



**IMPROVING GRADE TWO PUPILS' PERFORMANCE IN ARTS EDUCATION
OF BACONG ILAYA ELEMENTARY SCHOOL THROUGH THE
UTILIZATION OF THE TOOL SMART CARD**

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ABSTRACT

PURPOSE. The main purpose of this study is to improve the performance of the Grade 2 pupils using SMART Card which is a 2-in-1 rubric to track and assess their own progress in terms of accomplishing their authentic performance tasks in Arts.

DESIGN/METHODOLOGY/APPROACH. Quasi- experimental method of research was employed in order to answer the questions posed in this study. Two sections from Grade 2 were selected as the experimental and control group. Each group involve 18 pupils each. Statistical treatment such as arithmetic mean and two sample t-test were employed to determine whether there is a significant difference in the final grades in Arts of the experimental and control group before and after the utilization of SMART Card.

FINDINGS. The study revealed that there is no significant difference in the final grades in Arts of the experimental and control group before the utilization of SMART Card. In contrary, the results also showed that there is a significant difference in the final grades in Arts of the two groups after the utilization of the tool. This implies that the utilization of the SMART Card is effective in enhancing the performance of the Grade 2 pupils in Arts.

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RESEARCH LIMITATIONS AND IMPLICATIONS. This study was limited only to the use of SMART Card to improve the performance in Arts of the Grade 2 pupils in Bacong Ilaya Elementary School. This was conducted during the second quarter of the current school year. The data utilized in this study were the pupils' final grades in Arts from the 1st and 2nd quarter.

ORIGINALITY/VALUE. This action research had seen the value of utilizing SMART Card that can be used both for monitoring and assessing learners' performance tasks in order to improve the performance in Arts of the Grade 2 pupils. Hence, this research study recommends the teachers who are teaching Arts or other performance-based learning areas to utilize this tool as their strategy to improve their learners' performance.

KEYWORDS. *Performance in Arts, authentic tasks, monitoring, assessing*

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INTRODUCTION

The continuing threat of COVID-19 in the country undoubtedly brings about challenges in all sectors including education wherein the shift to distance learning makes traditional assessment tools such as classroom recitations, quizzes and periodical examinations no longer feasible or difficult to administer. Numerous challenges emerged such as the development and conduct of assessment, limitations on giving immediate feedback and the need to account for different contexts in designing and implementing assessment tasks despite the different learning modalities chosen by the learners.

As a result, teachers face significant challenges in preparing and delivering relevant and appropriate performance tasks that would suit the needs of their students alongside an appropriate assessment tool during this distance learning, particularly in subjects with a higher percentage of performance tasks, such as the MAPEH components. Based on the study conducted by Metin (2013), teachers encountered several difficulties in preparing and implementing performance tasks even before the pandemic, one of which is the determination of appropriate performance task for a certain topic together with aligned assessment criteria.

In line with this, Schmid (2003) emphasized the significance of authentic performance tasks in the arts due to their highly subjective nature, which leads to the widespread belief that effective, unbiased arts assessment is not possible. This is complicated further by the fact that "understanding" the arts necessitates an equally important body of declarative and procedural knowledge. However, traditional methods of assessment, such as written testing, do not always adequately reflect the scope of learning; thus, there is a need for "performance assessment," which includes direct, systematic observation of student performance and the rating of those skills embedded in the performance based on pre-established criteria.

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However, despite of the efforts exerted by the teachers in providing authentic performance tasks alongside an appropriate assessment tool, the researcher observed based on school records on MPS that the performance of the Grade Two learners in Arts Education of Bacong Ilaya Elementary School in General Luna Quezon is far below than 75 percent, obtaining only 71 percent.

The above information piqued the researcher's interest, prompting her to devise a tool that would result in the provision of authentic performance tasks to the learners alongside an appropriate monitoring and assessment tool, in order to improve their overall performance in Arts, which had the lowest MPS rating among the other components of MAPEH during the first quarter. This tool, **SMART (Self-Monitoring and Assessment Rubric for Authentic Tasks) Card** is a researcher-made rubric that was utilized both as monitoring and assessment tool in Arts. This rubric has several criteria and indicators to assess learners' output and also incorporates color-coded scheme for scoring so that the learners could track their progress upon weekly submission and grading of their outputs. SMART Card was provided to each learner so that they will be aware of their current performance and be able to do appropriate actions to improve it.

Authentic assessment has been defined as a form of assessment in which students are asked to perform real-world tasks to demonstrate meaningful application of essential knowledge and skills (Mueller, 2014). As a result, more "authentic" forms of assessment may be the key to resolving some classroom assessment issues. Performance, projects, writings, demonstrations, debates, simulations, presentations, and other types of open-ended tasks can all be used for authentic assessment (Cheek, 1993). To make assessment more sophisticated, teachers must be capable of developing and employing authentic assessments and scoring rubrics. Teachers must also be able to master evaluative skills in order to make reliable judgments about students' performance (Saddler, 1998). Thus, in this study, the teachers were tasked to provide authentic

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performance tasks with an aligned assessment tool to appropriately measure their pupils' learning.

However, Airasian (2001) as cited by Metin (2013), stated that teachers face difficulty in determining appropriate assessment criteria for the topic while preparing performance tasks. Teachers commonly believe that performance criteria related to performance task assessment are only used to grade students. Several researchers, however, have discovered that performance criteria are used to guide students and teachers, provide knowledge about how to make an assessment, and allow students to learn to do their own self-assessment. Hence, through this study, with the use of "SMART Cards" the teachers were provided with appropriate rubrics to measure their pupils' outputs and at the same time inform the learners about their current status, hence to improve their performance.

Similarly, Schmid (2019) also emphasized this problem in Arts as he stated that due its highly subjective nature, it is a common perception that effective, unbiased arts assessment is not feasible. However, in today's educational environment, teachers are increasingly held accountable for student improvement and the reporting of student outcomes. Traditional assessment methods, such as written testing, do not always accurately reflect the scope of learning especially during this modular distance learning. Hence the only way to objectively measure student progress in a way that reflects both the students' conceptual and skills grasps is through "performance assessment" which includes direct, systematic observation of student performance and rating of those skills embedded in the performance based on pre-established criteria which are evident in an appropriate scoring rubric. Through this study, this problem identified by Schmid will be addressed as the teachers utilized an appropriate assessment tool to measure their learning performance through the utilization of pre-established criteria in the form of "SMART Card."

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In lined with this, an educational rubric is, in general, a scoring tool for qualitative grading of authentic or complex student work, according to a widely accepted definition. It comprises criteria for evaluating significant aspects of performance as well as achievement benchmarks for those elements. According to Moon et.al (2002), the development of each scoring rubric will start with the need to revisit the intent and the objectives that the authentic assessment aimed to assess. After reviewing the purpose(s) of the assessment, one need to identify the elements of the performance (domains). Then one must identify the characteristics that will determine each score point for each domain. These score point will then be translated into different levels of performance that range from beginning to exemplary. When rubrics are thoroughly developed, they can reliably be used to grade a variety of assignments (Reddy & Andrade, 2010).

Rubrics help students learn and programs improve in a variety of ways, some of which are visible and others which are less so. According to Wolf & Stevens (2007), rubrics help to clarify the learning goal. Students are better able to hit the learning target if they are aware of it. Instructional design and delivery are also guided by rubrics. Teachers are better able to keep the key learning targets front and center as they choose instructional approaches and design learning environments that enable students to achieve these outcomes when they have carefully articulated their expectations for student learning in the form of a rubric (Arter & McTigue, 2001). Rubrics also improve the accuracy and fairness of the evaluation process. A teacher is more likely to be consistent in his or her evaluations if he or she uses a standard rubric to examine each student's output or performance. Because a rubric constantly brings the reviewer's attention to each of the important criteria, the teacher is less likely to vary her application of the criteria from student to student, it helps to anchor judgments. This importance of the utilization of rubric piqued the researchers' idea to develop the "SMART Card" as a monitoring and assessment rubric for fair and unbiased assessment of learners' performance.

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Another major impact of using rubrics, which is frequently mentioned in public discourse, is the fostering of learning. This potential effect is primarily studied in formative, self-, and peer assessment studies, although it is also addressed frequently in summative assessment studies. It is considered that the clarity of criteria and standards is critical in providing excellent feedback to students, and that rubrics can help students learn more effectively in this way. Employing this kind of assessment strategies that are both effective and well-planned have a significant impact on students' learning because they allow teachers to position pupils in situations where they may demonstrate their actual ability. Students and teachers will be better able to understand their performance and progress and will be in a better position to determine where they are and where they need to go.

In lined with this, Khan (2012) stated that the ultimate goal of assessment is to improve pupils' learning. It provides information about students' learning, such as how well they understand a concept and where they require additional assistance. Hence, it is critical to link assessment and learning; thus, the data draw attention to the important aspects that contribute to students' learning improvement. Assessment gears up students' zeal and motivates them to perform at optimum when they are able to see their better performance in different tests. Furthermore, sharing assessment results with parents has also an impact on learning, because the process creates awareness amongst parents to know about their children's progress in school. It also makes the students accountable and responsible for their own learning. Hence, in this study the SMART Card was provided to each learner so they could self-monitor and assess their performance for them to improve and achieve greater results in learning.

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Research Questions

This research study seeks to improve Grade Two Pupils' performance in Arts Education of Bacong Ilaya Elementary School for the School Year 2021-2022 using the tool SMART (Self-Monitoring and Assessment Rubric for Authentic Tasks) Card . Specifically, it sought to answer the following questions:

1. What is the mean of the final grades in Arts Education of the control and treatment group before and after the utilization of SMART Card?
2. Is there a significant difference between the mean of the of the final grades in Arts of the control and treatment group before and after the utilization of SMART Card?

Hypotheses

There is no significant difference between the mean of the of the final grades in Arts of the control and treatment group before and after the utilization of SMART Card.

Scope and Limitation

This study was focused on the utilization of the tool SMART (Self-Monitoring and Assessment Rubric for Authentic Tasks) Card in enhancing Grade Two pupils' academic performance in Arts. This study employed the experimental research design. It was conducted at Bacong Ilaya Elementary School located at General Luna District. The respondents were limited to the thirty-six (36) Grade Two learners who are currently enrolled during the S.Y. 2021-2022 and are equally divided into two (2) sections. Data were gathered using their final grades in Arts during the first and second quarter. These were statistically treated using the T-test to determine if there is a significant difference between their grades before and after the utilization of SMART Card.

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METHODOLOGY

Research Design

This action research follows descriptive-quantitative methods of research, specifically the quasi-experimental research design involving the experimental and control groups. The respondents were the enrolled 36 Grade Two pupils of Bacong Ilaya Elementary School for the second quarter of the School Year 2021-2022. The control and experimental group involve 18 pupils each. They were equally divided into 2 sections based on their general average on their previous grade level.

Research Locale

This study was carried out in Bacong Ilaya Elementary School. The school is a medium-sized school which caters Kindergarten to Grade 6 learners, located at Brgy. Bacong Ilaya, General Luna, Quezon. This school belongs to the Third Congressional District, specifically in the district of General Luna in the Division of Quezon.

Population and Sample

The respondents of this study were the 36 grade 2 pupils who are currently enrolled at Bacong Ilaya Elementary School. They were equally divided in 2 different sections based on their general average on their previous grade level, comprising of 18 pupils each. These groups became the experimental and control groups. They were purposively chosen by the researcher due to their low performance in Arts during the first quarter.

Ethical Considerations

The researcher asked permission to the school head to conduct the study on improving the performance of the pupils in Arts using the tool SMART Card. Furthermore, the researcher also sought consent from the adviser and guardians of the pupils who served as the respondents of the study. The data gathered from the pupils were kept and never use to any other form of study. The results of the study will further be treated with utmost research ethical standard and confidentiality.

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Instrumentation

The main instrument that was utilized in this study is the tool SMART (*Self-Monitoring and Assessment Rubric for Authentic Tasks*) Card. This is a self-made 2-in-1 rubrics since it can be used both for tracking learners' progress and assessing their authentic outputs which greatly affects their overall performance in Arts. The said tool was presented as a card that were distributed to the learners' guardians. It contains appropriate criteria and indicators to guide them in doing and assessing their own outputs. The card also entails the use of color-coded scoring system so that they will be informed of their scores immediately upon checking by the teacher of each output. With this, they could track their own progress with each performance task that they accomplish. This tool was validated by Master Teachers in the district.

Data Gathering Procedures

The researcher followed a systematic process to properly implement this study. On the planning stage, the researcher first developed the main instrument which is the SMART Card. She also asked for permission from the principal and concerned adviser to conduct the study. An orientation of the learners' guardians was done to inform them about the study and to secure their consent. Upon

For the implementation stage, both the experimental and controlled groups were given the same type of authentic performance tasks for the second quarter in Arts. Both exercises were graded using the same rubrics. The controlled group, on the other hand, received the Self-Monitoring and Assessment Rubric for Authentic Tasks Card (SMART Card) to track their own progress and self-evaluate their work, whereas the uncontrolled group received merely the activity sheets with the associated rubric. Following the submission of the experimental groups' output, the teacher assessed each output using the rubric indicated in the SMART Card and also used the color-coded scoring scheme which corresponds to specific scores for each criterion of the output. With this, the pupils received immediate feedback on their work and were informed of their score at the end. Their mean of the final grades in Arts before (1st quarter) and after (2nd quarter) the

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utilization of SMART Card was acquired and tested for significance using the two sample t-test.

Statistical Treatment

The arithmetic mean was utilized in this study to determine the average of the respondents' final grades in Arts using the formula below:

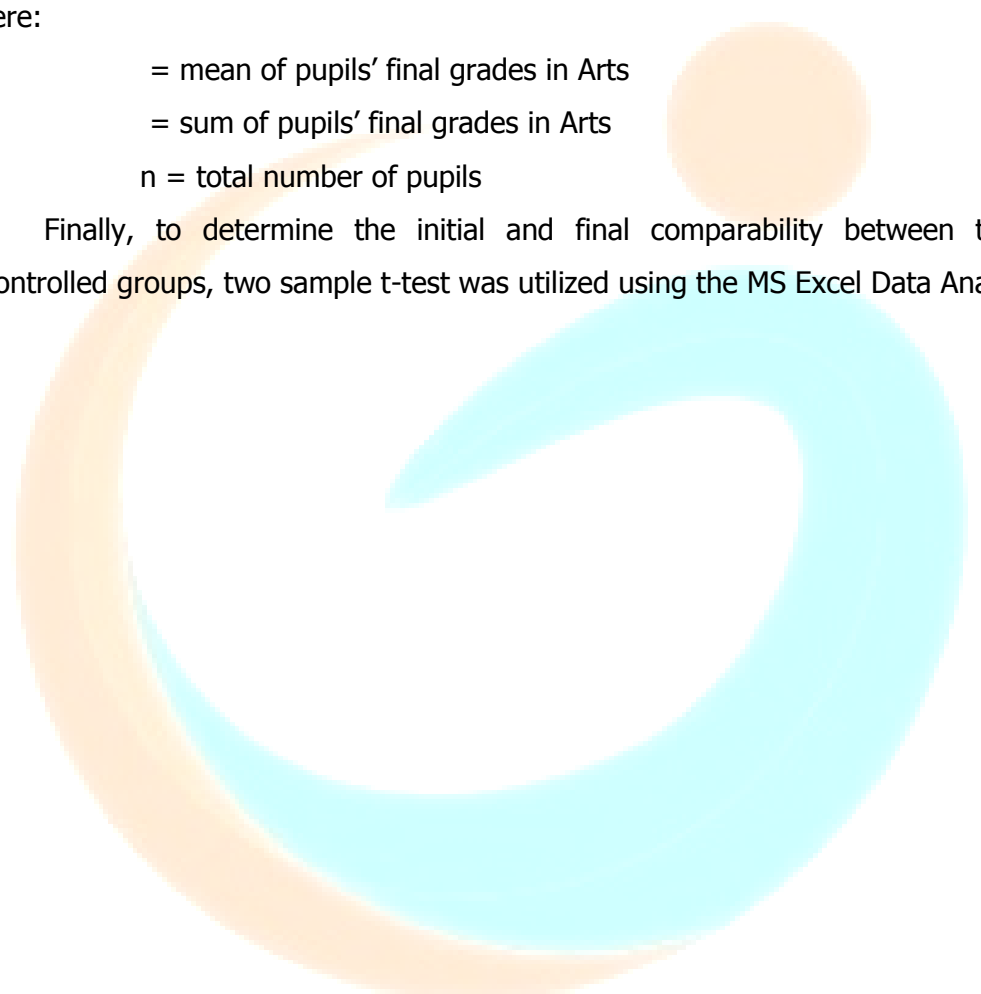
Where:

= mean of pupils' final grades in Arts

= sum of pupils' final grades in Arts

n = total number of pupils

Finally, to determine the initial and final comparability between the control and uncontrolled groups, two sample t-test was utilized using the MS Excel Data Analysis.



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Results and Discussions

Table 1. Test of significant difference between Control and Experimental Groups before the utilization of SMART Card

BEFORE	N	MEAN	SD	df	COMPUTED TEST STATISTIC S P-VALUE	REJECTION REGION P-VALUE IS LESS THAN OR EQUAL ALPHA (0.05)	DECISION	INTERPRETATION
Control Group	18	82.11	5.11	17	0.575271126	P-VALUE IS GREATER THAN ALPHA (0.05)	ACCEPT THE NULL HYPOTHESES	Not Significant
Experimental Group	18	83.05	4.60					

Table 1 shows the result of the test of significant difference between the control and treatment or experimental groups before the utilization of SMART Card to improve their performance in Arts. The mean of the final grades in Arts of the control and treatment groups are 82.11% and 83.05% respectively. The variances of control and treatment groups are 5.11 and 4.60. The df is 17. The p value is 0.58. Since the computed p-value is greater than the alpha of 0.05, the null hypothesis is accepted. Thus, there is no significant difference between the two groups. This means that the groups had the same performance in Arts before the utilization of "SMART Cards".

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Table 2. Test of significant difference between Control and Experimental Groups after the utilization of SMART Card

After	N	MEAN	SD	Df	COMPUTED TEST STATISTICS P-VALUE	REJECTION REGION P-VALUE IS LESS THAN OR EQUAL ALPHA (0.05)	DECISION	INTERPRETATION
Control Group	18	81.72	5.12	17	0.000386583	P-VALUE IS LESS THAN ALPHA (0.05)	REJECT NULL HYPOTHESIS	There is significant difference between the mean of the final grades in Arts of the experimental and control group after the utilization of SMART Card
Experimental Group	18	88.11	4.29					

Table 2 shows the result of the test of significant difference between the control and treatment or experimental groups after the utilization of SMART Card to improve their performance in Arts. The mean of the final grades in Arts of the control and treatment groups are 81.72% and 88.11% respectively. The variances of control and treatment groups are 5.12 and 4.29. The df is 17. The p value is 0.0003. Since the computed p-value is less than the alpha of 0.05, the null hypothesis is accepted. Thus, there is there is a significant difference between the two groups. This means that the treatment group significantly improved after the utilization of SMART Cards. According to Wolf & Stevens (2007), rubrics help to clarify the learning goal. Students are better able to hit the learning target if they are aware of it. Hence, it can be perceived based on the result that the utilization of Self-Monitoring and Assessment Rubric for Authentic

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Tasks (SMART) Card helped improve the learners' performance in Arts as they were aware of their target or goal and their own progress.

Conclusions

Based on the results revealed in the study, the following conclusions are drawn:

1. It was found out that there is no significant difference between mean of the final grades in Arts of the control and treatment groups before the implementation of this action research. This means that both groups had the same performance before the utilization of "SMART Cards."

2. Also, it was found out that there is a significant difference between the mean of the final grades in Arts of the control and treatment groups after the implementation of this action research. This means that the treatment group had significantly improved their performance in Arts through the use of "SMART Cards" to self-monitor and assess their learning outcomes.

3. The group of Grade 2 pupils who utilized the SMART Cards improved in their performance as they were able to use the said cards as a guide to perform the activities given to them and track their progress upon weekly submission and grading of their outputs. It made them aware of their current performance and be able to do appropriate actions to improve it. Thus, it may be concluded that the use of "SMART Card" is an effective tool to improve performance in Arts.

Recommendations

Meanwhile, the following are the recommendations for further improvement of the future research in utilizing SMART Cards to improve learners' performance in Arts:

1. Teachers who are teaching Arts Education may consider the utilization of the "SMART Card" as a tool to improve pupils' performance in Arts.

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2. It is also recommended to further study the effectiveness of using SMART Card in improving Grade Two Pupils' performance in Arts and in other learning areas.

Research Output

The output of this research was the improved performance in Arts of the Grade 2 pupils of Bacong Ilaya Elementary School. The findings of this research also served as a basis for further improvement of the tool SMART Card.



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