

# EDCOM 2 Priorities and Recommendations on Educational Assessment

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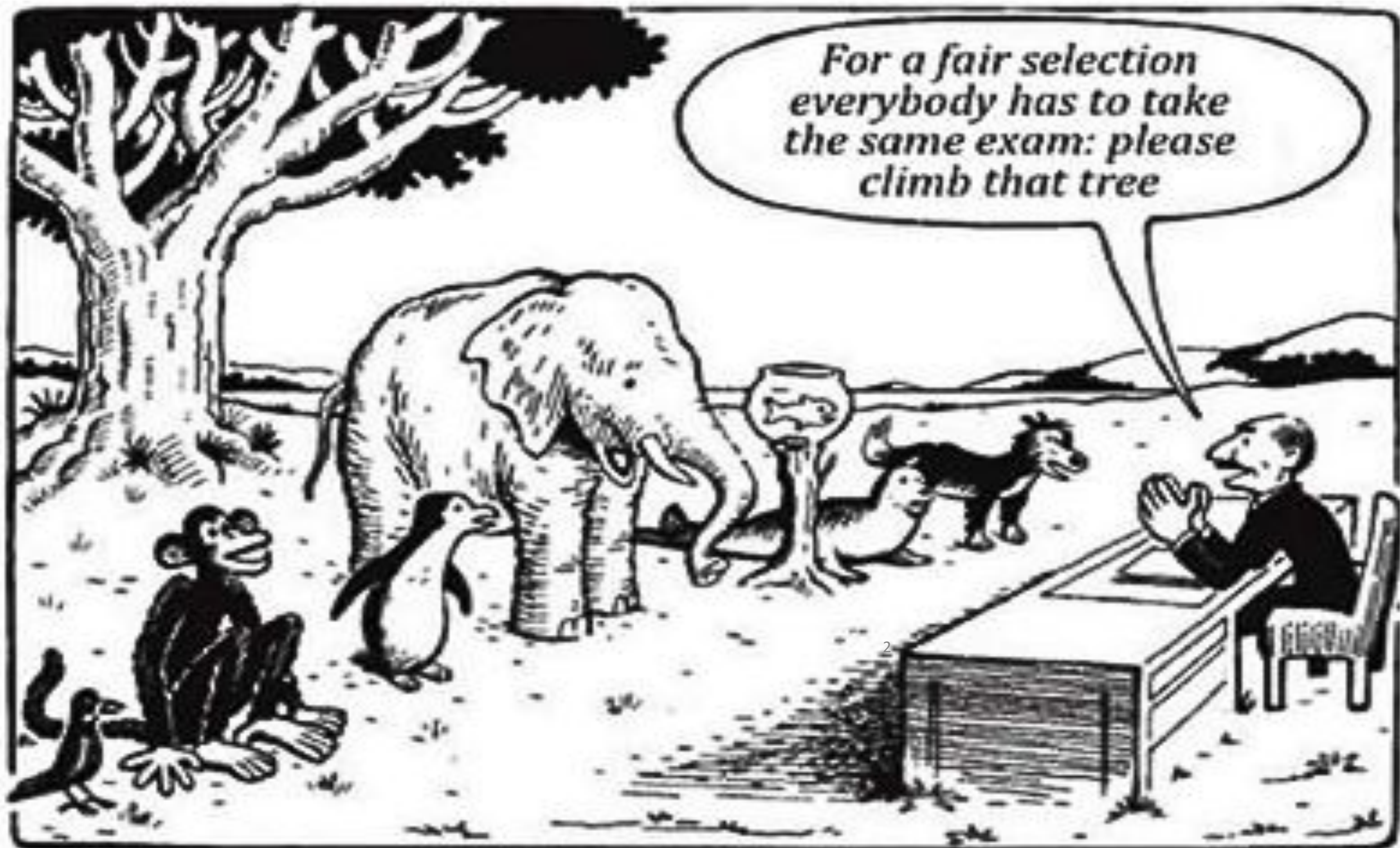


**EDCOM2**

The Second Congressional  
Commission on Education

MISEDUCATION  
*The Failed System of Philippine Education*  
EDCOM II YEAR ONE REPORT





**A commentary  
on education  
assessment**

# Our Education System





# A commentary on education assessment

Image source: David Sipress (2019)  
<https://www.cartoonstock.com/cartoon?searchID=CX304628>





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# MISEDUCATION

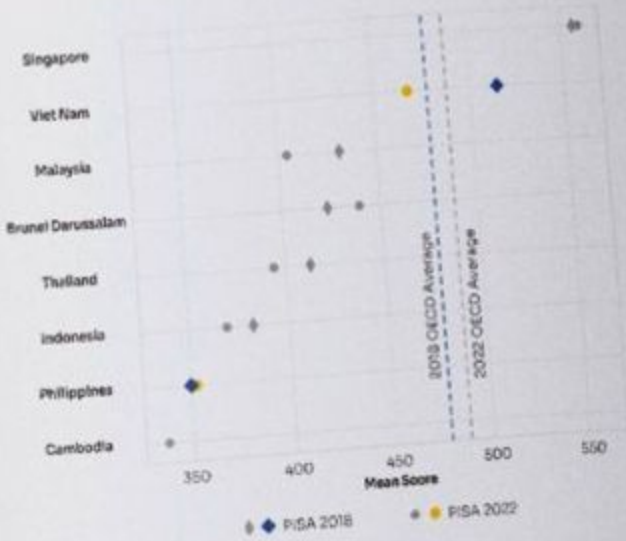
*The Failed System of Philippine Education*

EDCOM II YEAR ONE REPORT

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**FIGURE 1**  
Asean Performance Overall in PISA 2018 and 2022

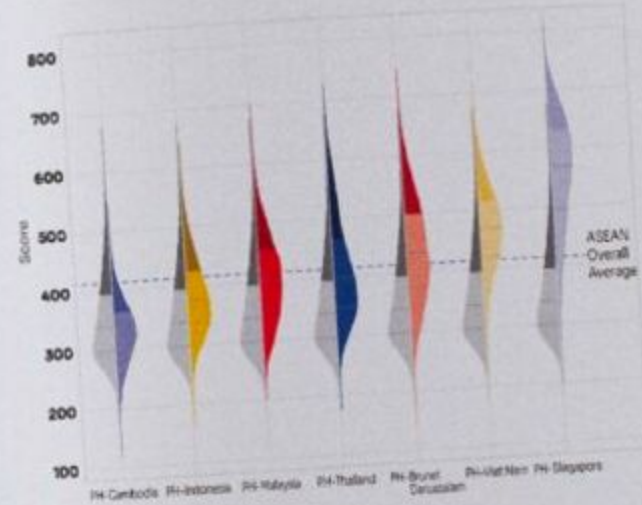


Note: Cambodia did not participate in PISA 2018.

If there is anything this report aims to impart on its readers, it is this: There is an education crisis in the country.

In 1940, the Commonwealth government made primary education compulsory. In 1953, as the country recovered from the Second World War, compulsory education was extended to Grade 6. We abolished tuition fees in public high schools in 1989, made Kindergarten compulsory in 2012, and expanded our basic education system to include Grades 11 and 12 in 2013. Most recently, we eliminated tuition fees in all state colleges and universities in 2017. While these developments seem progressive for a developing country, a literature review

**FIGURE 2**  
Distribution of Scores of the Top 25% on ASEAN Countries in PISA 2022 Overall



Note: The shaded portions in the graph above represent the top 25% of learners in the sample of the population of every ASEAN country's learners in the 2022 PISA, averaging their performance in Math, Reading, and Science.

from these eras reveals persistent fundamental issues, some dating back to the 1925 Monroe Survey Report—insufficient classrooms, subpar teaching quality, and overburdening teachers with nonteaching tasks.

This report summarizes the initiatives and preliminary findings of EDCOM II in its first year. Ultimately, as the Commission continues its work in the next two years, it aims to grasp the scale of these problems, meet them at their very root, and propose policies that could solve them once and for all.

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**‘Assessment system’ is a coherent set of assessment strategies that combine to support the teaching and learning of students and the educational philosophy of the country.**

Source: EDCOM 2. (2023). Basic education priority #6: Measurement of learning outcomes [green paper].  
<https://edcom2.gov.ph/media/2023/06/EDCOM-2-Green-Paper-Priority-Area-6-Measurement-of-Learning-Outcomes.pdf>

# Assessments in the Philippine basic education:

01

**Classroom assessments**

02

**System assessments**

03

**Special assessments**

Source: EDCOM 2. (2023). Basic education priority #6: Measurement of learning outcomes [green paper]. <https://edcom2.gov.ph/media/2023/06/EDCOM-2-Green-Paper-Priority-Area-6-Measurement-of-Learning-Outcomes.pdf>

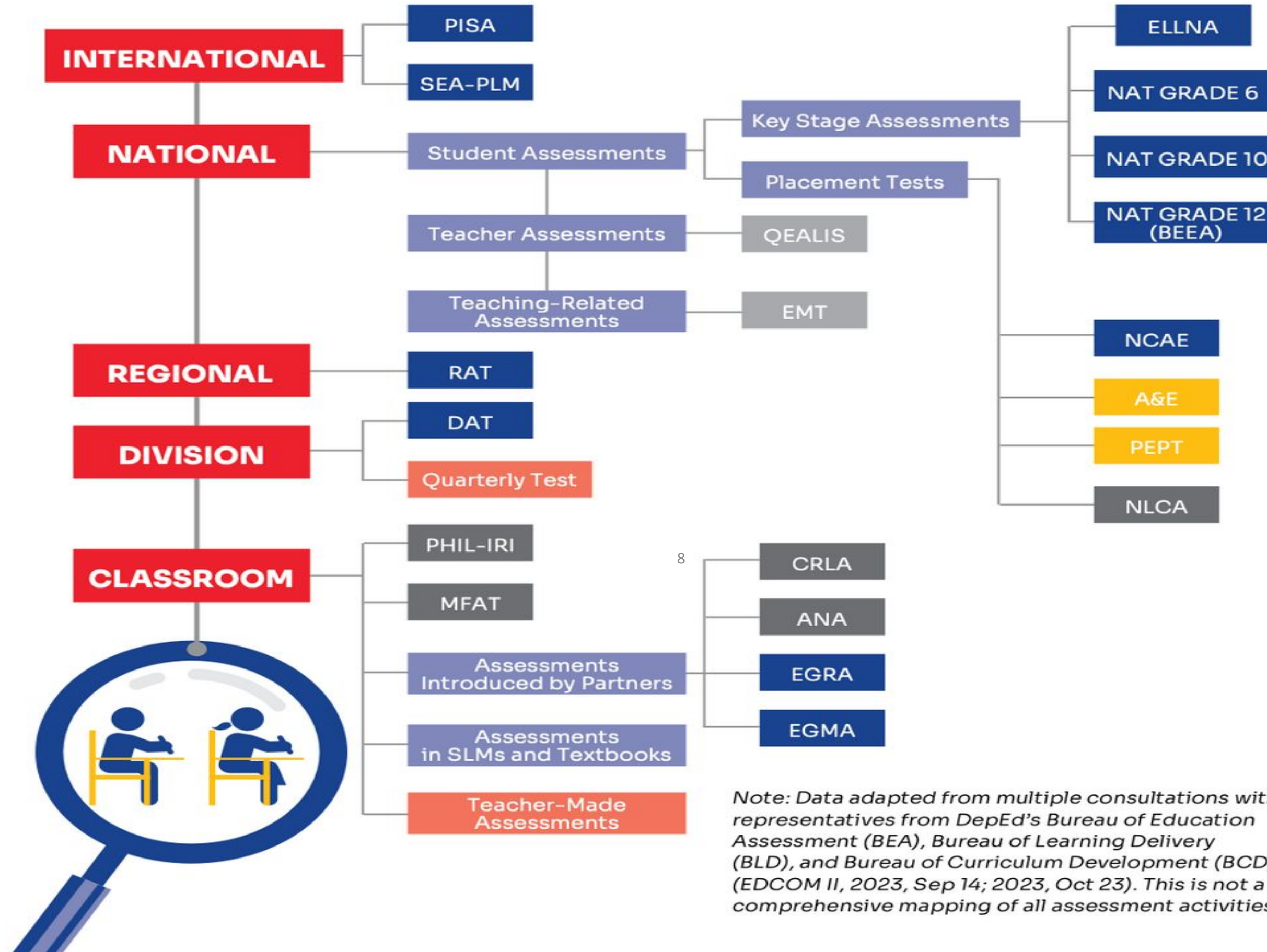
# EDCOM 2 findings on educational assessment

## Issue # 1

The proliferation of numerous assessment activities in basic education impacts the quality of education and hinders the collection of comprehensive data for analysis.

**FIGURE 9**  
**Mapping of Assessments Administered in Basic Education**

Image source: Page 95 of  
 EDCOM Year 1 Report



Note: Data adapted from multiple consultations with representatives from DepEd's Bureau of Education Assessment (BEA), Bureau of Learning Delivery (BLD), and Bureau of Curriculum Development (BCD) (EDCOM II, 2023, Sep 14; 2023, Oct 23). This is not a comprehensive mapping of all assessment activities.



**TABLE 1**  
**Classroom Assessments Administered at Scale**

Assessment	Original Purpose	Who Takes the Test	Schedule of Administration
<b>Philippine Informal Reading Inventory (Phil-IRI)</b>	Measure and describe students' reading performance to guide reading interventions	Grades 3–6 (all learners)	Start and end of school year
<b>MFAT</b>	Identify learners with special needs  Gather information on learners' strengths, needs, learning styles, and other educational concerns	Grade 1 (all learners)	Start of the school year
<b>CRLA</b>	Determine the reading profiles of learners to guide the development of appropriate reading instructional strategies.  Identify children who need additional support in reading	Grades 1–3	Start of the school year
<b>EGRA</b>	Assess foundational literacy of children in their mother tongue  Track the progress of learning over time	Kinder– Grade 3	Start of the school year
<b>EGMA</b>	Measure the primary numeracy and mathematics skills in the mother tongue	Kinder– Grade 3	Start of the school year

Source: Adapted from DepEd Order No. 014, s. 2018; DepEd Order No. 029, s. 2018; and DepEd Order No. 57, s. 2016

# Recommendations

1

Teachers undergo training to be equipped with the skills to choose and utilize tools that are most suitable for the context of their learners.

2

Review the large-scale classroom assessments and the FLEMMS. The FLEMMS categorization of individuals completing high school as functional literature runs in contrast to issues related to grading practices and mass promotion.



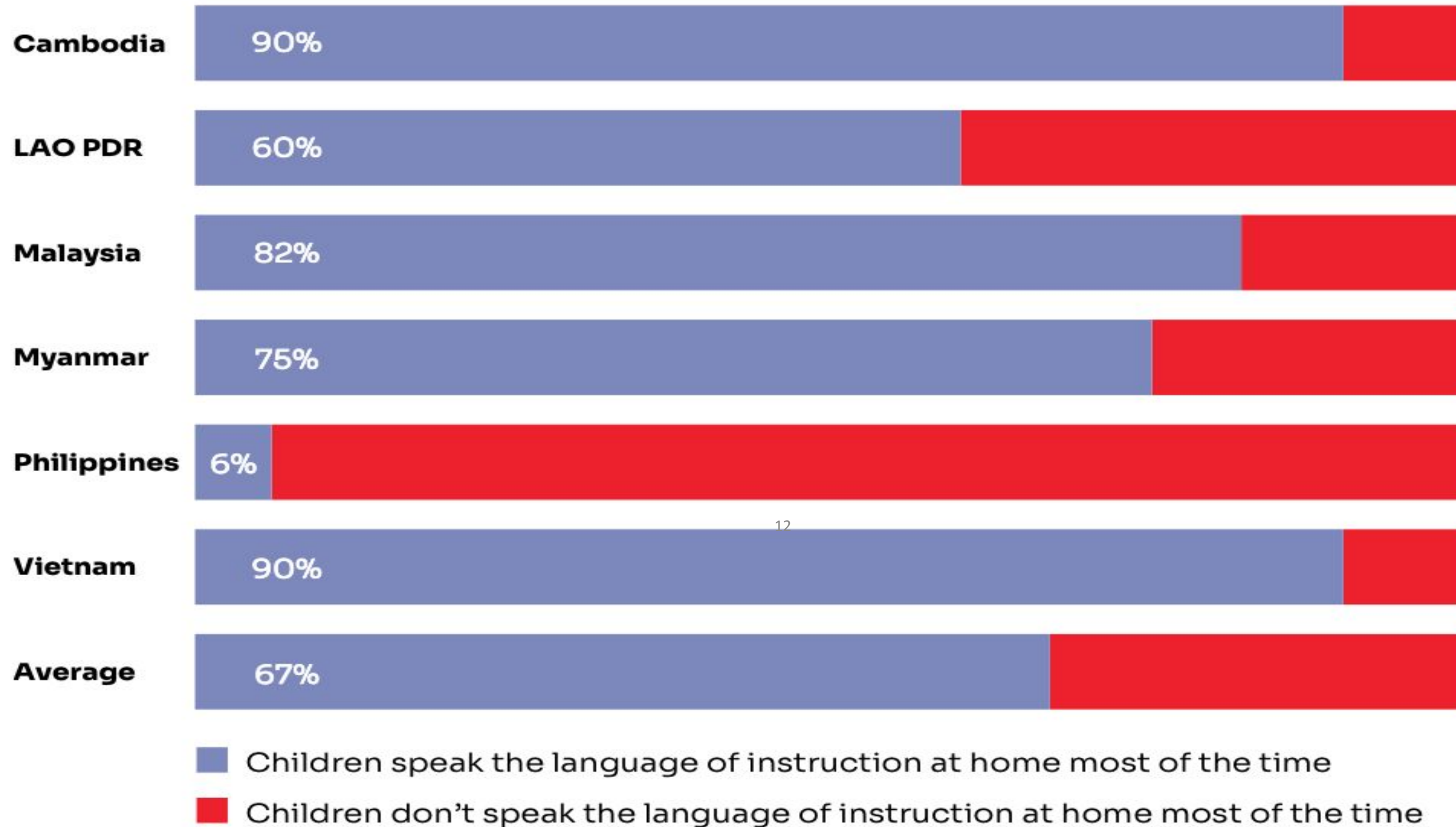
# EDCOM 2 findings on educational assessment

## **Issue # 2**

Interconnected issues in the national assessment system encompass language mismatches, procurement challenges, alignment concerns, limited reporting results, integrity of test administration, and staffing constraints within BEA

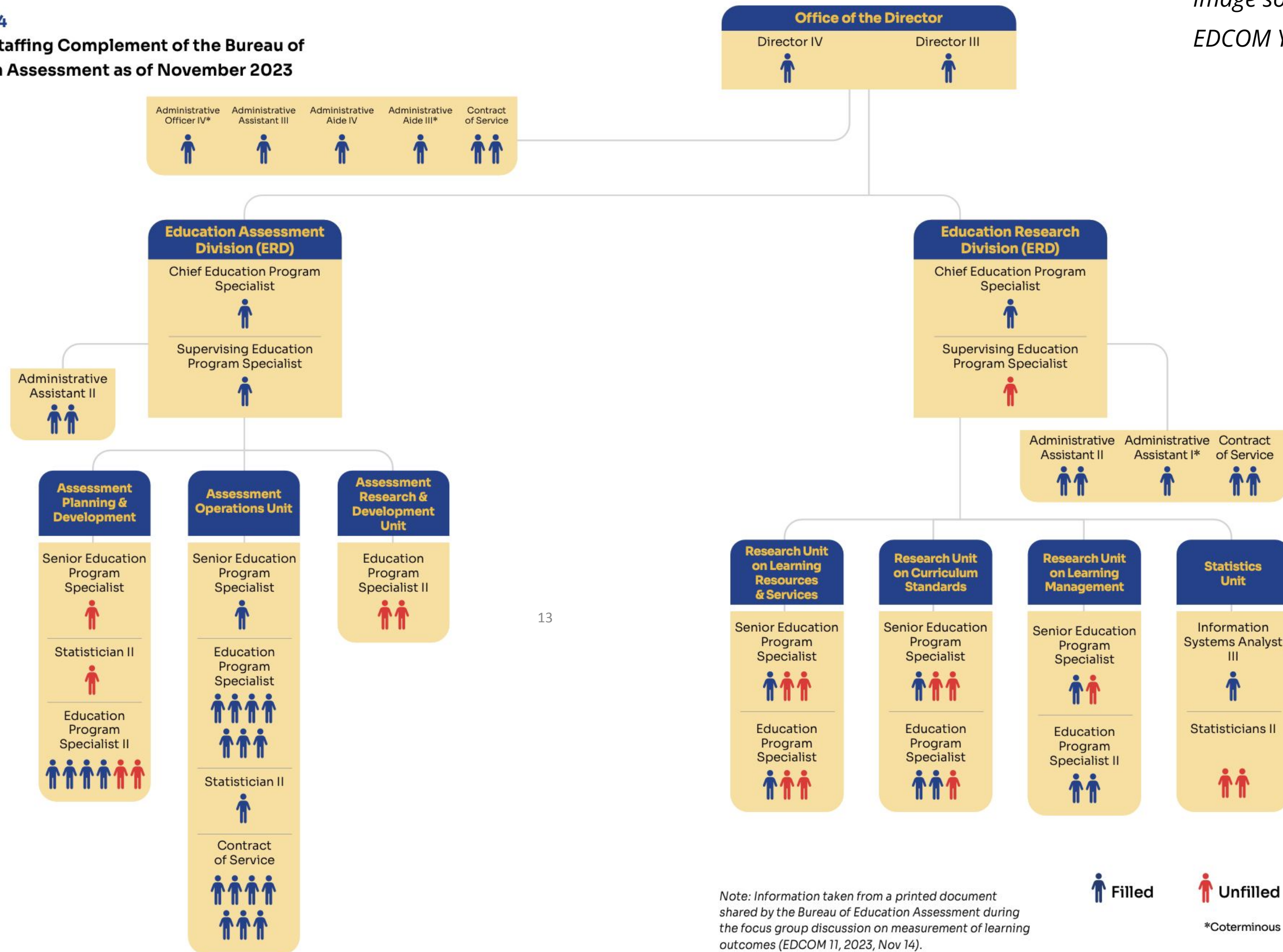
## FIGURE 10

### Language of Instruction and Testing at Home: SEA-PLM 2019 Learner Demographics Report





**FIGURE 14**  
**Current Staffing Complement of the Bureau of Education Assessment as of November 2023**



Note: Information taken from a printed document shared by the Bureau of Education Assessment during the focus group discussion on measurement of learning outcomes (EDCOM 11, 2023, Nov 14).

Filled Unfilled  
 \*Coterminous

# Recommendations

1

Evaluate and revise our language policy given the finding that the language of testing may have hindered the measurement of learning outcomes.

2

A unified assessment framework should be developed to ensure explicit alignment of assessment policies.

14

3

Investments should be made to modernize test administration, that is computer-based assessments. This aims to reduce multiple procurement challenges with traditional testing.

4

Expand the staffing complement within BEA and implement comprehensive training and mentoring programs.



TIGER

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I TAUGHT STRIPE HOW TO WHISTLE



I DON'T HEAR HIM WHISTLING



I SAID I TAUGHT HIM. I DIDN'T SAY HE LEARNED IT

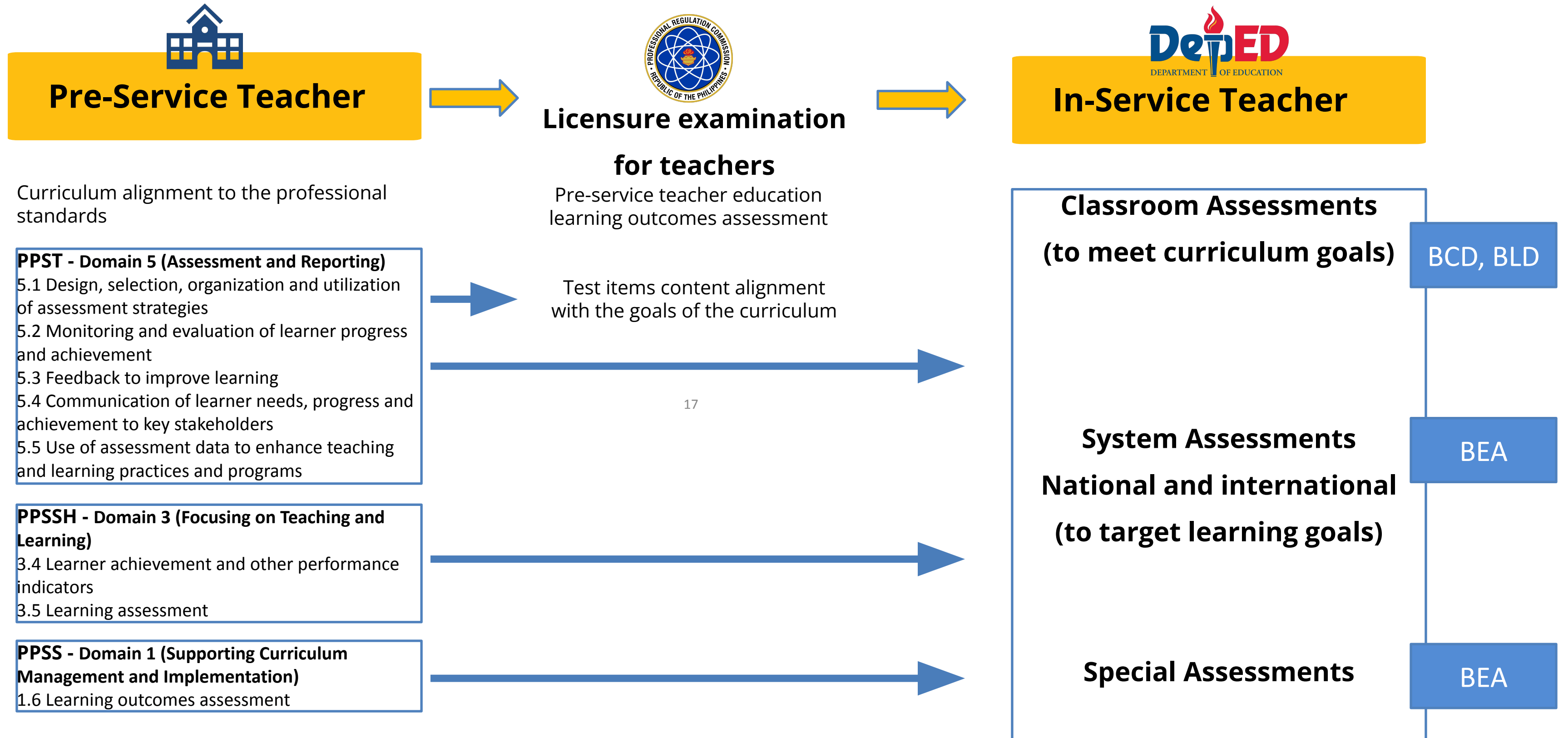


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56

Image source: <https://images.app.goo.gl/TEqd89HZGgmSCuX59>

# **Implications to education governance and teacher education**

# Another view of assessment governance (from pre-service TE to in-service TE)





**Pre-service teacher education may well take seriously education assessment at its core programs.**

**A body should be overseeing the alignment of the intended curriculum, implemented curriculum, tested curriculum, and attained curriculum.**

# RA 11713: Excellence in Teacher Education Act

## Section 8 (e):

Uphold and maintain the integrity of professional standards for teachers and school leaders by formulating evidence-based policies and standards that shall strengthen and improve the system of teacher education and training both in pre-service and in-service, including prescribing **a national examination to determine the eligibility for admission** into a recognized TEI pre-service program, and any **successive pre-qualifying examination** thereafter, in order to determine whether the level of knowledge, skills, and readiness prior to taking the licensure examination for teachers are being met.



# RA 11713: Excellence in Teacher Education Act

## Section 8 (j):

Ensure that the **system to professionalize teachers** aligns with the professional standards and the Philippine Qualifications Framework, **incorporates feedback mechanisms** to stakeholders for the enhancement of pre-service teacher education in TEIs, and **involves comprehensive analysis of factors affecting the performance of graduates** in such professionalization.

The conduct of a licensure examination shall guarantee transparency through the release of the most recent licensure examination questions and corresponding answers immediately after their administration by the PRC as well as the results of item analyses and other relevant test statistics to the Council.

# Thank you.



22

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