
9. Execute the skills involved in the dance	3.07	7	Great Extent
10. Perform appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion)	2.99	10	Great Extent
Average Weighted Mean	Mean = 3.19		Great Extent

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Table 3.2 shows the summary of ratings on the extent of the use of the integrative assessment in the academic competence of the students in Physical Literacy in PE. As gleaned from the table, demonstrating the understanding of the concept of physical fitness and physical activity in achieving, sustaining, and promoting an active life for fitness and health” achieved the highest mean rating of 3.39 and with Verbal Interpretation, Great Extent (GE). Demonstrating the understanding of the concept of physical fitness and physical activity in achieving, sustaining, and promoting an active life for fitness and health is very much needed in PE classes.

According to Warren (2015), understanding and emphasizing the role of physical literacy has a clear impact on the athletic development of our youth, however, promoting activities that increase physical literacy can have a major impact on their overall development, outside of sport.

Having commitment to live an active life for fitness and health obtained the second highest weighted mean of 3.37 and with Verbal Interpretation, Great Extent (GE). Strengthening awareness and commitment to live an active life for fitness and health is very much challenging among teachers.

According to the Department of Health-Key Results Area 2, Strategic Thrust 2, raising awareness programs aim to inform and encourage Filipinos from all walks of life to practice a healthy lifestyle by making a personal commitment to physical activity, proper nutrition, and the prevention or cessation of smoking and alcohol consumption.

Instilling an understanding of why health-related fitness (HRF) is important so that

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



the learner can translate HRF knowledge into action got the third highest weighted mean of 3.29 and with Verbal Interpretation, Great Extent (GE). Establishing an understanding of why health-related fitness (HRF) is important so that the learner can translate HRF knowledge into action is very much important for the outcome-based curriculum.

As the Department of Education Kto12 Manual (2016) required, the curriculum recognizes the view that fitness and healthy physical activity (PA) behaviors must take the family and other environmental settings (e.g. school, community and larger society) into consideration. As Warren (2015) suggested, physical literacy will always play a significant role in the positive and successful development of youth, where instilling the importance of healthy living at a young age can help children apply these values as they mature into adults.

Performing an appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion) obtained the lowest weighted mean of 2.99 and with Verbal Interpretation, Great Extent (GE). Perform appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion) is very much needed in teaching PE. This indicator can be improved by focusing on performance tasks for first aid for dance-related injuries even in this time of the pandemic.

The extent of the use of the integrative assessment in the academic competence of the students as to Physical Literacy in PE garnered an overall weighted mean rating of 3.19 and overall, Verbal Interpretation, Great Extent (GE).

This signifies that teachers develop the students' physical literacy in a remarkable way. The competencies which allow students to create demonstrate, raise commitment and establishing physical literacies are the top priorities of the MAPEH teachers. Meanwhile,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



performing appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion) must not leave behind in teaching PE. This indicator can be improved by focusing additional performance tasks for dance-related injuries first aid even in this time of pandemic.

According to Warren (2015), understanding and emphasizing the role of physical literacy has a clear impact on the athletic development of our youth, however, promoting activities that increase physical literacy can have a major impact on their overall development, outside of sport.

Extent of the Use of the Integrative Assessment in the Academic Competence of the Students as to Achieve, Sustain and Promote Lifelong Wellness in Health

Achieve, Sustain and Promote Lifelong Wellness (Health)	Mean	Rank	VI
1. Acquire essential knowledge, attitudes, and skills that are necessary to promote good nutrition	3.27	5	Great Extent
2. Use life skills and value-based strategies particularly in discussing sensitive topics such as substance abuse and sexuality	3.16	9.5	Great Extent
3. Demonstrate understanding of holistic health and its management of health concerns, the growth and development of adolescents and how to manage its challenges.	3.34	3.5	Great Extent
4. Appropriately manage concerns and challenges during adolescence to achieve holistic health.	3.34	3.5	Great Extent

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



5. Demonstrate understanding of nutrition for a healthy life during adolescence	3.47	1	Great Extent
6. Make informed decisions in the choice of food to eat during adolescence	3.25	6	Great Extent
7. Explain the dimensions of holistic health (physical, mental/ intellectual, emotional, social, and moral-spiritual)	3.23	7	Great Extent
8. Analyze the interplay among the health dimensions in developing holistic health	3.17	8	Great Extent
9. Identify the nutritional problems of adolescents	3.39	2	Great Extent
10. Apply decision-making and critical thinking skills to prevent nutritional problems of adolescents	3.16	9.5	Great Extent
Average Weighted Mean	Mean = 3.28		Great Extent

Table 3.3 shows the summary ratings of the extent of the use of the integrative assessment in the academic competence of the students as to achieve, sustain and promote lifelong wellness in Health. As gleaned from the table, demonstrating the understanding of nutrition for a healthy life during adolescence achieved the highest mean rating of 3.47 and with Verbal Interpretation, Great Extent (GE). Demonstrate understanding of nutrition for a healthy life during adolescence is very much crucial in PE classes. According to the Kto10

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Department of Education Manual (2016) Health Education emphasizes the development of positive health attitudes and relevant skills to achieve a good quality of living. Thus, it must be emphasized in the curriculum.

Identifying the nutritional problems of adolescents obtained the second highest weighted mean of 3.39 and with Verbal Interpretation, Great Extent (GE). Identifying the nutritional problems of adolescents clearly shows that MAPEH teachers developed the students' awareness on the nutritional challenges among them.

According to Bradforth, et. al (2017), the primary role of teachers is to ensure that students acquire the knowledge, skills and attitudes that will lead to positive health and wellness lifestyles. Also, all teachers are constantly on display in front of their students and have a unique opportunity to role model positive health and wellness behaviors.

Demonstrating the understanding of holistic health and its management of health concerns, the growth and development of adolescents and how to manage its challenges and appropriately managing concerns and challenges during adolescence to achieve holistic health both obtained the third highest weighted means of of 3.34 and with Verbal Interpretation, Great Extent (GE). Demonstrate understanding and appropriately managing concerns and challenges during adolescence to achieve holistic health are both essential to K to 12 learners which teachers must emphasize.

In support of the ideas of Bradforth, et al. (2017), a comprehensive approach to health and wellness looks beyond what is happening in an individual classroom and encourages the support of the whole school and extended community. It can involve multiple personnel,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



agencies, and programs both in and out of the school environment to assist in meeting student health and wellness needs and assist in developing health and wellness literacy.

Using life skills and value-based strategies particularly in discussing sensitive topics such as substance abuse and sexuality and applying the decision-making and critical thinking skills to prevent nutritional problems of adolescents both obtained the lowest weighted mean of 3.16 and with Verbal Interpretation, Great Extent (GE). Letting your students to use life skills and value-based strategies particularly in discussing sensitive topics and applying decision-making and critical thinking skills is very much crucial in this time of the pandemic. It may be because modular or blended learning limit the interaction of the teachers and students. This indicator can be improved by giving the students more activity sheets focusing on performance tasks requiring higher order thinking skills life skills, value-based strategies and applying decision-making and critical thinking skills.

The extent of the use of the integrative assessment in the academic competence of the students to achieve, sustain and promote lifelong wellness in Health garnered an overall weighted mean rating of 3.28 and the overall Verbal Interpretation, Great Extent (GE). This signifies that teachers develop the students' academic competence of the students as to achieve, sustain and promote lifelong wellness in Health in a substantial way.

According to Bradforth, et al. (2017), teachers must design to not only engage students with the issues and decisions that they presently might face, but also to support them in ensuring that they can maintain and improve their health and wellness throughout

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



their lives. It assists students in developing and demonstrating increasingly sophisticated health and wellness related knowledge, skills and attitudes.

Correlation Analysis between the Utilization of Integrative Assessment and the Academic Competence of the Students

		Utilization	Competence	
Utilization	Pearson Correlation	1	.939**	Significant
	Sig. (2-tailed)		.000	
	N	83	83	
Competence	Pearson Correlation	.939**	1	
	Sig. (2-tailed)	.000		
	N	83	83	

***Correlation is significant at the 0.01 level (2-tailed).*

Table 4 shows the correlation analysis of the two variables of this study. As gleaned from the table, there is a significant correlation between the utilization of integrative assessment and the academic competence of the students, $r=.939$, $n=83$, $p<.001$.

The results imply that there is a significant large positive correlation between the paired variables, that is, higher ratings for utilization of integrative assessment tend to also have higher ratings for academic competence of the students, and vice versa.

According to the study by Kamaludin, et al. (2021), integrative assessment is an innovation in obtaining the validity of assessments for students during the Covid-19 epidemic.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



It requires the commitment and motivation of teachers as collaborators and principals as school leaders so that the assessment is going well in accordance with stakeholder expectations. The assessment can also provide a true picture of the level of student achievement in the learning process carried out through online learning at students' houses. This interactive assessment provides a breakthrough because it provides a different perspective of assessment by integrating three perspectives in assessing student academic performance, namely the teachers' perspective, the students' perspective, and the parents' perspective as well as collaboration on the teacher's function as a student's cognitive competency assessor, the student's function as an assessor of his affective competence (self assessment), and the parents as assessors of students' psychomotor competence.

RESULTS AND DISCUSSION:

The key findings include:

- Profile of respondents: Majority were female (73.5%), aged 26-30 (41%), with Master's degree units (50.6%), MAPEH/PEHM majors (63.9%), and 1-5 years teaching experience (48.2%).
- Extent of use of integrative assessment:
GRASPS method: Overall mean of 3.26 (Great Extent)
Assessment tools: Overall mean of 3.33 (Great Extent)
- Extent of academic competence:
Artistic expression: Overall mean of 3.18 (Great Extent)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Physical literacy: Overall mean of 3.19 (Great Extent)

Health promotion: Overall mean of 3.28 (Great Extent)

- A significant positive correlation ($r=0.939$) was found between integrative assessment utilization and students' academic competence.

Conclusion:

The study concluded that teachers utilize integrative assessment to a great extent during distance learning. Academic ability of students in MAPEH subjects was also determined to be at an extensive level. There exists an extremely positive connection between integrative assessment utilization and academic ability of students. Further strengthening teachers' ability to construct integrative assessments and performance tasks is recommended.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



BIBLIOGRAPHY

A. BOOKS

Hansen, E.J. (2011). *Idea-Based Learning: A Course Design Process to Promote Conceptual Understanding*. Sterling, VA: Stylus Publishing. 15-22. Print.

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc. Print.

B. eBOOKS

Ambayon, E. (2020). Modular-based approach and student’s achievement in literature. *International Journal of Education and Literary Studies*, 8(3).
<https://doi.org/10.7575/aiac.ijels.v.8n.3p.32>

Bagood, J. B. (2020). Teaching-learning modality under the new normal. Philippine Information Agency. <https://pia.gov.ph/features/articles/1055584>

Bernardo, J. (2020, July 30). Modular Learning most preferred parents: Department of Education. ABS-CBN News.
<https://news.abscbn.com/news/07/30/20/modular-learning-most-preferred-by-parents-Department-of-Education>

Castroverde, Felicisimo & Acala, Michell. (2021). Modular distance learning modality: Challenges of teachers in teaching amid the Covid-19 pandemic. *International Journal of Research Studies in Education*. 10. 10.5861/ijrse.2021.602.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



Center for Learning Experimentation, Application, and Research. (2016). Teaching

Resources for Engaged Educators [online training modules]. Denton, TX: University of North Texas.

Dangle, Y. R. P., & Sumaoang J. D. (2020). The implementation of modular distance learning in the Philippine secondary public schools. 3rd International Conference on Advanced Research in Teaching and Education.

Retrieved from <https://www.dpublication.com/abstract-of-3rd-icate/27-427/>

FlipScience. (2020, October 5). 'Tagapagdaloy': How Filipino parents can help ensure successful modular distance learning. FlipScience - Top Philippine Science News and Features for the Inquisitive Filipino. <https://www.flipscience.ph/news/features-news/tagapagdaloy-modular-distance-learning/>

Gonzales, Jennifer S. (2021). Department of Education's First Modular Distance Learning.

<https://DepartmentofEducationpampanga.com/2021/03/10/DepartmentofEducations-first-modular-distance-learning/>

International Journal of Learning, Teaching and Educational Research, 19(6).

<https://doi.org/10.26803/ijlter.19.6.8>

Lapada, A. A., Miguel, F.F., Robledo, D. A. R., & Alam, Z. F. (2020). Teachers' covid-19 awareness, distance learning education experiences and perceptions towards institutional readiness and challenges.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



Llego, Mark Anthony. Department of Education Learning Delivery Modalities for School Year

2020- 2021 Buhay Guro:

<https://www.teacherph.com/Department of Education-learning-delivery-modalities/>.

September 2020

Llego, Mark Anthony (2017). Philippine Professional Standards for Teachers (PPST).

[https://www.teacherph.com/philippine-professional-standards-for teachers](https://www.teacherph.com/philippine-professional-standards-for-teachers). August 11, 2017.

Llego, M.A. (n.d). Department of Education Learning Delivery Modalities for School Year 2020-2021. TeacherPh. <https://www.teacherph.com/Department of Education-learning-delivery-modalities/>

Malaya, Blayce(2020) August 5, 2020 <https://www.whatalife.ph/modular-distance-learning-heres-what-you-need-to-know/>

Malipot, M. H. (2020, August 4). Teachers air problems on modular learning system.

Manila Bulletin. Retrieved from <https://mb.com.ph/2020/08/04/teachers-air-problems-on-modular-learning-system/>

Martineau, M. D., Charland, P., Arvisais, O., & Vinuesa, V. (2020). Education and COVID-19: challenges and opportunities. Canadian Commission for UNESCO. Retrieved from <https://en.ccunesco.ca/idealab/education-and-covid-19-challenges-and-opportunities>

Nardo, M. T. B. (2017, October 20). Modular Instruction Enhances Learner Autonomy. Sciepub.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



<http://pubs.sciepub.com/education/5/10/3/index.html#:~:text=The%20use%20of%20modules%20is,in%20doing%20their%20individual%20tasks.&text=It%20directs%20students%20to%20practice%20or%20rehearse%20informatioTo%20gain%20mastery>

OECD. (2020). Strengthening online learning when schools are closed: The role of families and teachers in supporting students during the COVID-19 crisis. Retrieved from <http://www.oecd.org/coronavirus/policy-responses/strengthening-online-learning-when-schools-are-close>

<http://www.oecd.org/coronavirus/policy-responses/strengthening-online-learning-when-schools-are-close-the-role-of-families-and-teachers-in-supporting-students-during-the-covid-19-crisis-c4ecba6c/>

Quinones, M. T. (2020, July 3). Department of Education clarifies blended, distance learning modalities for SY 2020-2021. Philippine Information Agency. <https://pia.gov.ph/news/articles/1046619>

Regoniel, Patrick Modular Learning: 8 Tips for Effective Online Teaching
June 22, 2021 <https://simplyeducate.me/2021/06/22/modular-learning/>

Simonson, Michael and Berg, Gary A. (2021) "Distance Learning". Encyclopedia Britannica, 7 Nov. 2016 <https://www.britannica.com/topic/distance-learning>. Accessed 28 October 2021.

Sullano-Gavan, Que (2021) What To Expect In The New School Year If Face-To-Face Classes Still Can't Resume. Get your child ready for distance learning. Jun 19,2021

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



<https://www.smartparenting.com.ph/parenting/preschooler/distance-learning-modalities-a1965-20210619>

Tria, J. Z. (2020, June 3). The COVID-19 Pandemic through the Lens of Education in the Philippines: The New Normal. ResearchGate.

https://www.researchgate.net/publication/341981898_The_COVID-19_Pandemic_through_the_Lens_of_Education_in_the_Philippines_The_New_Normal

York, Gibson, & Rankin (2015). Revised Conceptual Model of Academic Success.

https://www.researchgate.net/figure/York-Gibson-Rankin-Revised-Conceptual-Model-of-Academic-Success_fig1_278305241

C. eJOURNALS

Bradford, B. (2017). *Developing Student Health and Wellness: A Comprehensive Approach*

<https://www.pheamerica.org/2017/developing-student-health-and-wellness-a-comprehensive-approach/>

Borkar, P. (2021). *Outcome Based Education; Rising need to upgrade the traditional education system*

10, December 2021: <https://www.iitms.co.in/blog/outcome-based-education-system.html>

Britton Ú, et al (2020). What is health-related fitness? Investigating the underlying factor structure of fitness in youth. *European Physical Education Review*.

2020;26(4):782-796. doi:10.1177/1356336X19882060

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



COVID 19 Pandemic (2020, October 30). COVID-19 pandemic. Wikipedia.

https://en.wikipedia.org/wiki/COVID-19_pandemic

Carnegie Mellon University – Eberly Center: Teaching Excellence & Educational Innovation.

"How to Assess Students' Learning and Performance."

July 15th, 2019:

<https://www.cmu.edu/teaching/assessment/assesslearning/index.html>

Corrigendum to the Enclosure in Regional Order No. 10 s. 2020 Re: Guidelines on the Implementation of MELC PIVOT 4A Budget of Works (BOW) in all Learning Areas.

<https://DepartmentofEducationrizal.ph/2020/06/18/DepartmentofEducation-4a-02-rm-20-306/>

June 18, 2020

Distance Learning in the Philippines: Is It the Best Method for Your Child?

<https://www.moneymax.ph/lifestyle/articles/distance-learning-philippines.>

September 2, 2021

Fink, L. D. (2013). *Creating Significant Learning Experiences: An Integrated*

Approach to Designing College Courses. San Francisco, CA: Wiley and Sons.

Introduction to Online Teaching and Learning Joshua Stern, Ph.D. (n.d)

<http://www.wlac.edu/online/documents/otl.pdf>

Inquirer.net (2011). Department of Education creates Internet-based distance education program

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Kamaludin, A., et al. (2022).

Universitas Negeri Semarang, Semarang 50229

file:///C:/Users/user/Dropbox/My%20PC%20(LAPTOP-

2ONFQK8A)/Downloads/5777-Article%20Text-10682-1-10-20210509.pdf

LYNCH, M (2019). *USING FEEDBACK LOOPS TO IMPACT STUDENT LEARNING*

JUNE 4, 2019: <https://www.thetechadvocate.org/using-feedback-loops-to-impact-student-learning/>

Meyer, A., Rose, D., & Gordon, D. (2014). *Universal Design for Learning: Theory and Practice*. Wakefield, MA: CAST Professional Publishing.

OSF HealthCare (2020). *Screen Time for Kids; How Much is Too Much?*

Otis, H. (2022). *Assessing Student Learning*.

<https://tilt.colostate.edu/TipsAndGuides/Tip/217/>

Panadero, E. and Jonsson, A. (2013) *The use of scoring rubrics for formative assessment purposes revisited: A review*, doi:10.1016/j.edurev.2013.01.002

<https://cole2.uconline.edu/courses/333119/pages/why-are-rubrics-important>

Performance of Educational Assessments: Integrated Assessment as an Assessment

Innovation during the Covid-19 Pandemic

Turkish Journal of Computer and Mathematics Education

Vol.12 No.6 (2021), 2708-2718

Rappler (2020) Department of Education's Distance Learning

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



Riley, S. (2012). Shake the sketch: An arts integration workbook. *Westminster, MD:*

<https://alg.manifoldapp.org/read/arts-integration/section/e9f93fb1-eed8-4007-baed-581f3bcb9a74>

The *WHY* of GRASPS assessment design

<https://alisonyang.weebly.com/blog/grasps-assessment-design-and-student-metacognition>. July 12, 2019

Teaching Excellence & Educational Innovation. Eberly Center

<https://www.cmu.edu/teaching/assessment/assesslearning/rubrics.html>

Teaching and tagged Fink, Introduction to Philosophy, learning objectives, PHIL

102 on August 18, 2015. <https://blogs.ubc.ca/chendricks/2015/08/18/planning-a-course-using-finks-integrated-course-design/>

Warren, P. (2015). *Understanding Physical Literacy*

MAY 29, 2015 COACH BLOG, HEADLINES,

<https://www.basketballmanitoba.ca/2015/05/snyb-original-understanding-physical.html>

Whitehead, C. (2020), *Definition of Learning Style*

<https://classroom.synonym.com/definition-learning-style-6551473.html>

UNICEF (2021) Filipino children continue missing education opportunities in another year of school closure

University of Essex, 2016. What's the difference between online and distance learning.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



D. Websites

<https://www.uts.edu.au/research-and-teaching/learning-and-teaching/assessment-futures/key-assessment-elements/integrative-tasks>

<https://facultyinnovate.utexas.edu/sites/default/files/build-rubric.pdf>

<https://www.edglossary.org/rubric/>

<https://spu.edu/academics/college-of-arts-sciences/biology/pchs/pchs/pillars/academic-competence>

<https://citt.ufl.edu/resources/the-learning-process/designing-the-learning-experience/blooms-taxonomy/>

<https://thepeakperformancecenter.com/educational-learning/learning/process/domains-of-learning/affective-domain/>

<http://educationaltaxonomy.weebly.com/home/may-02nd-20141>

<https://www.pinterest.ph/pin/790452172072036358/>

<https://ejournals.ph/article.php?id=13289>

<https://openbooks.col.org/blendedlearning/chapter/chapter-2-theories-supporting-blended-learning/>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
