

EXAMINING STUDENT ASSESSMENT POLICY GUIDELINES AND THEIR ALIGNMENT WITH K-12 CURRICULUM LAW OF THE PHILIPPINES: INPUTS TO QUALITY REFORMS AND INITIATIVES

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TALKING POINTS

- **Philippine K-12 Law (RA 10533)**
- **DepEd Policy Guidelines**
- **Alignment of K-12 Law and DepEd Policy Guidelines in terms of Purpose, Process, Policy, Product visi-a-vis Quality, Equity and Equality (SDG)**
- **Recommendations**

just released

PISA 2022 for the Philippines

Countries' and economies' performance in reading

Statistically **above** the OECD average
 Statistically **different** from the OECD average
 Statistically **below** the OECD average

| | Reading score 2022 | Reading score change from 2018 | | Reading score 2022 | Reading score change from 2018 |
|-------------------------------|--------------------|--------------------------------|-------------------------------|--------------------|--------------------------------|
| Above the OECD average | | | Below the OECD average | | |
| Singapore | 543 | -7 | Greece | 438 | -19 |
| Ireland* | 516 | -2 | Iceland | 436 | -38 |
| Japan | 516 | 12 | Uruguay | 430 | 3 |
| Korea | 515 | 1 | Brunei Darussalam | 429 | 21 |
| Chinese Taipei | 515 | 13 | Romania | 428 | 1 |
| Estonia | 511 | -12 | Ukrainian regions (18 of 27) | 428 | N.A. |
| Macao (China) | 510 | -15 | Qatar | 419 | 12 |
| Canada* | 507 | -13 | United Arab Emirates | 417 | -14 |
| United States* | 504 | -1 | Mexico | 415 | -5 |
| New Zealand* | 501 | -5 | Costa Rica | 415 | -11 |
| Hong Kong (China)* | 500 | -25 | Moldova | 411 | -13 |
| Australia* | 498 | -5 | Brazil | 410 | -3 |
| United Kingdom* | 494 | -10 | Jamaica* | 409 | N.A. |
| Finland | 490 | -30 | Colombia | 409 | -4 |
| Denmark* | 489 | -12 | Peru | 408 | 8 |
| Poland | 489 | -23 | Montenegro | 405 | -16 |
| Czech Republic | 489 | -2 | Bulgaria | 404 | -1 |
| Sweden | 487 | -19 | Argentina | 401 | -1 |
| Switzerland | 483 | -1 | Panama* | 392 | 15 |
| Italy | 482 | 5 | Malaysia | 388 | -27 |
| No difference | | | | | |
| Austria | 480 | -4 | Kazakhstan | 386 | -1 |
| Germany | 480 | -18 | Saudi Arabia | 383 | -17 |
| Belgium | 479 | -14 | Thailand | 379 | -14 |
| Portugal | 477 | -15 | Mongolia | 378 | N.A. |
| Norway | 477 | -23 | Guatemala | 374 | 5 |
| Croatia | 475 | -3 | Georgia | 374 | -6 |
| Latvia* | 475 | -4 | Paraguay | 373 | 3 |
| Spain | 474 | N.A. | Baku (Azerbaijan) | 365 | -24 |
| France | 474 | -19 | El Salvador | 365 | N.A. |
| Israel | 474 | -3 | Indonesia | 359 | -12 |
| Hungary | 473 | -3 | North Macedonia | 359 | -34 |
| Lithuania | 472 | -4 | Albania | 358 | -47 |
| Below | | | | | |
| Slovenia | 469 | -27 | Dominican Republic | 351 | 10 |
| Viet Nam** | 462 | N.A. | Palestinian Authority | 349 | N.A. |
| Netherlands* | 459 | -26 | Philippines | 347 | 7 |
| Turkiye | 456 | -10 | Kosovo | 342 | -11 |
| Chile | 448 | -4 | Jordan | 342 | N.A. |
| Slovak Republic | 447 | -11 | Morocco | 339 | -20 |
| Malta | 445 | -3 | Uzbekistan | 336 | N.A. |
| Serbia | 440 | 1 | Cambodia | 329 | 8 |

** Caution is required when comparing estimates based on PISA 2022 with other countries/economies as a strong linkage to the international PISA reading scale could not be established (see Reader's Guide and Annex A4).
 Countries and economies are ranked in descending order of the mean performance in reading.
 Source: OECD, PISA 2022 Database, Volume I Table I.B1.2.2 and Table I.B1.5.5.

PISA 2022 Results



Comparing countries' and economies' performance in mathematics

Statistically **above** the OECD average
 Not statistically **different** from the OECD average
 Statistically **below** the OECD average

| | Math score 2022 | Math score change from 2018 | | Math score 2022 | Math score change from 2018 |
|-------------------------------|-----------------|-----------------------------|-------------------------------|-----------------|-----------------------------|
| Above the OECD average | | | Below the OECD average | | |
| Singapore | 575 | 6 | Ukrainian regions (18 of 27) | 441 | N.A. |
| Macao (China) | 552 | -6 | Serbia | 440 | -8 |
| Chinese Taipei | 547 | 16 | United Arab Emirates | 431 | -4 |
| Hong Kong (China)* | 540 | -11 | Greece | 430 | -21 |
| Japan | 536 | 9 | Romania | 428 | -2 |
| Korea | 527 | 1 | Kazakhstan | 425 | 2 |
| Estonia | 510 | -13 | Mongolia | 425 | N.A. |
| Switzerland | 508 | -7 | Bulgaria | 417 | -19 |
| Canada* | 497 | -15 | Moldova | 414 | -6 |
| Netherlands* | 493 | -27 | Qatar | 414 | 0 |
| Ireland* | 492 | -8 | Chile | 412 | -6 |
| Belgium | 489 | -19 | Uruguay | 409 | -9 |
| Denmark* | 489 | -20 | Denmark* | 409 | -32 |
| United Kingdom* | 489 | -13 | Montenegro | 406 | -24 |
| Poland | 489 | -27 | Baku (Azerbaijan) | 397 | -23 |
| Austria | 487 | -12 | Mexico | 395 | -14 |
| Australia* | 487 | -4 | Thailand | 394 | -25 |
| Czech Republic | 487 | -12 | Peru | 391 | -9 |
| Slovenia | 485 | -24 | Georgia | 390 | -8 |
| Finland | 484 | -23 | Saudi Arabia | 389 | 16 |
| Latvia* | 483 | -13 | North Macedonia | 389 | -6 |
| Sweden | 482 | -21 | Costa Rica | 385 | -18 |
| New Zealand* | 479 | -15 | Colombia | 383 | -8 |
| No difference | | | | | |
| Lithuania | 475 | -6 | Brazil | 379 | -5 |
| Germany | 475 | -25 | Argentina | 378 | -2 |
| France | 474 | -21 | Jamaica* | 377 | N.A. |
| Spain | 473 | N.A. | Albania | 368 | -69 |
| Hungary | 473 | -8 | Palestinian Authority | 366 | N.A. |
| Portugal | 472 | -21 | Indonesia | 366 | -13 |
| Italy | 471 | -15 | Morocco | 365 | -3 |
| Viet Nam | 469 | N.A. | Uzbekistan | 364 | N.A. |
| Norway | 468 | -33 | Jordan | 361 | -39 |
| Malta | 466 | -6 | Panama* | 357 | 4 |
| Below | | | | | |
| United States* | 465 | -13 | Kosovo | 355 | -11 |
| Slovak Republic | 464 | -22 | Philippines | 355 | 2 |
| Croatia | 463 | -1 | Guatemala | 344 | 10 |
| Iceland | 459 | -36 | El Salvador | 343 | N.A. |
| Israel | 458 | -5 | Dominican Republic | 339 | 14 |
| Turkiye | 453 | 0 | Paraguay | 338 | 11 |
| Brunei Darussalam | 442 | 12 | Cambodia | 336 | 12 |

Countries and economies are ranked in descending order of the mean performance in mathematics.
 Source: OECD, PISA 2022 Database, Volume I Table I.B1.2.1 and Table I.B1.5.4.

PISA 2022 Results



Comparing countries' and economies' performance in science

Statistically **above** the OECD average
 Not statistically **different** from the OECD average
 Statistically **below** the OECD average

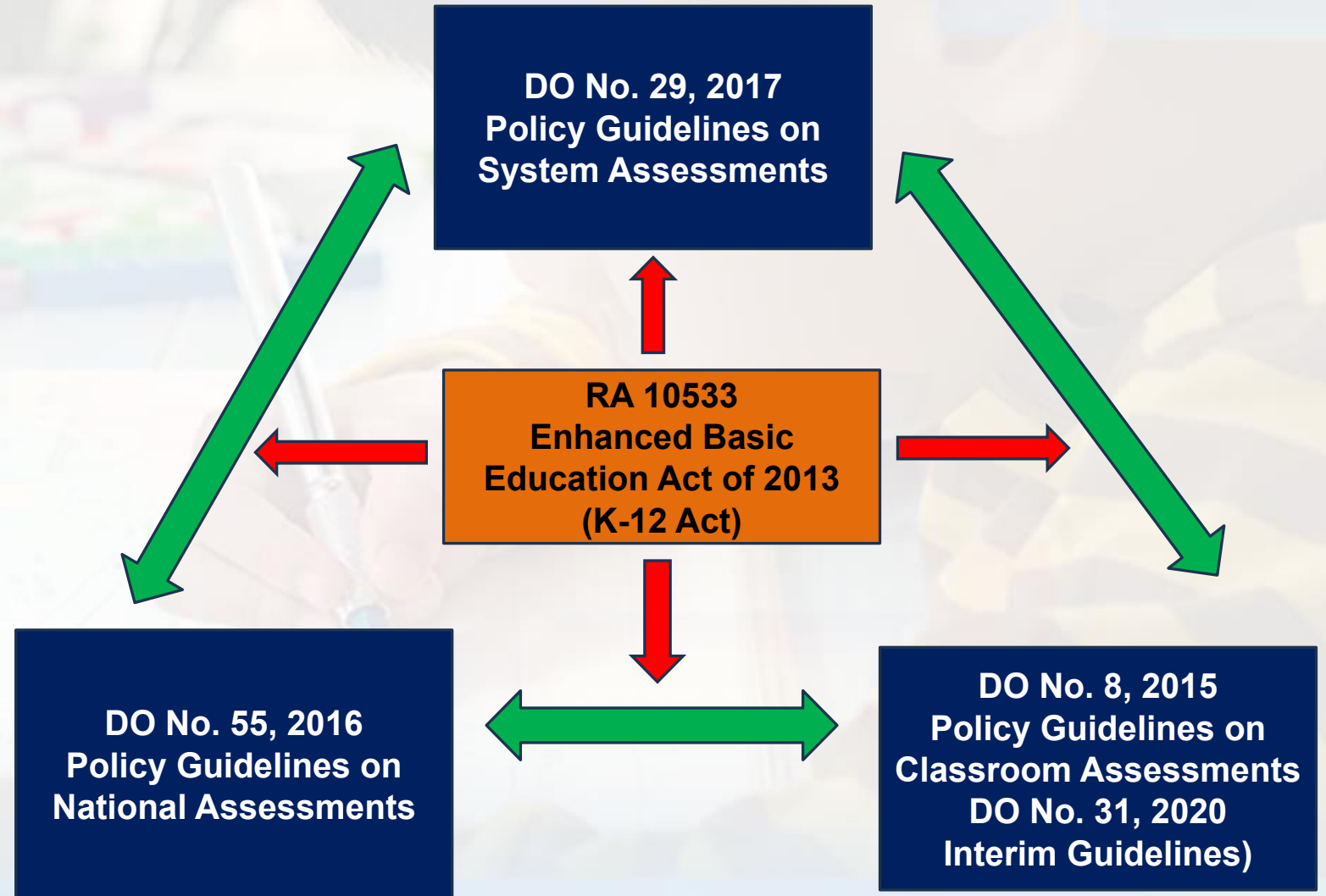
| | Science score 2022 | Science score change from 2018 | | Science score 2022 | Science score change from 2018 |
|-------------------------------|--------------------|--------------------------------|-------------------------------|--------------------|--------------------------------|
| Above the OECD average | | | Below the OECD average | | |
| Singapore | 561 | 10 | Iceland | 447 | -28 |
| Japan | 547 | 17 | Brunei Darussalam | 446 | 15 |
| Macao (China) | 543 | 0 | Chile | 444 | 0 |
| Chinese Taipei | 537 | 22 | Greece | 441 | -11 |
| Korea | 528 | 9 | Uruguay | 435 | 10 |
| Estonia | 526 | -4 | Qatar | 432 | 13 |
| Hong Kong (China)* | 520 | 4 | United Arab Emirates | 432 | -2 |
| Canada* | 515 | -3 | Romania | 428 | 2 |
| Finland | 511 | -11 | Kazakhstan | 423 | 26 |
| Australia* | 507 | 4 | Bulgaria | 421 | -3 |
| New Zealand* | 504 | -4 | Moldova | 417 | -12 |
| Ireland* | 504 | 8 | Malaysia | 416 | -21 |
| Switzerland | 503 | 7 | Mongolia | 412 | N.A. |
| Slovenia | 500 | -7 | Colombia | 411 | -2 |
| United Kingdom* | 500 | -5 | Costa Rica | 411 | -5 |
| United States* | 499 | -3 | Mexico | 410 | -9 |
| Poland | 499 | -12 | Thailand | 409 | -17 |
| Czech Republic | 498 | 1 | Peru | 408 | 4 |
| Latvia* | 494 | 7 | Argentina | 406 | 2 |
| Denmark* | 494 | 1 | Montenegro | 403 | -12 |
| Sweden | 494 | -6 | Brazil | 403 | -1 |
| Germany | 492 | -11 | Jamaica* | 403 | N.A. |
| Austria | 491 | 1 | Saudi Arabia | 390 | 4 |
| Belgium | 491 | -8 | Panama* | 388 | 23 |
| No difference | | | | | |
| Netherlands* | 488 | -15 | Georgia | 384 | 1 |
| France | 487 | -6 | Indonesia | 383 | -13 |
| Hungary | 486 | 5 | Baku (Azerbaijan) | 380 | -18 |
| Spain | 485 | N.A. | North Macedonia | 380 | -33 |
| Lithuania | 484 | 2 | Albania | 376 | -41 |
| Portugal | 484 | -7 | Jordan | 375 | N.A. |
| Croatia | 483 | 10 | El Salvador | 373 | N.A. |
| Norway | 478 | -12 | Guatemala | 373 | 8 |
| Italy | 477 | 9 | Palestinian Authority | 369 | N.A. |
| Turkiye | 476 | 8 | Paraguay | 368 | 10 |
| Viet Nam | 472 | N.A. | Morocco | 365 | -11 |
| Malta | 466 | 9 | Dominican Republic | 360 | 25 |
| Israel | 465 | 3 | Kosovo | 357 | -8 |
| Slovak Republic | 462 | -2 | Philippines | 356 | -1 |
| Ukrainian regions (18 of 27) | 450 | N.A. | Uzbekistan | 355 | N.A. |
| Serbia | 447 | 8 | Cambodia | 347 | 17 |

Countries and economies are ranked in descending order of the mean performance in science.
 Source: OECD, PISA 2022 Database, Volume I Table I.B1.2.3 and Table I.B1.5.6.

PISA 2022 Results



What we investigated?



About the K-12 Law and DepEd Student Assessment Policy Guidelines

Official Gazette

Implementing Rules and Regulations of the Enhanced Basic Education Act of 2013

September 4, 2013

Basahin sa Filipino

IMPLEMENTING RULES AND REGULATIONS
OF THE ENHANCED BASIC EDUCATION ACT OF 2013
(REPUBLIC ACT NO. 10533)

Pursuant to Section 16 of Republic Act No. 10533, entitled "An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and for Other Purposes," otherwise known as the "Enhanced Basic Education Act of 2013," approved on May 15, 2013, and which took effect on June 8, 2013, the Department of Education (DepEd), the Commission on Higher Education (CHED), and the Technical Education and Skills Development Authority (TESDA), hereby issue the following rules and regulations to implement the provisions of the Act.

Republic of the Philippines
Department of Education

30 JUN 2016

DepEd ORDER
No. 55 s. 2016

POLICY GUIDELINES ON THE NATIONAL ASSESSMENT OF STUDENT LEARNING FOR THE K TO 12 BASIC EDUCATION PROGRAM

To: Undersecretaries
Regional Directors
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Heads, Public and Private Elementary and Secondary Schools
All Others Concerned

- The Department of Education (DepEd) is adopting the **Guidelines on the National Assessment of Student Learning Program**.
- Assessment is the process of measuring learners' learning standards and 21st-century skills. The result assessment shall be used to quantify judgments on learners' learning.
- The national assessment of student learning is an assessment framework. It aims to:
 - monitor the Philippine education system and

DepEd ORDER
No. 8 s. 2015

01 A

Republic of the Philippines
Department of Education

POLICY GUIDELINES ON CLASSROOM ASSESSMENT FOR THE K TO 12 BASIC EDUCATION PROGRAM

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Heads, Public Elementary and Secondary Schools
All Others Concerned

- In line with the implementation of the *Enhanced Basic Education Act of 2013* (Republic Act No. 10533), the Department of Education is adopting the enclosed **Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program**.
- Classroom Assessment is an integral part of curriculum implementation. It allows the teachers to track and measure learners' progress and to adjust instruction accordingly. Classroom assessment informs the learners, as well as their parents and guardians, of their progress.
- Effective School Year (SY) 2015-2016, the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program shall be implemented in public elementary and secondary schools nationwide.

Department of Education

02 OCT 2020

DepEd ORDER
No. 031 s. 2020

INTERIM GUIDELINES FOR ASSESSMENT AND GRADING IN LIGHT OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private School Heads
All Others Concerned

- In its commitment to ensure teaching and learning continuity while looking after the health, safety, and wellbeing of its learners, teachers, and personnel, the Department of Education (DepEd) issued *DepEd Order No. 019 s. 2020 titled Assessment and Grading in Light of the Basic Education Learning Continuity Plan*.
- To support the implementation of the **Assessment and Grading Plan** (Enclosure) on the grading:
- As DepEd continues to assess the impact of the health crisis on the assessment and grading process, the Department of Education (DepEd) is adopting the enclosed **Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program**.
- The policy guidelines on classroom assessment for the K to 12 basic education program shall be implemented in public elementary and secondary schools nationwide.

05 AUG 2021

DepEd ORDER
No. 029 s. 2021

SCHOOL CALENDAR AND ACTIVITIES FOR SCHOOL YEAR 2021-2022

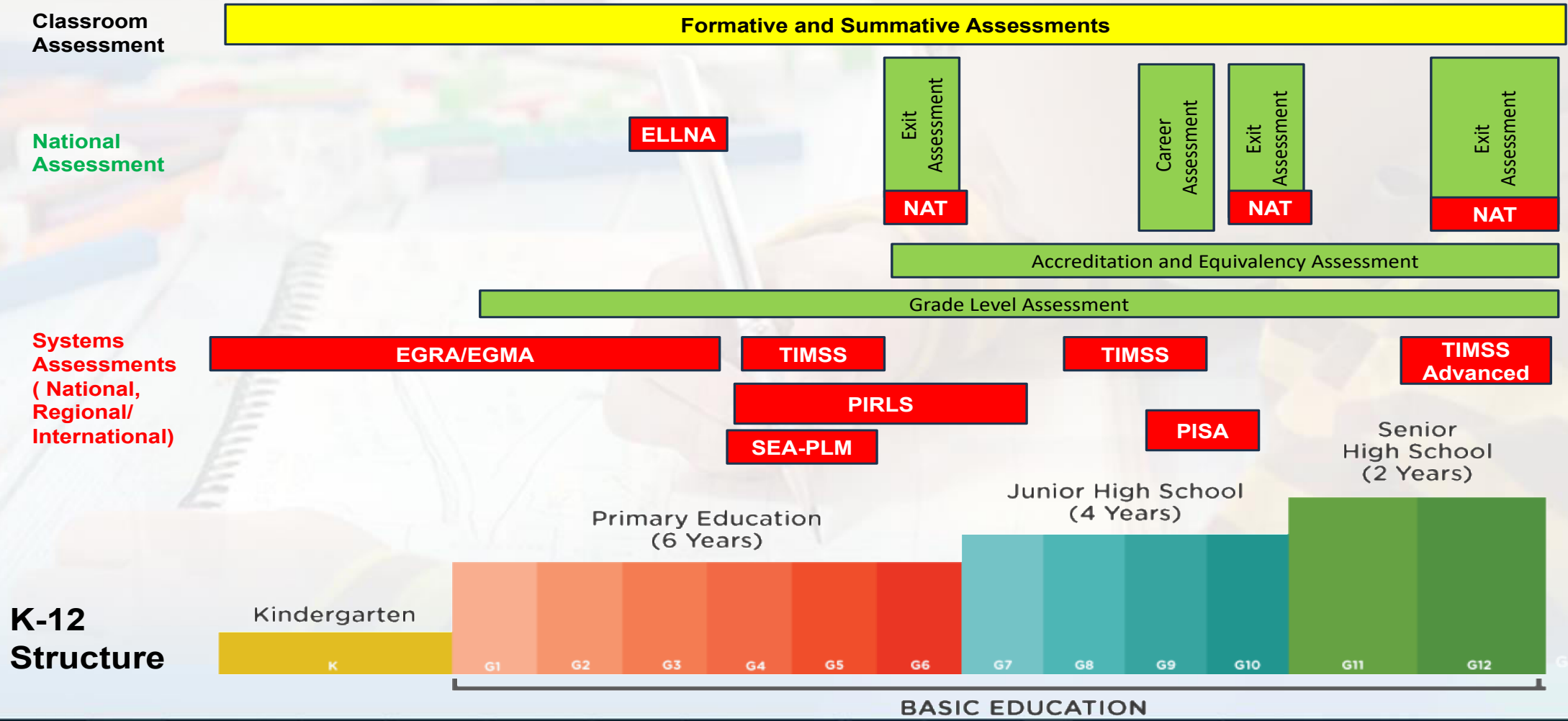
To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
State/Local Universities and Colleges Heads
All Others Concerned

- The Department of Education (DepEd) issues the **School Calendar and Activities for School Year (SY) 2021-2022**, in accordance with its commitment to learning continuity amidst the health crisis.
- Pursuant to RA 11480 (An Act Amending Section 3 of RA No. 7797, otherwise known as "An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More Than Two Hundred Twenty (220) Class Days"), President Rodrigo Roa Duterte, upon the recommendation of the DepEd Secretary, has approved **September 13, 2021** as the opening date of the SY 2021-2022. The school year shall consist of 209 school days, inclusive of Saturdays and the five-day midyear break, and shall end on **June 24, 2022**.
- With the compressed school year, the conduct of distance learning activities for learners on Saturdays is authorized. Should religious considerations prevent activities on a Saturday, they may be conducted on a Sunday. Nonetheless, teachers will not be required to render service on Saturdays and Sundays.

Methodology

- ❖ Reviewed of statutory policy – RA 10533 (Enhanced Basic Education Act of 2013)
- ❖ Identified of DepEd Orders that provide policy guidelines (PG) on assessments that will support the RA 10533.
- ❖ Analyzed and mapped PGs provisions vis-à-vis to the RA 10533 provision on K-12 curriculum and assessment
- ❖ Identified policy implications of the gaps identified

Assessment Framework under the K-12



Results 1: Analysis of the Policy Guidelines in terms of Purpose, Process, Practice, and Product

| K-12 Curriculum Features (RA 10533) | Classroom Assessment (Formative/Summative) | | | | National (ELLNA, Exit, A&E, Grade Level, Career) | | | | System (EGRA/EGMA, PIRLS, TIMSS, SEA-PLM) | | | |
|--|--|---------|----------|---------|--|---------|----------|---------|---|---------|----------|---------|
| | Purpose | Process | Practice | Product | Purpose | Process | Practice | Product | Purpose | Process | Practice | Product |
| • Learner-centered and developmentally appropriate | X | X | | X | X | X | X | X | X | X | | X |
| • Relevant, responsive, and research-based | X | X | X | X | X | | X | X | X | X | X | X |
| • Culture-sensitive | | | | | X | X | X | X | | X | X | |
| • Constructivist, Inquiry-based, reflective, collaborative, and integrative learning standards and 21 st century skills | X | X | X | | X | X | X | X | X | X | X | |
| • Mother-tongue-based Multi-lingual Education | | | | | X | | | | X | | | |
| • Spiral Progression | X | X | X | X | X | X | X | X | X | X | X | X |
| • Flexible (schools can localize, indigenize, and enhance) | X | X | X | X | X | X | X | X | X | X | X | X |

Result Analysis of the Policy Guidelines in terms of Quality, Equity, and Equality

| K-12 Curriculum Features | Classroom Assessment (Formative/Summative) | | | National (ELLNA, Exit, A&E, Grade Level, Career) | | | System | | |
|--|--|--------|----------|--|--------|----------|---------|--------|----------|
| | Quality | Equity | Equality | Quality | Equity | Equality | Quality | Equity | Equality |
| • Learner-centered and developmentally appropriate | X | X | X | X | X | X | X | | |
| • Relevant, responsive, and research-based | X | X | X | X | X | X | X | X | X |
| • Culture-sensitive | X | X | X | X | X | X | X | | |
| • Constructivist, Inquiry-based, reflective, collaborative, and integrative learning standards and 21 st century skills | | X | X | X | X | X | X | | X |
| • Mother-tongue-based Multi-lingual Education | | | | X | X | X | X | | |
| • Spiral Progression | X | X | X | X | X | X | X | | |
| • Flexible (schools can localize, indigenize, and enhance) | X | | | X | X | X | X | X | X |

Recommendations and Policy Advice based on Identified Gaps

- ❖ Enhancing MTB-MLE into the assessment – students are must be assessed in the language or given the option to take assessments they are comfortable (*English, Filipino, mother tongue*)
- ❖ Developing guidelines on test development and administration to consider cultural sensitivity and inclusion in terms of content, tools (paper-and-pencil, e-testing, computer-based), and administration process (*e.g., online, adaptive testing for equity*), including teacher training.
- ❖ Emphasizing the development of 21st Century skills and related development (*4IR, Education 5.0, Green Economy*) in the assessment process and products.
- ❖ Revisiting alignment of K-12 curriculum with ILSA (*e.g., aligning PISA Science coverage with the curriculum, including flexibility given to schools implementing curriculum and undertaking assessment practices and processes.*
- ❖ Enhancing formative and summative (*integrative*) assessments (incl. rubrics) aligned with NLSA/ILSA at the classroom level to build proficiency in key subjects in the “*Matatag*” Curriculum.

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Any questions?

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THANK YOU



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