PHILIPPINE EDUCATIONAL MEASUREMENT AND EVALUATION ASSOCIATION

NCEME 2026

National Conference on Educational Measurement and Evaluation 2026

THEME:

ASSESSMENT FOR LEARNING: LEVERAGING EVIDENCE TO DRIVE QUALITY AND EQUITY IN THE PHILIPPINE EDUCATION SYSTEM

AUGUST 27 TO 29, 2026
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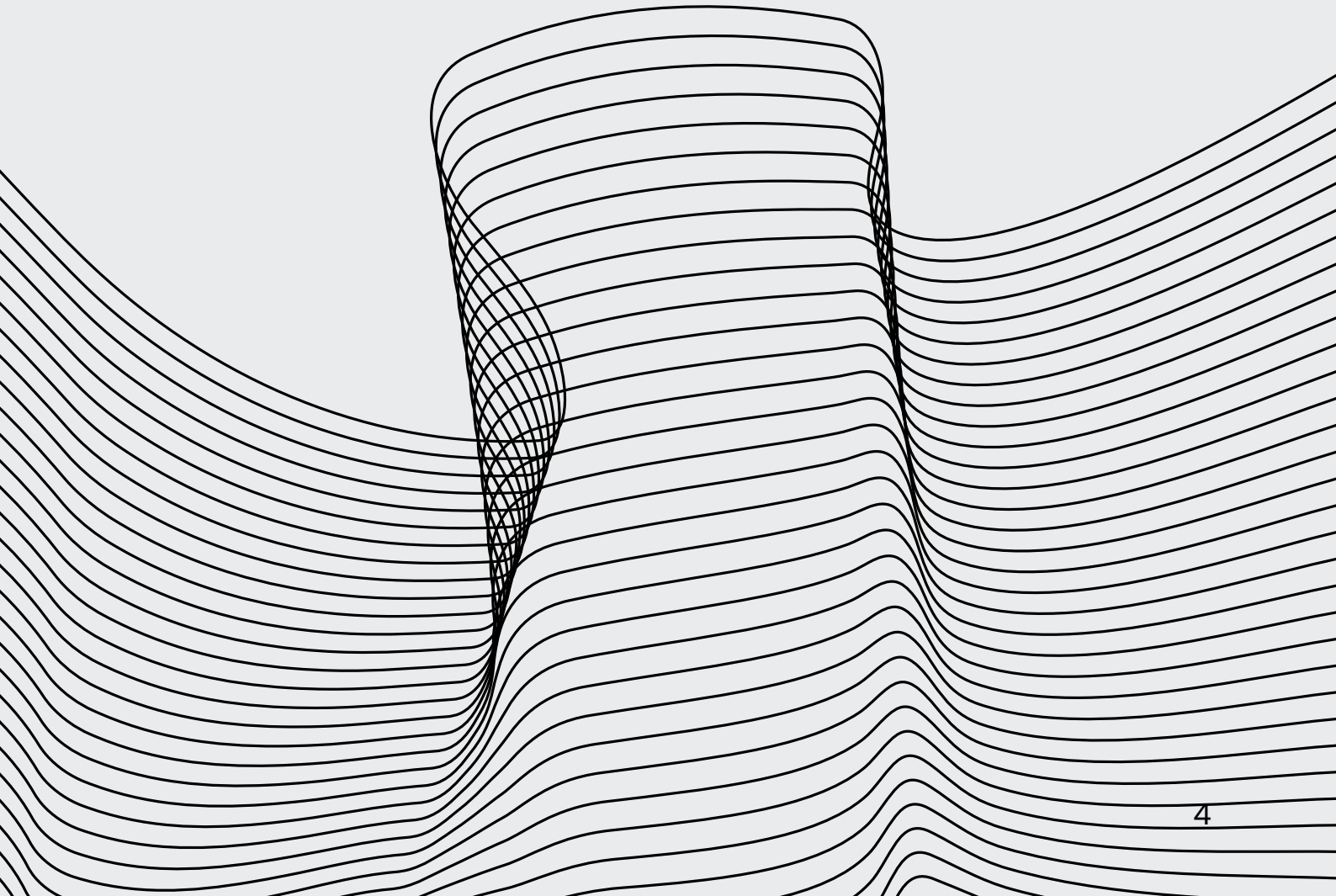
NCEME 2026

MESSAGES

PHILIPPINE EDUCATIONAL MEASUREMENT
AND EVALUATION ASSOCIATION, INC.



Br. Edmundo Fernandez FSC

President
De La Salle-College of Saint Benilde

It is my pleasure to welcome the participants of the National Conference on Educational Measurement and Evaluation 2026 to De La Salle–College of Saint Benilde.

On behalf of the Benildean community, I extend my warmest greetings to the Philippine Educational Measurement and Evaluation Association, Inc. (PEMEA), and to all educators, researchers, school leaders, assessment practitioners, policymakers, and stakeholders gathered for this important conference.

We are pleased to welcome PEMEA once again to Benilde, continuing the partnership that began with ICEME 2025. Our partnership is driven by a shared belief that assessment should not simply tell us where we are, rather, it should help us see where we can go. By turning evidence into insight and insight into action, we can help shape better learning experiences and a more responsive education system.

This is what makes this year's theme, "Assessment for Learning: Leveraging Evidence to Drive Quality and Equity in the Philippine Education System," both timely and forward-looking. As educators, we know that every learner is different. Assessment helps us understand not only what our learners know, but also how they learn, where they need support, and how we can help them move forward. When we use evidence thoughtfully, we can strengthen our teaching, make better decisions, and create learning environments where every learner is seen, supported, and given the opportunity to thrive.

May this conference encourage meaningful conversations, the exchange of ideas, and collaborations that translate evidence into better educational practices and more equitable learning experiences.
We are honored to welcome you to Benilde and to be part of this important conversation for the future of Philippine education.

Welcome to NCEME 2026, and may this gathering inspire us to use what we learn to make education better for all.

Br. Edmundo Fernandez, FSC
President
De La Salle–College of Saint Benilde

Bert J. Tuga, Ph.D.

President
Philippine Normal University

It is my great pleasure to extend my warmest greetings to the participants, organizers, and partners of the NCEME 2026.

The Philippine Normal University is honored to be part of this important gathering and to reaffirm its partnership with the Philippine Educational Measurement and Evaluation Association (PEMEA) in advancing meaningful conversations and practices in educational measurement and assessment.

Educational measurement and assessment are essential to understanding how our learners learn, how our teachers teach, and how our educational systems can continuously improve. Beyond scores and performance indicators, assessment provides valuable evidence that can guide sound educational decisions, strengthen teaching and learning, and help ensure that every learner is given meaningful opportunities to succeed.

As the National Center for Teacher Education, PNU recognizes the importance of developing educators who are not only knowledgeable in their respective fields but are also capable of using assessment thoughtfully, fairly, and responsibly. Equally important is our shared responsibility to promote assessment practices that uphold quality and equity in Philippine education.

NCEME 2026 provides a valuable space for educators, researchers, practitioners, and education stakeholders to exchange knowledge, share experiences, and explore innovative approaches to educational measurement and assessment. I am confident that the insights and collaborations emerging from this conference will contribute to strengthening our collective efforts toward a more responsive and equitable education system.

On behalf of the Philippine Normal University, I wish PEMEA and all the participants a meaningful and successful NCEME 2026.

Mabuhay kayong lahat, at maraming salamat sa inyong patuloy na paglilingkod sa edukasyon!

Sincerely,

BERT J. TUGA, PhD
President
Philippine Normal University

Dr. Nancy Pascual, Ed.D., RGC

President
University of Rizal System

It is with great pleasure that the University of Rizal System (URS) joins the Philippine Educational Measurement and Evaluation Association (PEMEA) in welcoming the delegates, speakers, researchers, educators, and education leaders to the National Conference on Educational Measurement and Evaluation (NCEME) 2026.

As a partner institution of PEMEA, URS proudly supports this significant national gathering that provides a valuable platform for advancing knowledge, strengthening professional practice, and fostering collaboration in educational measurement, assessment, and evaluation.

At a time when education continues to respond to changing learner needs and increasing expectations for quality and accountability, sound measurement and evaluation have become even more essential. Reliable evidence enables educational institutions to understand learning, assess the effectiveness of programs and interventions, and make informed decisions that lead to meaningful improvement.

Beyond scores, statistics, and indicators, however, educational measurement and evaluation are ultimately about people and possibilities. Every assessment result represents a learner whose strengths can be nurtured, whose needs can be addressed, and whose potential can be developed. This perspective resonates with our commitment at URS to serve with a heart, ensuring that our decisions and initiatives remain responsive to the people and communities we serve.

As the Home of the Giants, the University of Rizal System continues to uphold excellence, innovation, and service while cultivating a culture of evidence-informed practice and continuous improvement. Our partnership with PEMEA reflects our shared commitment to advancing quality and responsive education through meaningful collaboration.

May NCEME 2026 inspire productive conversations, relevant research, innovative practices, and stronger partnerships that will further advance educational measurement and evaluation in the Philippines.

Congratulations to PEMEA, the organizers, partners, and participants!

NANCY T. PASCUAL, EdD, RGC
University President
University of Rizal System

Sr. Lilia Therese Tolentino, SPC

President
St. Paul University Quezon City

Warm greetings of peace from St. Paul University Quezon City!

It is my joy to greet the participants of the National Conference on Educational Measurement and Evaluation 2026, gathered around the theme "Assessment for Learning: Leveraging Evidence to Drive Quality and Equity in the Philippine Education System."

Guided by our charism, Caritas Christi Urget Nos — the love of Christ urges us — St. Paul University Quezon City holds that assessment is never merely technical. It is an act of truth-telling that allows us to see our learners clearly and respond to their needs with justice and love.

We are grateful for our continuing partnership with the Philippine Educational Measurement and Evaluation Association, whose advocacy for evidence-based practice enriches the national conversation on educational quality. This conference's themes of evidence, equity, and innovation speak directly to our shared commitment to inclusive, transformative education for every Filipino learner.

May this gathering be blessed with fruitful dialogue and may the evidence we gather always serve equity and human dignity. Congratulations to PEMEA and to all NCEME 2026 participants.

Caritas Christi Urget Nos.

Sr. Lilia Therese Tolentino, SPC
University President
St. Paul University Quezon City

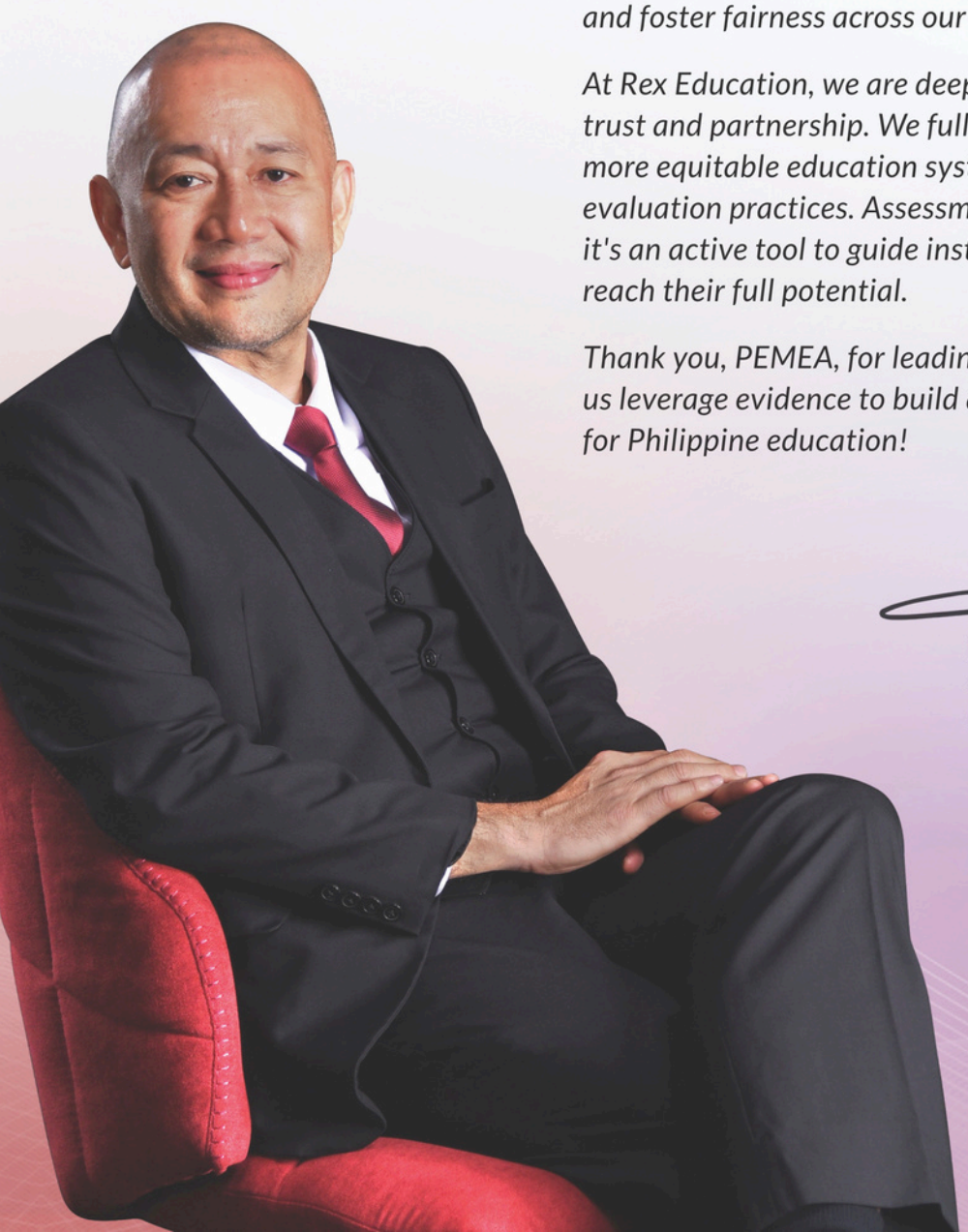
PHILIPPINE EDUCATIONAL MEASUREMENT AND EVALUATION ASSOCIATION

Our warmest congratulations to PEMEA and all its members on hosting this impactful 3-day conference! The passion and dedication you bring to educational measurement are inspiring.

Centered on the theme Assessment for Learning: Leveraging Evidence to Drive Quality and Equity in the Philippine Education System, this event provides a vital platform to explore how data-driven insights can refine teaching methods and foster fairness across our schools.

At Rex Education, we are deeply grateful for PEMEA's continued trust and partnership. We fully support your vision of building a more equitable education system through forward-thinking evaluation practices. Assessment isn't just about final scores; it's an active tool to guide instruction and help every learner reach their full potential.

Thank you, PEMEA, for leading this essential work. Together, let us leverage evidence to build a stronger, more equitable future for Philippine education!



Don Timothy I. Buhain
Chief Executive Officer
Rex Education

Dr. Grace Aguiling-Dalisay

President & CEO
Center for Educational Measurement, Inc.

Malugod na pagbati mula sa the Center for Educational Measurement, Inc. (CEM)!

CEM is honored to join PEMEA in warmly welcoming the distinguished speakers, guests, and participants of the National Conference on Educational Measurement and Evaluation (NCEME) 2026.

NCEME continues to provide a valuable platform for sharing research, exchanging perspectives, and fostering dialogue on how sound assessment can contribute to stronger educational policies, teaching practices, and learning outcomes. This year's focus on evidence, reform, equity, and innovation is especially timely as education systems navigate emerging challenges and opportunities brought about by digital transformation, artificial intelligence, learning analytics, and inclusive assessment.

For CEM, assessment is most valuable when data are transformed into insights and actions that inform decisions, strengthen educational practice, and create greater opportunities for every learner. This calls for thoughtful and responsible use of evidence across the education system, from policy and institutional decisions to classroom practice.

We commend PEMEA for its continuing leadership in fostering a vibrant professional community dedicated to advancing the responsible and effective use of assessment toward greater quality and equity in Philippine education.

May NCEME 2026 deepen collaboration across the field and inspire us to help shape a more responsive and future-ready education system.

Mabuhay ang PEMEA at ang NCEME 2026!

Grace H. Aguiling-Dalisay, PhD, RPsy
President & CEO

Ma. Angeles Guanzon

Director
Global Resources for Assessment, Curriculum, and Evaluation Inc. (GRACE)

Greetings of peace!

On behalf of Global Resources for Assessment Curriculum and Evaluation, Inc. (GRACE, Inc.), it is my pleasure to welcome our participants, guests, educators, researchers, assessment professionals, speakers, and advocates to the National Conference on Educational Measurement and Evaluation (NCEME) 2026.

This year's theme, "Assessment for Learning: Leveraging Evidence to Drive Quality and Equity in the Philippine Education System," invites us to look beyond assessment as a means of assigning scores or measuring performance. At its best, assessment provides meaningful evidence that helps us understand learning and make better educational decisions.

Every assessment result represents a learner—with unique experiences, strengths, needs, and aspirations. This reminds us that the value of assessment lies not only in the quality of the instruments we develop or the data we gather, but also in how thoughtfully and responsibly we use the evidence.

Our work therefore carries an important responsibility. We must continue to ask whether our assessments are valid, fair, and appropriate for the learners and contexts we serve. More importantly, we must use assessment evidence to identify needs, improve teaching and learning, and ensure that educational opportunities are accessible to all.

NCEME 2026 offers us an opportunity to exchange research, share practices, examine emerging issues, and learn from one another. May the conversations we begin here inspire meaningful work in our classrooms, schools, institutions, and communities.

Thank you for being part of this important professional community and for your commitment to strengthening Philippine education.

May our evidence be sound, our interpretations thoughtful, and our decisions always guided by the learners we serve.

Welcome to NCEME 2026!

Prof. Maria Angeles Guanzon, RPsy, RPm
Director

Rose Marie Salazar-Clemeña, Ph.D.

Founding Adviser
Philippine Educational Measurement and Evaluation Association, Inc.

Warm greetings to PEMEA and to all participants of the National Conference on Educational Measurement and Evaluation (NCEME) 2026!

This year's theme, "*Assessment for Learning: Leveraging Evidence to Drive Quality and Equity in the Philippine Education System,*" speaks directly to Philippine education today.

The EDCOM II Report highlights the challenges we face: learning gaps remain, inequities persist, and teachers need stronger support. These realities remind us that meaningful reform must be grounded in evidence and translated into action.

This is where assessment matters.

Assessment should go beyond scores. It should help us understand learners better, strengthen teaching, and guide policy. It should help us identify which learners need support—and how we can provide it.

In this light, NCEME 2026 brings together conversations on the EDCOM II reform agenda, teacher education, national assessment, assessment literacy, research and policy, technical education, and the opportunities and challenges from AI and digital transformation.

These conversations should lead us to ask:
What will we do differently because of what the evidence tells us?

This question lies at the heart of PEMEA's mission. Since its founding in 2008, PEMEA has advanced innovative, collaborative, and responsive practice in educational measurement and evaluation to address educational challenges and enhance teaching and learning. NCEME 2026 continues that mission by bringing us together to learn from evidence, exchange ideas, and explore new directions for assessment in education.

May this conference renew our shared resolve to use assessment not simply to measure learning, but to improve it, remembering why we do this work: *behind every score is a learner, a teacher, a family, and a future.*

May what we learn here strengthen practice, expand opportunity, and help every Filipino learner flourish.

Congratulations to PEMEA, and warmest wishes for a meaningful NCEME 2026!

ROSE MARIE SALAZAR-CLEMEÑA, PhD, RPsy, RGC
Founding Adviser, PEMEA
President, Asian Psychological Services and Assessment, Inc.

Richard DLC. Gonzales, Ph.D.

Founding Chairman and President (2008-2012)
Philippine Educational Measurement and Evaluation Association, Inc.

Mabuhay!

To the esteemed Officers and Members of the Philippine Educational Measurement and Evaluation Association (PEMEA), and to all distinguished participants of the National Conference on Educational Measurement and Evaluation (NCEME) 2026, I extend my warmest greetings and profound appreciation as we gather once again for this national platform dedicated to strengthening the culture of evidence, integrity, and excellence in Philippine education through assessment and evaluation.

As the Founding Chairman and President of PEMEA, it is both an honor and a continuing responsibility to witness how this community has grown steadily, purposefully, and with unwavering commitment to advancing educational measurement and evaluation in the country.

This year's theme, "Assessment for Learning: Leveraging to Drive Quality and Equity in the Philippine Education System," calls us to reflect deeply on the transformative power of assessment. It reminds us that assessment is not merely a technical exercise, nor a compliance requirement, nor a periodic snapshot of learner performance. Rather, it is a strategic lever one that shapes instruction, informs policy, empowers teachers, and ensures that every Filipino learner, regardless of background or circumstance, is given a fair and meaningful opportunity to succeed.

In a time when our education system faces complex challenges learning recovery, increasing learning poverty, persistent inequities, digital transitions, and evolving competency demands our collective expertise becomes even more vital. We must champion assessment systems that are valid, inclusive, context-responsive, and future-ready. We must advocate for practices that illuminate learning rather than obscure it, and for policies that use data not to label learners, but to lift them.

I commend PEMEA for its steadfast leadership in nurturing a professional community that values rigor, innovation, and ethical practice. I likewise honor all NCEME 2026 participants—guests, speakers, researchers, teachers, school leaders, policymakers, and partners whose dedication fuels the continuous improvement of our education system. Your work strengthens classrooms, informs national reforms, and contributes to a more just and equitable society.

As we embark on this year's conference, may our discussions be bold, our collaborations be meaningful, and our shared vision be clear: an education system where assessment truly serves learning, supports teachers, and advances quality and equity for all Filipino learners.

Together, let us continue building the foundations of a stronger, more responsive, and more inclusive Philippine education system one evidence-based decision at a time.

Maraming salamat! Mabuhay!

With respect and gratitude,

Richard DLC. Gonzales, Ph.D.
PEMEA Founding Chairman and President (2008-2012)

Dr. Violeta C. Valladolid

Ex-Officio President
Philippine Educational Measurement and Evaluation Association, Inc.

I extend my warmest congratulations to the Philippine Educational Measurement and Evaluation Association, Inc. (PEMEA) for this year's national conference on "Assessment for Learning: Leveraging Evidence to Drive Quality and Equity in the Philippine Educational System". Every year, PEMEA brings together educators, school administrators, researchers, practitioners, and experts who share a common commitment to advancing the field of educational assessment through its national or international conference.

As we gather for this very relevant conference, let us take a moment to reflect and to engage in meaningful conversations on the vital role of educational assessment and measurement. They are more than means for assigning grades or measuring achievement. They provide meaningful evidence about what learners know and can do, identify areas where learners need greater support, and inform how educational systems can better respond to student diverse needs and address inequalities. When used effectively, they are powerful instruments for improving quality teaching, strengthening student learning, and promoting equitable opportunities for every learner to succeed.

May this conference inspire us to strengthen our assessment practice, challenge our assumptions, share innovations, and deepen our commitment work towards evidence-based education. May our collective efforts contribute to building a Philippine education system where quality and equity go hand in hand, and where every learner is given the opportunity to thrive and succeed.

DR. VIOLETA C. VALLADOLID
Ex-Officio President, PEMEA

Christine Joy A. Ballada, Ph.D.

President and Chair
Philippine Educational Measurement and Evaluation Association, Inc.

To our dear PEMEA Members, Partners, and Friends,

Welcome to the 2026 National Conference on Educational Measurement and Evaluation (NCEME 2026)! Thank you for your continued support of PEMEA's advocacy for quality teaching and learning through sound educational assessment and evaluation.

The numbers from EDCOM II's Year 3 Final Report make the stakes clear. Only about 3 in 10 Filipino learners reach proficiency by Grade 3, and that share collapses to under 1 percent by Grade 12. Nearly half of our learners are not yet reading at grade level by the end of Grade 3, a gap that widens into years of lost learning by adolescence. These figures are not just numbers — they represent millions of learners whose futures hang in the balance. This is precisely why assessment matters: without reliable, evidence-based measurement, we cannot design the interventions, curricula, and teaching practices our learners urgently need.

The NCEME 2026, with the theme Assessment for Learning: Leveraging Evidence to Drive Quality and Equity in the Philippine Education System highlights PEMEA's deep conviction that, used well, Assessment is FOR Learning. As the country's only professional organization dedicated to advancing the quality, practice, and research of assessment, PEMEA champions the design, implementation, and use of assessments that drive real learning for every student.

This year's keynote speeches, plenary talks, panel discussions, and paper presentations are designed with this urgency in mind. We warmly encourage every participant and guest to use this conference as a springboard: engage in meaningful conversations, pursue new research, and exchange ideas on how evidence-based assessment can drive better learning outcomes for all Filipino students.

We encourage you to become PEMEA members and join our future professional development programs so that together we can raise the quality of teaching, learning, and assessment in our country.

We also thank our PEMEA Partners and Sponsors for supporting the NCEME 2026. We are honored to collaborate with institutions that share the same advocacy and concern for improving the quality of Philippine education.

May we all have a fruitful and meaningful NCEME 2026!

Dr. Christine Joy A. Ballada
President and Chair
PEMEA

Alejandro S. Ibañez, MA

Vice President and NCEME Conference Chair
Philippine Educational Measurement and Evaluation Association, Inc.

Education has never been short of data. In all levels, global, regional, national, and even sub-national, regularly we assess learners, conduct research, identify gaps, and generate evidence about what works and what does not. Yet the more important question remains: **What do we do with what we know?**

This question sits at the heart of the theme of NCEME 2026, **"Assessment for Learning: Leveraging Evidence to Advance Quality and Equitable Education Policies and Practices."**

The theme could not be more relevant today. Going back to the core of what assessment should be about: Assessment for Learning!

Across the Philippine education system, we continue to confront persistent challenges in learning. 1 in 2 children in Southeast Asia still lagging behind in reading: modest improvement in math, according to new findings from Southeast Asia Primary Learning Metrics (SEA-PLM). This learning situation reflects similar situation in the Philippines where significant proportion of children in Grade 5 are still being left behind, unable to read or count at the level they need to thrive. But these challenges are not experienced equally. Behind every national average are learners, schools, and communities whose opportunities to learn are shaped by very different circumstances. For those of us working in educational measurement, assessment, research, teaching, and policy, this reminds us that producing evidence is only the beginning of our responsibility.

Assessment must lead to understanding. Understanding must inform action. And action must ultimately lead to better learning.

This is why NCEME 2026 is more than an opportunity to present research or discuss new approaches in assessment and evaluation. It is a space for us to ask how evidence can travel further, from research to policy, from policy to schools, and from schools to classrooms where its impact matters most. It is also an opportunity to challenge ourselves to ensure that the evidence we generate does not merely describe disparities, but helps us understand and address them.

At a time of rapid change in education, from learning recovery and persistent inequalities to the growing influence of technology and artificial intelligence, we need a stronger culture of assessment that is not driven simply by scores, rankings, or accountability. We need assessment that helps teachers teach better, enables leaders to make better decisions, strengthens policies and programs, and gives every learner a fair opportunity to succeed.

This is the kind of assessment culture that PEMEA has sought to advance since its beginning, and it is a mission that becomes more meaningful when more people take part in it.

As we gather for NCEME 2026, I invite you not only to participate in the conversations of this conference, but to continue them beyond these halls. **Join PEMEA. Bring your knowledge, your questions, your research, your practice, and your passion into our growing professional community.**

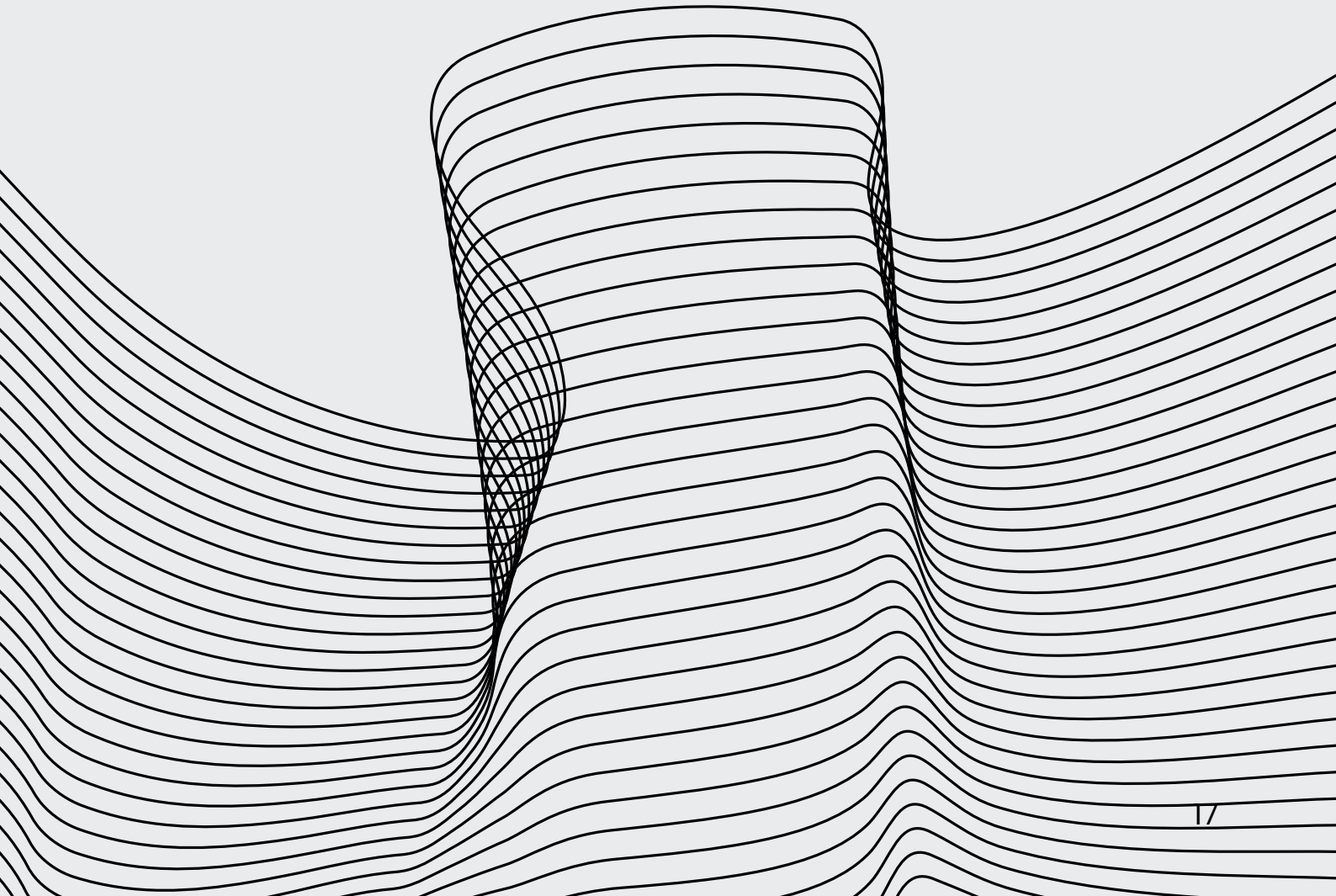
More importantly, join us in a shared mission: to make assessment and evidence matter where they should matter most, in improving teaching and learning, in expanding opportunities for every learner, and in elevating the quality and equity of learning outcomes across the Philippines.

Together, let us turn evidence into action, and action into better learning for every Filipino learner.

NCEME 2026

ABOUT PEMEA

PHILIPPINE EDUCATIONAL MEASUREMENT
AND EVALUATION ASSOCIATION, INC.



HISTORY OF PEMEA

The Philippine Educational Measurement and Evaluation (PEMEA) is a professional organization of educational measurement and evaluation specialists, researchers, and educators in the Philippines created in August 2008.

The PEMEA was born during the National Conference on Educational Measurement and Evaluation (NCEME) on August 6-8, 2008, held at the College of Saint Benilde (CSB) Hotel in Manila. The conduct of the NCEME was organized by Dr. Leticia M. Asuzano and Dr. Rose Marie Salazar-Clemeña, Co-Directors of the Institute of Educational Measurement, Evaluation, and Statistics (IEMES) in collaboration with De La Salle-College of Saint Benilde's Center for Learning and Performance Assessment.

It was meant to be a venue for the trained professionals who were graduates of the Master of Science in Educational Measurement and Evaluation (MSEDMEV) of De La Salle University, Manila, to promote quality assessment practices in the Philippines. The theme of the conference "Developing a Culture of Assessment in Learning Organizations" has invited assessment practitioners and professionals to discuss the latest trends, practices, and technologies in educational measurement and evaluation in the Philippines.

PEMEA's goals as a professional organization are the following:

- to promote standards in various areas of education through appropriate and proper assessment
- to provide technical assistance to educational institutions in the area of instrumentation, assessment practices, benchmarking, and process of attaining standards
- to enhance and maintain the proper practice of measurement and evaluation in both local and international level
- to enrich the theory, practice, and research in evaluation and measurement in the Philippines

With these purposes in mind, the first batch of PEMEA Board of Trustees (BOT) was elected in 2008. The elected officers and members were as follows:

- Dr. Richard DLC Gonzales as Founding President and Chairman (University of Santo Tomas Graduate School)
- Neil O. Pariñas as Vice President (De La Salle–College of Saint Benilde)
- Dr. Lina A. Miclat as Secretary (De La Salle–College of Saint Benilde)
- Dr. Marife M. Mamauag as Treasurer (De La Salle–College of Saint Benilde)
- Dr. Belen M. Chu as PRO (Philippine Academy of Sakya)

The other founding board members elected were:

- Dr. Carlo Magno (De La Salle University, Manila)
- Dr. Dennis Alonzo (University of Southeastern Philippines, Davao City)
- Dr. Paz H. Diaz (Miriam College)
- Ma. Lourdes M. Franco (Center for Educational Measurement)
- Ms. Jimelo S. Tipay (De La Salle–College of Saint Benilde)
- Dr. Evelyn Y. Sillorequez (Western Visayas State University)

VISION & MISSION

VISION

An internationally-recognized professional organization pushing forward high-quality theory, research, and practice in educational measurement and evaluation in the Asia and Pacific Region.

MISSION

To enhance individual and institutional effectiveness through innovative, collaborative, and responsive intervention programs in educational measurement and evaluation.

GOALS

- To promote standards in various areas of education through appropriate and proper assessment.
- To provide technical assistance to educational institutions and industries in the area of instrumentation, assessment practice, benchmarking, and the process of attaining standards.
- To enhance and maintain the proper practice of testing, assessment, measurement, and evaluation in both local and international levels.
- To enrich the theory, practice and research on evaluation and measurement.

VALUES

- Service
- Professionalism
- Inclusivity
- Collaboration
- Excellence

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PEMEA

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Educational Evaluation Division	Chair: Dr Brando C. Palomar Co-Chairs: Dr Niclie L. Tiratira and Dr. Carlo P. Magno
Special Education Assessment / Early Childhood Assessment Division	Chair: Dr. Teresita T. Rungduin Co-Chair: Ms. Danda C. Buhain-Garcia
Computer-based / Online Assessment Division	Chair: Mr Jay R San Pedro Co-Chair: Ms. Ma. Rhodora M. Santos

PEMEA
Membership

Types of Membership	Educational Qualifications	Annual Membership Fee
Junior Affiliates	*Open to all College Students with Degree Programs in Social Sciences, Education, Management or related degree*	P150
Affiliates	*Open to all College Graduates with Degree Programs in Social Sciences, Education, Management, or any related degree*	P500
Professionals	*Open to all with Graduate Degree (MA, MS, etc.) in Social Sciences, Education, Management, or any related degree*	P750
Fellows	*For selected individuals only upon invitation and approval from the PEMEA Board of Trustees*	
Institutional	*For institutions and organizations*	P20,000

Prospective members should follow the process and instructions provided below:

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3. The membership committee will review the application.
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Membership for Junior Affiliates, Affiliates, and Professionals is only valid for a year which will last until 31st of December regardless of the date of their application or renewal. After that, memberships are deemed inactive unless they are renewed the following year. Renewal of membership can start every January the following year.

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Bank: Bank of the Philippine Islands
Branch Address: Masangkay-Mayhaligue

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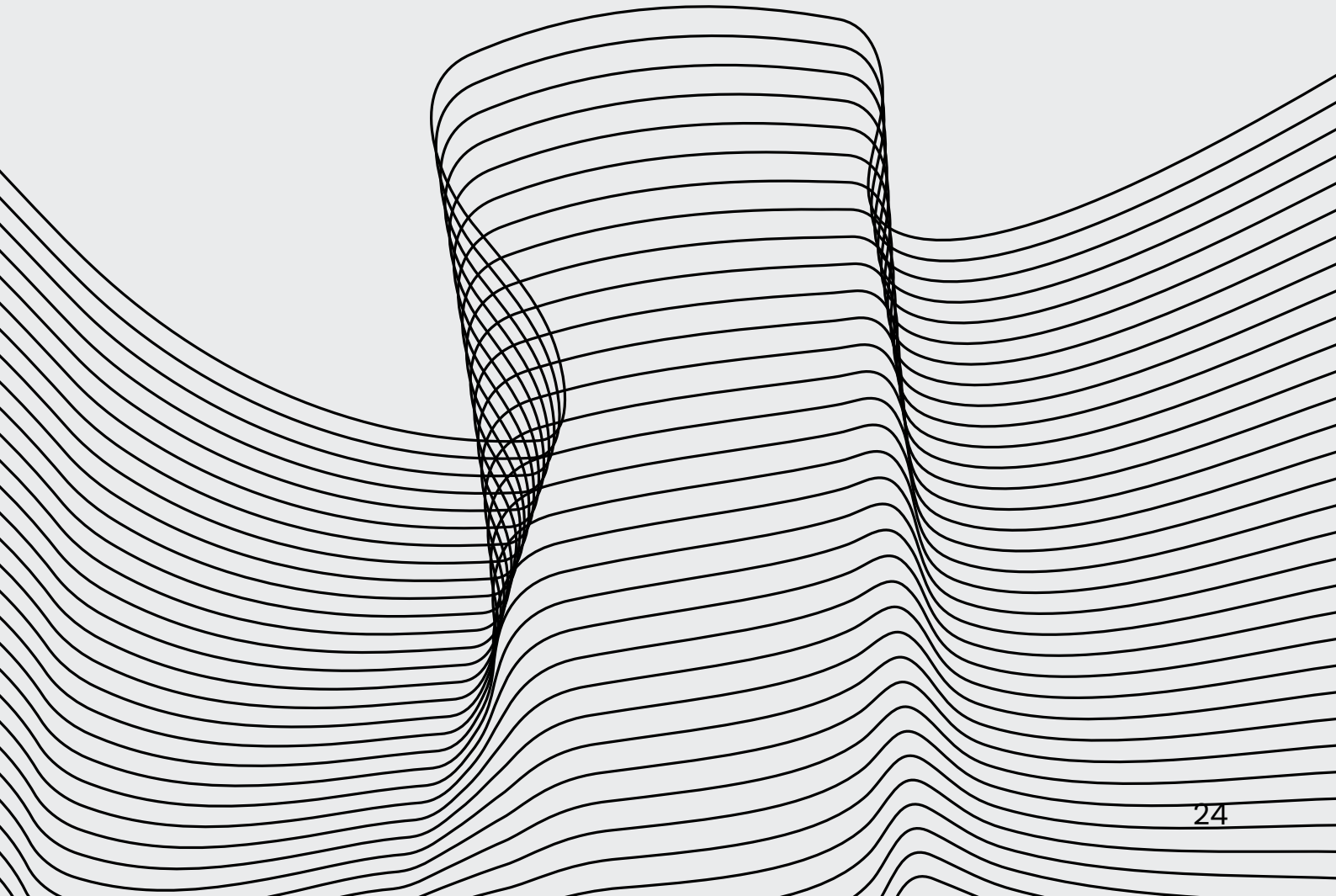
NCEME 2026

DETAILED PROGRAM

PHILIPPINE EDUCATIONAL MEASUREMENT
AND EVALUATION ASSOCIATION, INC.



27 AUGUST 2026
UNDERSTANDING EVIDENCE AND THE REFORM AGENDA

DAY ONE

7:00 - 8:00	Registration	
8:00 - 9:00 **Opening Program**	**Opening Ceremonies** • Video Presentations of Sponsors • Doxology • Philippine National Anthem	**Philippine Normal University Chorale**
	Welcome Remarks	**Mr. Alejandro S. Ibañez** Vice President and NCEME 2026 Conference Chair, PEMEA
	Messages from PEMEA Partners	**Dr. Bert J. Tuga** President, Philippine Normal University **Mr. Tirso Raymond S. Gutierrez** Vice President for Finance, De La Salle - College of Saint Benilde **Mr. Don Timothy I. Buhain** Chief Executive Officer, REX Education
	Recognition of Partners and Sponsors	**Dr. Belen Chu,** Assistant Treasurer, PEMEA
	President's Address and Introduction of the Keynote Speaker	**Dr. Christine Joy A. Ballada**, President and Chairman, PEMEA
9:00 - 9:45	**Keynote 1** Advancing the Philippine Education Reform Agenda: Lessons from EDCOM II and Future Directions	**Dr. Karol Mark R. Yee** Executive Director Second Congressional Commission on Education (EDCOM II)
9:45 - 10:00	**Open Forum** Awarding of the Certificate of Appreciation and Honorary Membership	Moderator**: Ms. Iris Lark H. Dizer, M. Sc,** Assistant Secretary, PEMEA
10:00 - 10:15	Coffee break	
10:15 - 11:00	**Plenary Session 1** Strengthening the National Assessment System: DepEd's Policy and Assessment Reform Agenda	**Dr. Kevin Carl P. Santos** Director IV, Bureau of Education Assessment, Department of Education
11:00 - 11:45	**Panel Session 1** Translating Policies into Practices: Implementing Assessment Reforms in Schools	**Dr. Kevin Carl P. Santos** Director IV, Bureau of Education Assessment, Department of Education **Dr. Remylinda Soriano** Education Program Supervisor, School Division Office of Manila, Department of Education **Dr. Genevieve Arizala-Pillar** Applied Sciences Chair, De La Salle Santiago Zobel School Moderator: **Dr. Brando C. Palomar**, Board Member, PEMEA
11:45 - 12:00	**Open Forum** Awarding of the Certificate of Appreciation	**Dr. Brando C. Palomar,** Board Member, PEMEA
12:00 - 13:00	Lunch Break	
13:00 - 14:00	**Panel Session 2** Building a Coherent Assessment System: BEA's Framework for Measuring Learning Outcomes in the Philippine Basic Education Bureau of Education Assessment, Department of Education	National Basic Education Assessment Framework **Ms. Carina S. Aquino** National Career Assessment Framework **Mr. John Erlix R. Barrion** Key Stage Assessments Framework **Ms. Armi S. Lantano** Harmonized Diagnostic Assessment Framework **Ms. Lady Angela M. Rocena** Moderator: **Dr. Brando C. Palomar**, Board Member, PEMEA
14:15 - 17:00	**Concurrent Paper Presentations**	

DAY TWO

8:00 - 9:00	**Registration**	
9:00 - 9:45	**Keynote 2** Transforming Teacher Education: Response to the recommendations of EDCOM II	**Dr. Jennie V. Jocson** Executive Director V, Teacher Education Council
09:45 - 10:00	**Open Forum** Awarding of the Certificate of Appreciation	**Mr. Jay R San Pedro, Ed.D.,** Board Member, PEMEA
10:00 - 10-15	Coffee Break	
10:15 - 11:00	**Plenary Session 2** Teacher Assessment Literacy: Foundations for High-Quality Learning	**Dr. Marilyn U. Balagtas** Vice President for Academics, Philippine Normal University
11:00 - 11:15	**Open Forum** Awarding of the Certificate of Appreciation	**Mr. Jay R San Pedro, Ed.D.,** Board Member, PEMEA
11:15 - 12:00	**Panel Session 3** Effective Classroom Assessment: Practices that Support Learning and Equity	**Mr. Louie P. Cagasan, Jr** Assistant Professor University of the Philippines Diliman **Ms. Mariel Bayangos** Education & Partnerships Specialist, Youth Impact Philippines **Mr. Bjorn Gicale** English Academic Chair, De La Salle University - Integrated School **Moderator: Dr. Darwin Rungduin,** External Relations Officer, PEMEA
12:00 - 13:30	Lunch Break	
13:30 - 14:15	**Keynote 3** From Evidence to Action: Strengthening the Research Policy Link in Education Practice	**Professor Marek Tesar** Dean, Faculty of Education, University of Melbourne *(recorded)*
14:15 - 14:25	**Reaction** Awarding of the Certificate of Appreciation	Reactor: **Ms. Ma. Rhodora M. Santos,** Board Member, PEMEA
14:25 - 15:25	**Special session:** Orientation on PRC **RESOLUTION NO. 2165**	**Dr. Clarissa DC. Guia**, Chief, CPD Division, Professional Regulation Commission
15:25 - 15:30	**Open Forum** Awarding of the Certificate of Appreciation	**Mr. Jay R San Pedro, Ed.D.,** Board Member, PEMEA
15:30 - 17:00	**Concurrent Paper Presentations**	

DAY THREE

8:00 - 9:00	Registration	
9:00 - 9:45	**Keynote 4** The Future of Educational Assessment in the Age of AI and Digital Transformation	**Dr. Thomas James Tiam-Lee** Director for AI integration, De La Salle University Manila (online)
09:45 - 09:55	**Open Forum** Awarding of the Certificate of Appreciation and Honorary Membership	**Dr. Niclie L. Tiratira,** Executive Secretary, PEMEA
09:55 - 10:05	Coffee Break	
10:05 - 10:50	**Plenary Session 3** Unlocking Futures: Transforming Technical Education for the Workforce of Tomorrow	**Dr Richard DLC Gonzales** Founding Chairman and Chief Executive Advisor and Lead Consultant, Inno-Change International Consultants and Founding President, PEMEA
10:50 - 11:05	**Open Forum** Awarding of Certificate of Appreciation	**Dr. Niclie L. Tiratira,** Executive Secretary, PEMEA
11:05 - 12:05	**World Cafe:** Global Shifts, Local Responses: Shaping PEMEA's Research Agenda in Education	**PEMEA Board of Trustees and Participants**
12:05 - 12:30	**Closing Ceremonies** **NCEME 2026 Summary and Ways Forward for PEMEA** **Closing Message**	**Mr. Alejandro S. Ibañez** Vice President and NCEME 2026 Conference Chair, PEMEA **Dr. Rose Marie Salazar-Clemeña** Founding Adviser, PEMEA
12:30 - 13:30	Lunch Break	
13:00 - 17:00	**Post-Conference Workshops** Organized and facilitated by PEMEA Specialty Divisions and invited Resource Speakers	**Workshop 1:** From Scores to Stories: Building Simple Dashboards for Data-Informed Student Evaluation **Workshop 2:** Literacy in the Cyber-Social Turn: Rethinking Learning and Assessment through Technology **Workshop 3:** Beyond Accomodation: Building Inclusive Assessment Practices in the Philippine Classrooms
	End of NCEME 2026	

NCEME 2026

KEYNOTE SPEAKERS

PHILIPPINE EDUCATIONAL MEASUREMENT
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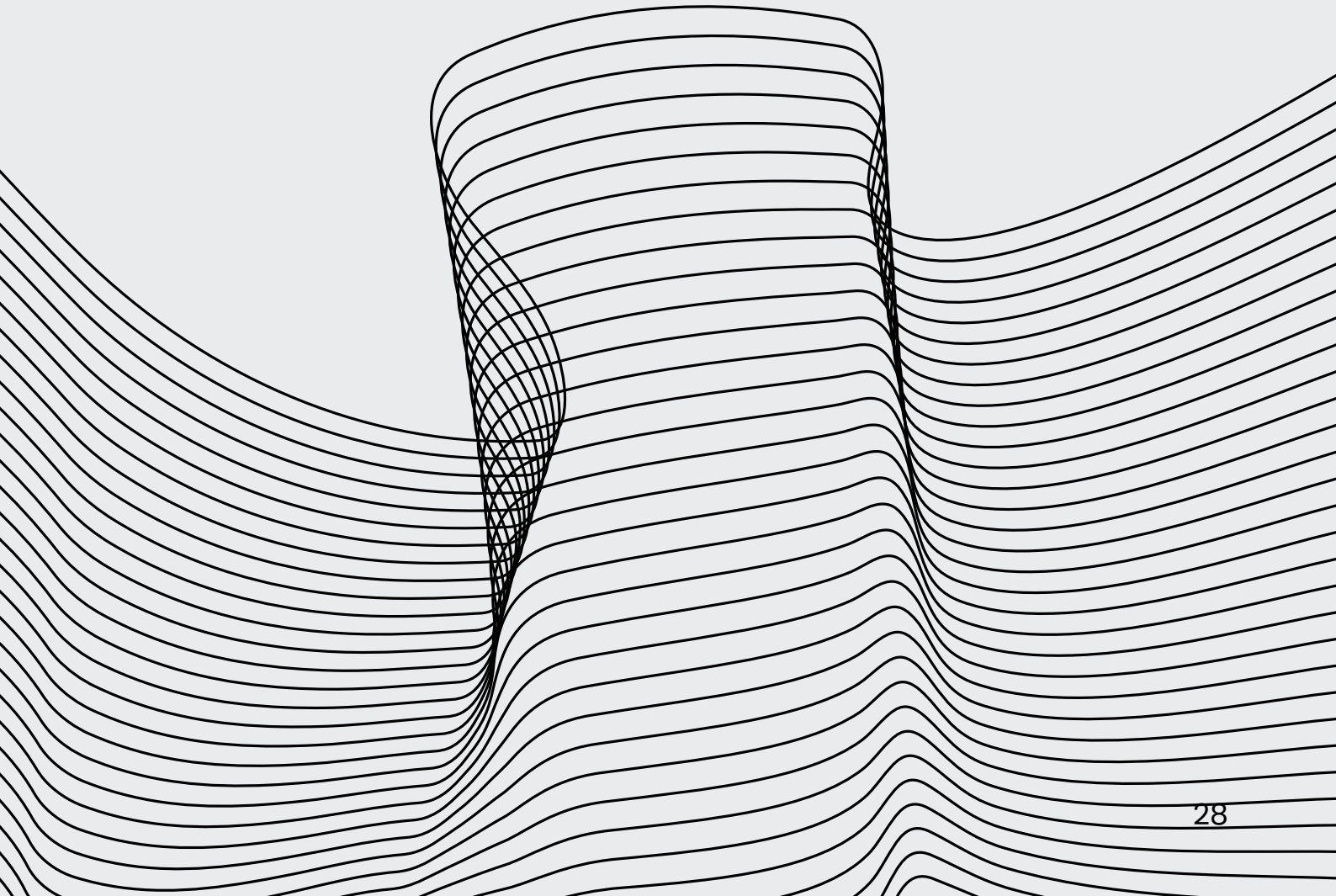

Dr. Karol Mark R. Yee

Executive Director,
EDCOMII

Advancing the Philippine Education Reform Agenda: Lessons from EDCOM II and Future Directions

BIONOTE

Dr. Karol Mark Yee is the Executive Director of the Second Congressional Commission on Education, which is tasked to assess the education system in the Philippines, and provide policy recommendations for reform. He completed his PhD at the University of Cambridge as a scholar of the Jardine Foundation and the Cambridge Trust. He is concurrently Faculty at the Ateneo de Manila University, Adjunct Associate Professor at the University of the Philippines Los Baños Institute For Governance And Rural Development, Research Fellow at the University of the Philippines Centre for Integrative and Development Studies (UPCIDS), and Research Affiliate at the Program for Research on Private Higher Education (PROPHE) at the State University of New York (SUNY) in Albany. Karol Mark previously served as Executive Director IV of the Commission on Higher Education (CHED), and Director of its K to 12 Transition Program. He also served as Legislative Officer in the Philippine Senate under then Senator Edgardo J. Angara who chaired the Committee on Education in the 15th Congress. He was also Chief of Party of YouthWorks PH, a 5-year youth empowerment and workforce development project implemented by the Philippine Business for Education (PBED) in partnership with the USAID. He completed his Master of Education (Ed.M.) in International Education Policy at the Harvard University Graduate School of Education (HGSE) as a Fulbright Scholar, and his Bachelor of Arts (B.A.) in Broadcast Communication at University of the Philippines in Diliman (Magna Cum Laude; Gawad Tsanselor).

Dr. Jennie V. Jocson

Executive Director V
Teacher Education Council

Transforming Teacher Education: Response to the recommendations of EDCOM II

BIONOTE

Dr. Jennie V. Jocson is the Executive Director V of the Teacher Education Council (TEC) Secretariat. Her leadership in national teacher development was shaped by her 2017 role in the Technical Working Group for Teacher Quality under the Office of the Cabinet Secretary. Previously, Dr. Jocson served as Vice President for Academics at the Philippine Normal University (2020–2023) and Director of the Research Institute for Teacher Quality (2022– 2024). In these roles, she led collaborations with the Department of Education to establish national standards for teachers and school leaders. These standards are now integrated into the Department's performance assessments, career progression, and professional development programs. A post-doctoral researcher from the University of New England, Australia, her work earned the 2023 Bravo Empowered Women Award and the 2025 TOWNS Award (or The Outstanding Women in the Nation's Service) for Innovations in Teacher Education.

Professor Marek Tesar

Dean, Faculty of Education,
University of Melbourne

From Evidence to Action: Strengthening the Research Policy Link in Education Practice

ABSTRACT

Beyond Data: Evidence, Judgement and Educational Change

Education systems are increasingly rich in data, but data alone do not create better education. The real challenge is how evidence is interpreted, translated and turned into meaningful action. Drawing on my work across educational philosophy, policy, leadership and international education systems, this keynote examines the space between evidence and educational change. It argues that assessment and data are most powerful when combined with professional judgement, ethical responsibility, local knowledge and a clear understanding of educational purpose. For national systems, this also raises important questions of equity: whose experiences are made visible through data, what may remain unseen, and how evidence can support rather than narrow educational possibilities. Building on the conference's "data-to-action" focus, the keynote offers a simple proposition: evidence matters, but educational change depends on the people, values and systems that give evidence meaning.

BIONOTE

Professor Marek Tesar FPESA is the Dean of the Faculty of Education at the University of Melbourne. He previously served as Head of School, Associate Dean, and Director of the Centre for Global Childhoods in the Faculty of Education and Social Work at the University of Auckland, Aotearoa New Zealand. His scholarship focuses on the philosophy of education, early childhood education, and childhood studies. He is the recipient of the Bloch Distinguished Career Award from Reconceptualizing Early Childhood Education and is a Fellow and Past President of the Philosophy of Education Society of Australasia. He is also Editor-in-Chief of two seminal journals; Educational Philosophy and Theory (Taylor & Francis) and Policy Futures in Education (Sage).

Dr. Thomas Tiam-Lee

Director for AI integration,
De La Salle University Manila

The Future of Educational Assessment in the Age of AI and Digital Transformation

ABSTRACT

The rise of generative AI is forcing teachers to confront the limitations of traditional assessments in education. Traditional assessment models, which are reliant on take-home essays, unsupervised problem sets, and standardized testing, are increasingly vulnerable to AI-assisted completion, raising urgent questions about academic integrity, validity, and the very purpose of evaluation. This talk examines the disruptive impact of generative AI tools on conventional assessment practices and provides tips for teachers on how to navigate this environment.

BIONOTE

Dr. Thomas James Tiam-Lee is the Director for AI Integration and an Assistant Professor at De La Salle University, where he supports the integration of generative artificial intelligence into pedagogy and curriculum. His research interests span artificial intelligence, data science, affective computing, and educational applications, with particular interest in understanding how technology can enhance teaching and learning.

He holds a PhD in Systems Information Science from Future University Hakodate, Japan, where his research focused on modeling and responding to students' emotional states while learning programming. He also holds a Master of Science and a Bachelor of Science in Computer Science from De La Salle University.

Dr. Tiam-Lee has published extensively on AI and technology-enhanced learning, including recent research on the truthfulness of large language models in Filipino and the reliability of AI text detectors for Filipino student essays. His work has received several distinctions, including De La Salle University's Students' Search for Outstanding Teachers Award and a Best Full Paper Award at the International Conference on Intelligent Tutoring Systems.

NCEME 2026

PLENARY SPEAKERS

PHILIPPINE EDUCATIONAL MEASUREMENT
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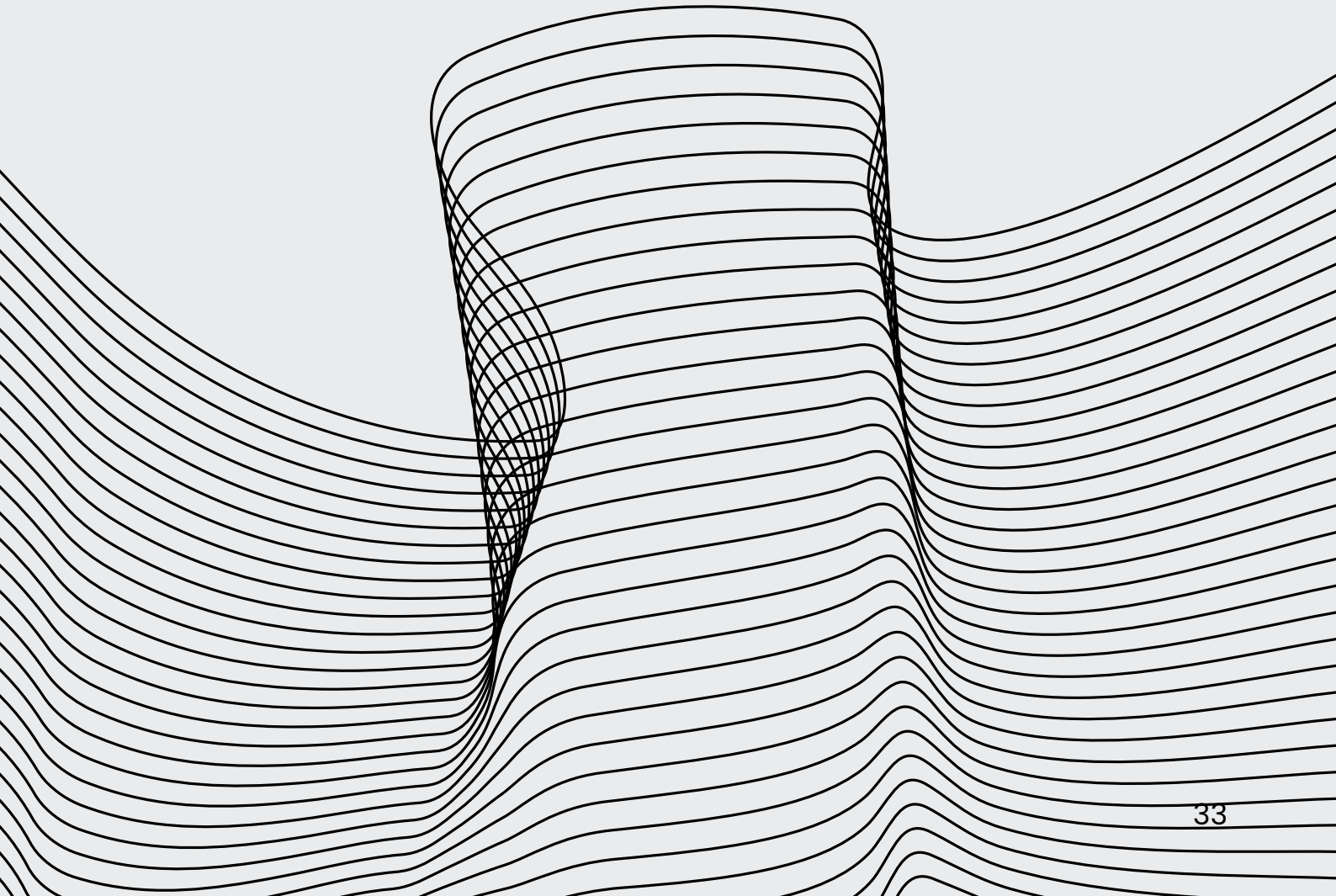

Dr Kevin Carl P. Santos

Director IV, Bureau of Education Assessment, DepEd

Strengthening the National Assessment System: DepEd's Policy and Assessment Reform Agenda

ABSTRACT

DepEd's Assessment Reform Agenda: Translating Assessment Evidence into Policy and Practice

The Philippine assessment system has long been criticized for being fragmented, with multiple assessments producing data that are rarely connected into a clear picture of learner progress. In response, the Department of Education, through the Bureau of Education Assessment, is undertaking a major reform to build a more coherent and responsive assessment system.

Central to this effort are the National Basic Education Assessment Framework and the Revised Policy Guidelines on National and International Large-Scale Assessments, both aligned with the Revised K to 10 and Strengthened Senior High School Curricula. Together, these frameworks bring diagnostic assessments, key stage assessments, special assessments, and international benchmarks such as SEA-PLM and PISA into a unified system. By linking Key Stage Assessment results through cutting-edge psychometric methodology, DepEd can better track learner growth across educational stages and generate more meaningful evidence for decision-making.

Beyond assessment design, this plenary focuses on how assessment results are translated into action. It examines how evidence informs curriculum enhancement, classroom instruction, school improvement planning, resource allocation, and national education monitoring, including progress toward the Q-BEDP 2025–2035, BEMEF, and SDG 4.1.1. The session also highlights the ongoing work needed to ensure that assessment data do not simply measure learning, but actively support better teaching, stronger policies, and improved outcomes for every learner.

BIONOTE

Dr Kevin Carl P. Santos has been appointed as Director IV of the Bureau of Education Assessment since 2024. He is an Associate Professor at the Educational Research and Evaluation Area of the College of Education in the University of the Philippines Diliman since 2021. He is a Senior Research Fellow at the Assessment, Curriculum and Technology Research Centre (ACTRC) under UP Center for Integrative and Development Studies. He was a Visiting Research Scholar at the Graduate School of Education in Rutgers The State University of New Jersey and a Postdoctoral Fellow at the Faculty of Education, The University of Hong Kong. He obtained his PhD, MS, and BS Statistics degrees from the UP Diliman. Additionally, he is a Fellow of the Philippine Educational Measurement and Evaluation Association (PEMEA). His research interests include item response theory, cognitive diagnosis modeling, survey sampling, and secondary analysis of large-scale educational assessments. He has published his research on educational measurement in the Journal of Classification, Journal of Educational and Behavioral Statistics, and Psychometrika. He was also an educational assessment consultant for CEM, PIDS-EDCOM2 and ADB-DepEd BEA.

Dr. Marilyn U. Balagtas

Vice President for Academics,
Philippine Normal University

Teacher Assessment Literacy: Foundations for High-Quality Learning

ABSTRACT

Teacher assessment literacy is a critical foundation for high-quality learning because teachers' ability to design, interpret, and use assessment evidence shapes instructional decisions, feedback, and opportunities for students to improve. This study examines the assessment literacy of Junior High School Mathematics, Science, and English teachers using the Teacher Assessment Literacy Inventory (TALI) developed by Balagtas et al. (2021) for the Department of Education based on international assessment standards and the Philippine Professional Standards for Teachers (PPST). Administered across 16 regions in preparation for PISA 2022 and 2025, the TALI provides evidence on teachers' assessment knowledge and practices across key competency areas. The analysis identifies common strengths and gaps in teacher assessment literacy and examines variations according to geographical location, age, educational attainment, training hours, and confidence in designing and administering online assessments. Findings are intended to establish an empirical basis for differentiated professional development, strengthened teacher education, and targeted assessment policies that enhance classroom assessment quality and ultimately support better student learning.

BIONOTE

Dr. Marilyn U. Balagtas, a University Professor, is currently the Vice President for Academics of the Philippine Normal University (PNU). She obtained her PhD in Educational Research & Evaluation from the University of the Philippines and her MA in Mathematics Education from PNU. She's a recipient of EDCOM II and Ateneo De Manila University Research Fellowship. She has been awarded a post-doctoral fellowship and Research Leadership by the University of New England, Australia and a recipient of leadership awards by various organizations. She is an ex-officio President of the Philippine Educational Measurement and Evaluation Association (PEMEA), United Professionals for the Development and Advancement of Teacher Education, Inc. (PATEF-UPDATE), and the Philippine Association for Teachers of Educational Foundations (PATEF). Currently, she is the Vice President External of Pi Lambda Theta and a regular member of the National Research Council of the Philippines.

Dr. Richard DLC. Gonzales

Chairman, Chief Executive Advisor, Lead Human and Social Development Specialist Inno-Change International Consultants, Inc. and Founding President, PEMEA

Unlocking Futures: Transforming Technical Education for the Workforce of Tomorrow

ABSTRACT

Technical and vocational education and training (TVET) in the Philippines is at a critical point as rapid technological change, regional labor mobility, and national industrial priorities reshape the future of work. This plenary paper argues that evidence based assessment and evaluation must become the backbone of a future ready TVET system, especially as the country advances Pax Silica described in the paper as "not only an industrial policy; it is a skills revolution," demanding world class competencies validated through rigorous and transparent assessment processes. Anchored on the ASEAN Qualifications Reference Framework (AQRF), the paper underscores the need for qualifications supported by credible evidence of competence to ensure mobility, trust, and regional alignment. It highlights two transformative TESDA initiatives: the Skills Passport, which provides "a verified, portable, and digital record of competencies," and COMPASS, which offers "a data driven map that aligns dreams with real opportunities." Together, these innovations operationalize evidence driven skills recognition, career guidance, and labor market responsiveness. Aligned with EDCOM2's national mandate for modernization, the paper outlines five imperatives for future ready TVET: futureproofing programs with digital and green skills; learner centered pathways through competency based progression; deeper industry integration; global alignment through AQRF; and evidence driven decision making that informs curricula, resource allocation, and quality assurance. The paper concludes with a call for whole of nation and whole of ASEAN collaboration to build assessment systems that unlock—not merely certify—skills, ensuring that every Filipino gains equitable access to dignity, mobility, and prosperity in the future of work.

BIONOTE

Dr. Richard DLC. Gonzales is recognized as one of the Top 100 Filipinos on LinkedIn for Learning and Development and is a respected international education consultant and academic. He has worked as a staff consultant for the Asian Development Bank and serves as Chairman, Chief Executive Advisor and Lead Human and Social Development Specialist at Inno-Change International Consultants, Inc., influencing education policy across the Asia-Pacific and Middle East and North African regions. Dr. Gonzales specializes in educational research, student learning assessment, monitoring, evaluation, and skills and workforce development, with notable projects in the Philippines, Mongolia, Indonesia, Cambodia, Sri Lanka, Samoa, and Micronesia. A licensed psychometrician and certified assessment psychologist, he possesses advanced degrees in education, cognitive psychology, and project management.

NCEME 2026

PANEL SPEAKERS

PHILIPPINE EDUCATIONAL MEASUREMENT
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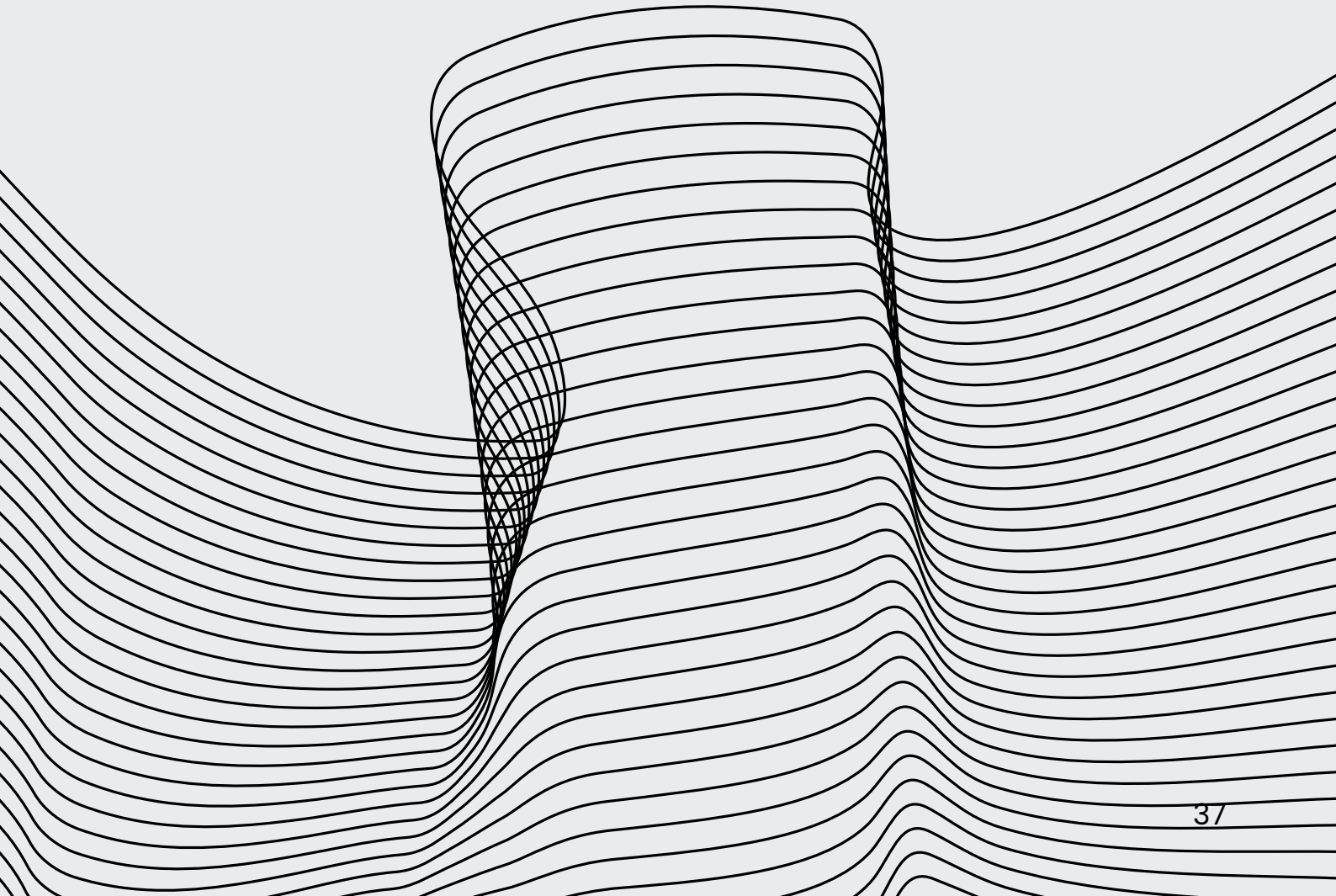


Dr Kevin Carl P. Santos

Director IV, Bureau of Education Assessment, DepEd

Translating Policies into Practices: Implementing Assessment Reforms in Schools

BIONOTE

Dr Kevin Carl P. Santos has been appointed as Director IV of the Bureau of Education Assessment since 2024. He is an Associate Professor at the Educational Research and Evaluation Area of the College of Education in the University of the Philippines Diliman since 2021.

He is a Senior Research Fellow at the Assessment, Curriculum and Technology Research Centre (ACTRC) under UP Center for Integrative and Development Studies. He was a Visiting Research Scholar at the Graduate School of Education in Rutgers The State University of New Jersey and a Postdoctoral Fellow at the Faculty of Education, The University of Hong Kong. He obtained his PhD, MS, and BS Statistics degrees from the UP Diliman. Additionally, he is a Fellow of the Philippine Educational Measurement and Evaluation Association (PEMEA).

His research interests include item response theory, cognitive diagnosis modeling, survey sampling, and secondary analysis of large-scale educational assessments. He has published his research on educational measurement in the Journal of Classification, Journal of Educational and Behavioral Statistics, and Psychometrika. He was also an educational assessment consultant for CEM, PIDS-EDCOM2 and ADB-DepEd BEA.

Dr. Remylinda T. Soriano

Education Program Supervisor, Mathematics
Schools Division Office, Manila

Translating Policies into Practices: Implementing Assessment Reforms in Schools

ABSTRACT

Assessment reform is not simply about complying with policies or administering assessment tools; it is about translating policy into meaningful improvements in teaching and learning. DepEd policies provide the direction and standards, but schools bring these policies to life through thoughtful interpretation, evidence-based decision-making, effective instructional supervision, and responsive classroom practices. Assessment evidence must therefore move beyond reporting and compliance to become a powerful basis for identifying learning gaps, adjusting instruction, designing targeted interventions, and strengthening teacher support. School heads and supervisors play a pivotal role in bridging policy and practice by using evidence to inform coaching, technical assistance, collaboration, monitoring, and instructional improvement. Thus, the implementation of assessment reform can be understood as a continuous cycle: policy provides direction, evidence provides understanding, leadership provides translation, practice provides action, and learner outcomes provide the evidence of impact. This perspective positions assessment not merely as a mechanism for measuring learning, but as a strategic instrument for improving the quality of teaching, strengthening instructional leadership, and ensuring that every learner receives the support necessary to progress. Ultimately, the success of assessment reform should not be measured by compliance alone, but by its ability to transform professional practice, strengthen
instruction, and improve learner outcomes. Thus, assessment becomes more than a tool for measuring what learners know; it becomes a mechanism for driving continuous improvement, empowering educators, and transforming learning outcomes.

BIONOTE

Dr. Remylinda T. Soriano is an Education Program Supervisor for Mathematics at the Department of Education–Schools Division Office of Manila. She holds a Doctor of Education in Educational Management and graduate degrees in Educational Management, Teaching, and Mathematics Teaching. A seasoned mathematics educator, curriculum developer, researcher, author, and trainer, Dr. Soriano has contributed extensively to the development and implementation of the Philippine K to 12 and MATATAG Mathematics curricula. She has served as a writer and developer of curriculum guides, learning materials, assessment tools, and mathematics modules, as well as a facilitator and assessor for the National Educators' Academy of the Philippines (NEAP). Her professional work extends internationally, with presentations, training, and professional engagements in countries including Indonesia, South Korea, Brunei, Poland, Japan, Sri Lanka, and Malaysia. Her research and professional interests include mathematics teaching and learning, problem-solving approaches, curriculum development, assessment, instructional supervision, and improving learner performance. Dr. Soriano has received numerous recognitions for her contributions to education, including Exemplary Education Program Supervisor (2019) from the City Government of Manila, the Outstanding Achievement Award (2018) from the Schools Division Office of Manila, Outstanding Teacher of the Division of Manila, and Exemplary Teacher in Mathematics from the Mathematics Teachers Association of the Philippines (MTAP). She is also a Board Member of MTAP, a resource speaker and facilitator for NEAP regional and division trainings, and a professor in graduate studies at the National Teachers College and Romblon State University.

Dr. Genevieve Arizala Pillar

Applied Sciences Chair of De La Salle Santiago Zobel

Translating Policies into Practices: Implementing Assessment Reforms in Schools

ABSTRACT

"From Policy to Practice: DLSZ Experiences and Best Practices in Meaningful Assessment" draws on De La Salle Santiago Zobel School's experiences and emerging best practices in implementing the Department of Education's latest assessment policies and frameworks. It highlights how assessment reforms are translated into meaningful school- and classroom-level practices that support teaching, learning, and learner success.

Grounded in actual school experiences, the discussion shares DLSZ's continuing efforts to strengthen assessment as an integral part of the learning process rather than simply a measure of achievement. It highlights practices that promote the alignment of learning outcomes, instruction, and assessment; the use of assessment evidence to identify learning gaps and inform instructional adjustments and interventions; and the provision of meaningful feedback that helps learners recognize their strengths, areas for improvement, and progress.

Particular attention is given to DLSZ's experiences in moving from predominantly activity-based tasks toward authentic and meaningful assessments that provide opportunities for learners to apply knowledge, think critically, create, collaborate, and connect learning to real-world contexts. It also shares practices in balancing assessment of, for, and as learning to support achievement and continuous learner growth.

Through these experiences, DLSZ shares practical insights, challenges encountered, and lessons learned in bringing assessment reforms into everyday educational practice. These experiences reflect a continuing commitment to assessment that goes beyond generating scores - one that makes learning visible, informs instruction, and supports meaningful learner growth.

BIONOTE

DR. GENEVIEVE ARIZALA PILLAR is the Applied Sciences Chair of De La Salle Santiago Zobel (DLSZ), where she has also served as Grade School Science Coordinator, Institutional Robotics Coordinator, and Vice Principal. She graduated cum laude with a Bachelor of Elementary Education, with specialization in Mathematics, from the Philippine Normal University. She earned her Master of Science in Teaching Biology from De La Salle University–Manila and her PhD in Educational Management from De La Salle Araneta University, receiving the Best in Dissertation Award. Dr. Pillar serves on the Board of Directors for Basic Education of the Biology Teachers Association (BIOTA) at the NCR and national levels and chair of Division 1–Research and Development of the National Research Council of the Philippines. An educator, researcher, author, and resource speaker, she has presented at local and international conferences and received multiple Best Paper and Best Presenter awards. Her research has been published in Scopus-indexed journals. She is also author-coordinator of the Understanding Life through Science textbook series published by Phoenix Publishing House and served as a resource person and writer for the DepEd Creative Technologies Curriculum Guide. Her work reflects a strong commitment to advancing science education, research, innovation, and educational leadership.

Mr. Louie P. Cagasan, Jr

Assistant Professor
University of the Philippines Diliman

Effective Classroom Assessment: Practices that Support Learning and Equity

ABSTRACT

Making Formative Assessment Manageable: Negotiating tensions, identifying constraining conditions, and designing feasible classroom practices

Formative assessment aims to make teaching responsive to students' understanding. However, teachers often find that implementing this ideal involves navigating competing demands and classroom constraints. Drawing on reflection logs and synchronous session questions from Mathematics, English, and Science teachers across six professional learning sessions on Formative Assessment, this presentation examines the tensions and barriers that affect formative assessment practices in Philippine classrooms. The presentation argues that strengthening formative assessment requires moving beyond calls for teachers to "do more." Instead, it advocates developing manageable classroom practices and fostering enabling conditions that empower teachers to use evidence when responding to their students and/or adjusting instruction.

Ms. Mariel Bayangos

Education & Partnerships Specialist,
Youth Impact Philippines

Effective Classroom Assessment: Practices that Support Learning and Equity

ABSTRACT

Scaling evidence-based classroom assessment practice. Youth Impact partners with the government to scale evidence-based targeted instructional approaches in eight regions in the Philippines through Teaching at the Right Level, an in-school, group-based learning model and ConnectEd, a one-on-one phone-based tutoring intervention. Both programs have shown to significantly improve basic numeracy skills in a short period of time.

Central to each is an end-to-end instructional cycle– baseline assessment, materials development, curriculum delivery, progress tracking and endline assessment–that equips teachers to deliver targeted instruction from day one. Assessment tools and procedures are designed to help teachers group learners based on ability rather than grade or age and plan their lessons based on actual learning levels. Regular progress checks using simple tools ensure that instruction stays targeted to students' evolving learning needs throughout the term. This simple and practical strategy delivers a strong message that collected data could aid teachers in supporting students to improve their learning performance. Scaling this approach requires that assessment tools are not just rigorous but practical – user-friendly enough for teachers to use consistently, while generating real-time insights can drive instructional decisions. At the center of this approach is a continuous progress tracking loop combining baseline, midline, and endline evaluations with regular checkpoint and leveling activities. This iterative cycle allows educators to track student progress continuously, regroup learners dynamically, and deliver targeted, responsive support to those who need it most.

BIONOTE

Mariel Bayangos is an education policy and development professional with extensive experience in education governance, policy development, program management, monitoring and evaluation, and data-driven decision-making. She currently serves as Education and Partnerships Specialist at Youth Impact, supporting education initiatives including Teaching at the Right Level (TaRL) and mEducation.

Prior to joining Youth Impact, she spent more than a decade with the Philippine Department of Education, where she served as Division Chief of the Policy Research and Development Division, Technical Supervisor for Disaster Risk Reduction and Management, and Project Development Officer. Her work has focused on translating evidence into education policy and programs and strengthening systems for planning, research, monitoring, and evaluation.She holds a Master of Policy Studies from the University of New South Wales, Australia, and a Bachelor of Arts in Social Sciences, majoring in Economics and Psychology, from the University of the Philippines Baguio. She is also a Career Executive Service (CES) Eligible.

Mr. Bjorn Gicale

English Academic Chair,
DLSU Integrated School

Effective Classroom Assessment: Practices that Support Learning and Equity

ABSTRACT

Making Classroom Assessment Work

Assessment serves multiple purposes in the educational process: it provides students with evidence of learning, informs teachers' instructional decisions, and supports schools in monitoring learning outcomes. This presentation shares the classroom assessment practices of De La Salle University Integrated School and the principles that guide them, drawing on Earl's (2003) framework of Assessment of Learning, Assessment for Learning, and Assessment as Learning; the Department of Education's classroom assessment policies; and Mishra and Koehler's (2006) Technological Pedagogical Content Knowledge (TPACK) framework. Through concrete examples of assessment tasks, strategies, feedback mechanisms, and technology-supported practices, the presentation illustrates how these perspectives help teachers design assessments that respond to learners'needs, meet institutional and national expectations, and remain relevant to contemporary educational
contexts.

BIONOTE

Mr. Bjorn Gicale has been an English faculty member at De La Salle University Integrated School for more than ten years and has served as the English Department Chair for the past four years. He earned his bachelor's degree in Secondary Education, major in Communication Arts (English), from the University of the Philippines Diliman and is currently pursuing a Master of Arts in English Language Education at De La Salle University Manila. His work focuses on English language and literature education, curriculum development, and classroom assessment.

Dr. Clarissa DC. Guia

Chief, CPD Division, Professional Regulation Commission

Special session: Orientation on PRC RESOLUTION NO. 2165

ABSTRACT

PRC Resolution No. 2165 (s. 2026) establishes a regulatory framework designed to address long-standing issues concerning the affordability, accessibility, availability, and appropriateness of Continuing Professional Development (CPD). Moving away from single reliance on accredited, seminar-based programs, the Resolution expands compliance pathways to formally recognize learning gained through daily professional work experiences, self-paced study, and informal learning activities.

The central intent of the revised guidelines is to pivot regulatory evaluation toward the attainment of actual learning outcomes rather than seat-time accumulation. To achieve this, the framework establishes quality-assured mechanisms to recognize and validate substantive, relevant, real-world knowledge across three recognized CPD sources: Self-Directed Learning (SDL), Professional Work Experience (PWE), and Informal Learning (IL).

To support the operationalization of the policy, the Continuing Professional Development Accreditation System (CPDAS)—the PRC's 24/7 online platform—is undergoing technical enhancements to serve as an e-portfolio platform. This upgraded digital repository will enable professionals to securely upload verifiable learning evidence mapped to specific learning outcomes and professional development goals (PDGs).

BIONOTE

Our speaker currently serves as the Chief Professional Regulations Officer of the Continuing Professional Development (CPD) Division. Her career is distinguished by a diverse and extensive background in tertiary education, research, and regulatory work.

Over the last three years, she has been instrumental in the completion of four major policies and guidelines critical to the implementation of the CPD Act of 2016. These include the Guidelines and Tools for Evaluating CPD Programs; the Revised Guidelines for the Accreditation of CPD Providers and their CPD Programs; the Processing of Appeals filed by CPD Providers; and, most recently, the Guidelines and Tools for the Accreditation of Other Sources of CPD.

Before dedicating her service to the government, she contributed significantly to the academic sector, holding positions such as College Administrator, Graduate School Professor, Researcher, and Curriculum Consultant across various private institutions. Her expertise was also recognized by the Department of Education, where she acted as a Content and Language Evaluator at the Bureau of Learning Resources, and by the Commission on Higher Education (CHED) as a member of the Regional Quality Assurance Team (RQAT).

A licensed professional teacher, she possesses over two decades of experience in higher education, coupled with a commendable academic record—including Bachelor's degree in Language Education where she graduated Cum laude, two (2) Master's degrees with specializations in Educational Management from Philippine Normal University, Manila and Language Education, from the University of the East, Manila, and a Doctor of Philosophy in Curriculum and Instruction from the Philippine Normal University, Manila—she brings a wealth of knowledge and dedication to her current role.

What’s new in NCEME 2026?

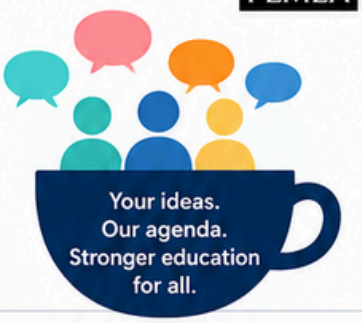
WORLD CAFÉ – NCEME 2026

PEMEA

GLOBAL SHIFTS, LOCAL RESPONSES:

Shaping PEMEA’s Research Agenda in Education

29 AUGUST 2026 | 11:05 AM – 12:05 PM



The World Café invites researchers, practitioners, and educators to exchange ideas on emerging issues and priority research topics that can guide PEMEA’s research, professional development, publications, and partnerships in the years ahead.

FOUR CONVERSATIONS

1

ARTIFICIAL INTELLIGENCE & DIGITAL TRANSFORMATION

Explore research on AI, digital assessment, learning analytics, adaptive testing, and technology-enhanced assessment.

? What evidence is needed to guide responsible and effective use of AI and digital innovations?

2

FOUNDATIONAL LEARNING CRISIS
in literacy and numeracy

Identify research that supports foundational literacy and numeracy, learning recovery, and equitable learning outcomes.

? How can assessment better support equitable improvements in foundational learning?

3

SAFE, RESILIENT & INCLUSIVE LEARNING ENVIRONMENTS

Generate evidence to promote learner well-being, prevent violence, and strengthen safe and supportive learning environments.

? What research is needed on school climate, safety, bullying, violence, and other emerging threats?

4

EQUITY, INCLUSION & FUTURE SKILLS

Focus on addressing disparities, advancing inclusive education, and supporting future-ready competencies.

? How can assessment better address learning disparities and prepare learners for the future?

HOW IT WORKS

3 ROUNDS of discussion across the four stations

15 MINUTES per round at each station

15 MINUTES PLENARY SYNTHESIS Key highlights from each station

LISTEN • SHARE • BUILD • SHAPE

Your voice helps shape PEMEA’s Research Agenda.

WHAT WE WILL ACHIEVE TOGETHER

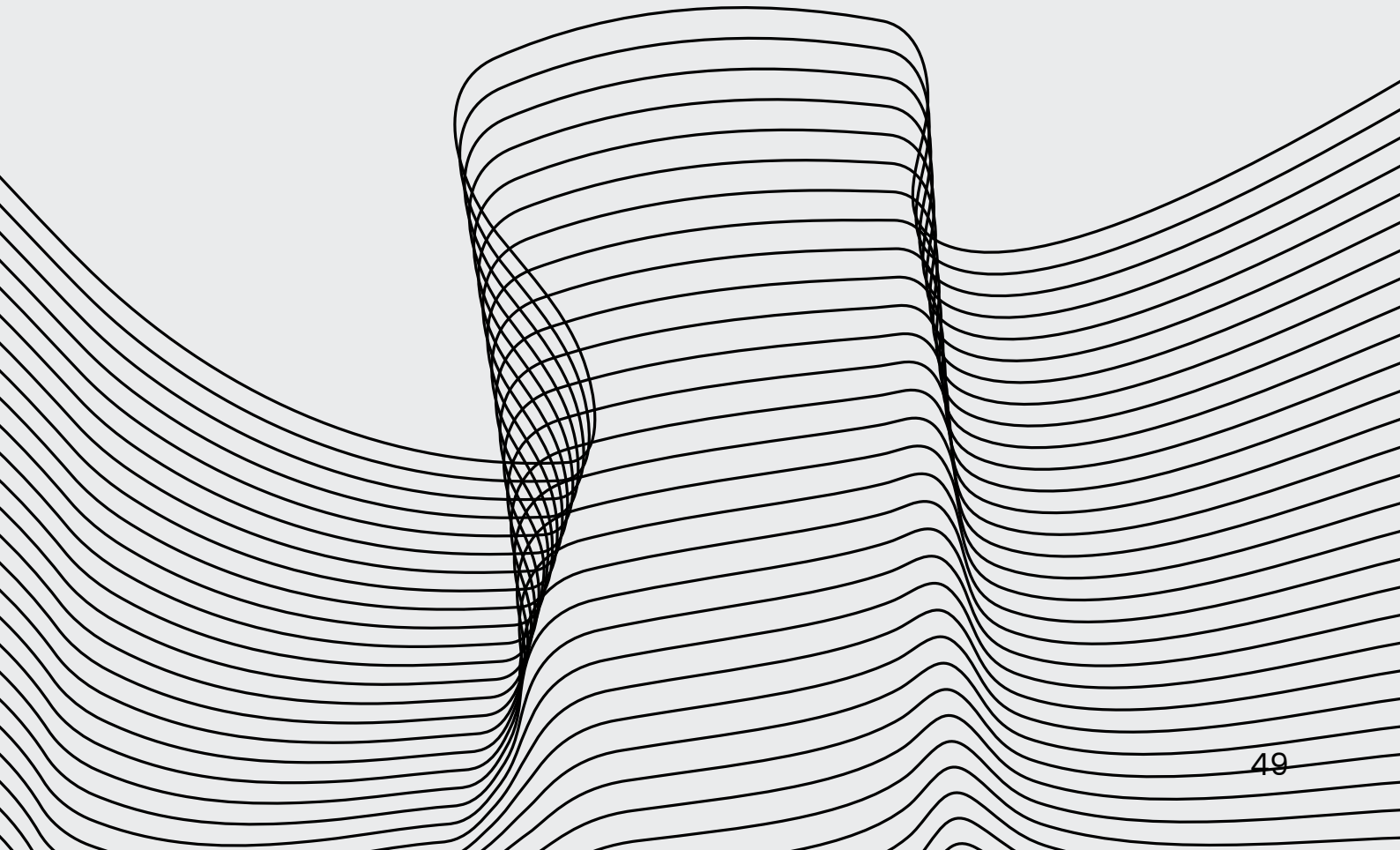
- Identify priority research topics and research questions
- Discover potential collaborators and research networks
- Develop recommendations for PEMEA’s research, capacity-building, publications, and policy engagement
- Strengthen the relevance and impact of educational measurement, assessment, and evaluation in the Philippines

Be part of the conversation. | *Together, let’s shape research that transforms education.*

NCEME 2026

POST CONFERENCE WORKSHOPS

PHILIPPINE EDUCATIONAL MEASUREMENT
AND EVALUATION ASSOCIATION, INC.



Workshop 1:
From Scores to Stories: Building Simple Dashboards for Data-Informed Student Evaluation

School and Industrial Testing Division & Educational Evaluation Division
Chairs: Ms. Iris Lark H. Dizer & Dr. Brando C. Palomar
Co-Chairs: Ms. Danda C. Buhain, Dr. Violeta C. Valladolid, Dr. Belen M. Chu, Dr. Niclie Tiratira, and Dr. Richard Gonzales

Test Development Division & Psychometrics and Statistics Division
Chairs: Dr. Marife M. Mamauag & Dr. Darwin C. Rungduin
Co-Chair. Dr. Marilyn Balagtas, Dr. Christine Joy Ballada, Sir Jay R San Pedro, Dr. Carlo Magno

Resource Speaker: Dr. Darwin C. Rungduin

Student evaluation generates valuable data, but its usefulness depends on how effectively it is organized, visualized, and translated into actionable information. This hands-on workshop introduces participants to the practical use of data analytics and simple dashboards for monitoring student evaluation and learning outcomes. Using an open-access dashboard application, participants will learn how to transform assessment data into clear visual displays that can reveal patterns, track performance, identify areas requiring attention, and support evidence-based educational decisions.

Designed for educators, researchers, assessment practitioners, and school leaders, the workshop emphasizes accessibility rather than advanced technical skills. Participants will work with sample student evaluation data and progressively develop a functional dashboard using basic indicators, charts, filters, and summary measures. By the end of the session, participants will have created a simple dashboard that demonstrates how educational measurement data can move from scores to stories—and from stories to informed action.

Workshop 2:

Literacy in the Cyber-Social Turn: Rethinking Learning and Assessment through Technology

Computer-based / Online Assessment Division & Language Testing Division
Chairs: Mr. Jay R San Pedro and Mr. Alejandro S. Ibañez
Co-Chairs: Ms. Marie Antoniette Alino, M. Sc., Dr. Jennie Jocson, Mr. Neil Parinas and Ms. Ma. Rhodora Santos

Resource Speaker: Dr. Victor Fei Lim, Associate Professor at the National Institute of Education of Nanyang Technological University, Singapore

This workshop will explore the intersection between literacy and technology, with particular attention to how digital technologies, artificial intelligence, and evolving social practices are reshaping learning, meaning-making, and assessment. The featured presentation, “Meaningful Assessment in the Cyber-Social Turn,” will introduce learning as design as a perspective for understanding learners as active meaning-makers and consider how assessment can better capture not only learning outcomes, but also the processes, choices, strategies, and transformations through which learning takes place. The workshop will provide a space for participants to reflect on the implications of these developments for literacy, teaching, learning, and assessment in an increasingly digital world. The session will be led by Dr Victor Fei Lim, Associate Professor at the National Institute of Education, Nanyang Technological University, Singapore.

Workshop 3:

Title: Beyond Accommodation: Building Inclusive Assessment Practices in Philippine Classrooms

Special Education & Early Childhood Care Education Division
Dr. Teresita T. Rungduin & Ms. Danda C. Buhain

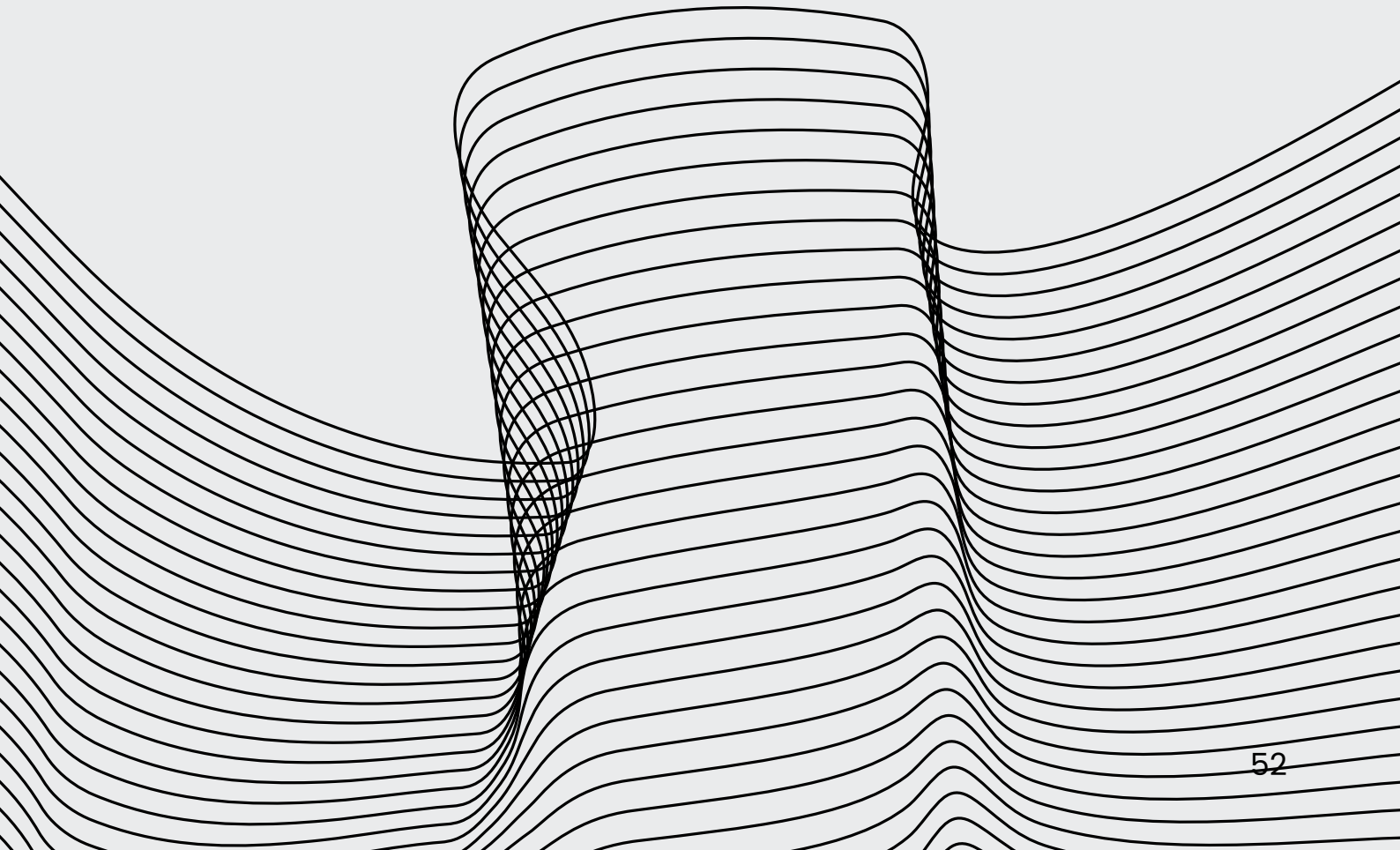
Resource Speaker: Dr. Zhanina U. Custodio, Philippine Normal University

Inclusive education is often reduced to accommodations, or adjustments made to existing assessments, rather than a rethinking of how learning is assessed across diverse learners. This workshop examines what genuinely inclusive assessment looks like in special needs and inclusive education and early childhood contexts, moving beyond compliance to explore assessment practices that recognize multiple ways of demonstrating learning while maintaining validity, fairness, and meaningful educational decision-making. The session will be led by Dr. Zhanina U. Custodio of the Philippine Normal University, drawing on her research and policy experience, including her participation in the Senate of the Philippines Technical Working Group on Special Education that contributed to the development of Republic Act No. 11650. Participants will work through authentic classroom examples to distinguish accommodation from genuine assessment redesign and leave with a practical checklist for evaluating and adapting assessments in their own educational settings. The workshop supports NCEME 2026's broader focus on equity and evidence-informed assessment across diverse learner populations.

NCEME 2026

CONCURRENT PAPER PRESENTATIONS

PHILIPPINE EDUCATIONAL MEASUREMENT
AND EVALUATION ASSOCIATION, INC.



CONCURRENT PAPER PRESENTATIONS

Five Thematic Areas

A — THEME A
Advancing Measurement Science and Building Assessment Capacity

B — THEME B
Assessment for Learning and Teaching Excellence

C — THEME C
Equity, Inclusion and Fair Assessment for Every Learner

D — THEME D
Evidence-based Policy, Systems Evaluation, and Educational Governance

E — THEME E
Innovation, Artificial Intelligence, and the Future of Assessment

DAY 1 | AUGUST 27, 2026

CONCURRENT SESSIONS

TIME	ROOM 1 Danda Buhain Themes A & C	ROOM 2 Darwin Rungduin Theme B	ROOM 3 Brando Palomar Themes D & E
2:15–2:30	Concurrent Session Preliminaries *[Introduction of the Paper Presenters, Sequence and Guidelines]*		
2:15–2:30	Relationship Between Assessment Literacy and Academic Performance Among Undergraduate Pyschology Students at Philippine Christian University - Manila Victorius Q. Bibera* *Philippine Christian University - Manila*	Assessing Academic Service Learning: Students Experiences and Challenges Marivic M. Pimentel* *Philippine Normal University*	Building Evidence for AI-Ready Higher Education Faculty: A Multiple-Case Study of Confidence in Generative AI Integration Jay R San Pedro and Abram Andrew Lumbang* *iAcademy*
2:30–2:45	Item Difficulty and Discrimination Across Representational Picture Conditions in Science Multiple-Choice Test Items: A Classical Test Theory and Item-Response Theory Analysis Edwin C. Barba Jr* and Marilyn U. Balagtas *Philippine Normal University*	Closing the Assessment Loop: Leveraging Program Outcomes Assessment to Drive Continuous Quality Improvement in Radiologic Technology Education Jan Glenndell G. Calma* and Elmer D. Bondoc *Holy Angel University*	Generative AI Use in Weekly Pedagogical Reading Summaries and Insights of Mathematics Teaching Interns: Toward an Authentic Context-Specific Assessment Framework Mary Grace A. Aquino* *Pamantasan ng Lungsod ng Maynila*
2:45–3:00	From Assessment Evidence to Equitable Action: An Institutional Cogntive Profiling Framework for Evidence-based Educational Decision Making Ma. Michelle S. Mensenares*, Jay R San Pedro and Anna A. Fernandez *iAcademy*	Development and Validation of College Students' Global Citizenship Competencies through Environmental Socio-Scientific Issues Joy Talens* *De La Salle Lipa*	A Theory of Ethical-Mathematical Learning and Assessment through Values, Character and Integrity Amid AI-Driven Tragic Dilemmas Melanie M. Lalim* *Philippine Normal University*
3:00–3:15	Question and Answer Portion		
3:00–3:15	PM Snack and Necessity Break		

* Paper Presenter

DAY 1 | AUGUST 27, 2026

TIME	ROOM 1 Marife Mamauag Themes A, B & C	ROOM 2 Teresita Rungduin Theme B	ROOM 3 Jay R San Pedro Theme D & E
3:15–3:30	Concurrent Session Preliminaries *[Introduction of the Paper Presenters, Sequence and Guidelines]*		
3:30–3:45	The Southeast Asia Primary Learning Metrics (SEA-PLM): Advancing Foundational Learning in Southeast Asia Mr Alejandro Sinon Ibañez* *Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat*	The Relationship of Nursing Graduates' Academic Performance in Professional Courses and Their Licensure Examination Performance Jennifer Q. Quintela* *Holy Angel University*	Exploring Faculty Members' Research Engagement: A Case of a Private Higher Education Institution in Lipa, Batangas Jose C. Macatangay* *De La Salle Lipa*
3:45–4:00	Monitoring and Improving the Behavior of Grade 9 Students in Our Lady of Fatima Catholic School Through Structure Classroom Management and Social-Emotional Interventions Aires L. Payao*, Karl Z. Cariño and Mary Joy O. Vitto *Our Lady of Fatima Catholic School*	Mathematics Learning Strategies and Creativity among Pre-Service Teachers in Malabon City: Basis for Training Workshop Edward C. Bautista*, Maryfel T. De Paz, Lester P. Gloria, Alexa Jean V. Sijera, Carl Jsen A. Suan, Ryan Romnick B. Sanchez and Willian D.C. Enrique *City of Malabon University*	Thinking Together with AI: A Cognitive Task Analysisof Learner-Generative AI Collaboration in Non-Routine Mathematical Problem Solving Jay R San Pedro* *iAcademy*
4:00–4:15	Modeling Altruistic Tendencies Toward Community Development in a Philippine Private Higher Education Institution Jay R San Pedro, Peach Mejarito, Margery Oriel and Jeramie Taguba* *iAcademy*	Assessing the Academic Performance of Radiologic Technology Graduates in Professional Education Courses vis-à-vis Their Performance in the Licensure Examination Ramy M. Yalung** *Holy Angel University*	Assessing Patrians' Attitudes toward using CHATGPT for Academic Integrity Jetlee A. Magno*, Gilbert B. Bersola, Renald M. Mabini, Ferry Jane N. Agustin, Jaser A. Barcelona, Heicelyn L. Reyes, Mariz E. Ruma, Lyka I. Soto, John Renz M. Marzan and Ariane Joy R. Navalta *La Patria College*
4:15–4:30	Evaluating Program Outcome Attainment Among Graduating Medical Technology Students: Perspectives of Clinical Preceptors and Faculty Members Lea Anne D. Bucud* and Elmer D. Bondoc *Holy Angel University*	Graduate Students' Experiences in Fostering Scientific Inquiry: Basis for the Development of Research Process Model May A. Marcelo* *National University*	Social Responsibility Awareness among College Students of City of Malabon University: Basis for Social Responsibility Awareness Advocacy Program John Renmark R. Bautista, John Carlo P. Azuelo, Clifford S. Imson*, Jhenna Eunice Tigay and Jan Cyril E. Vicencio *City of Malabon University*
4:30–4:45	Question and Answer Portion		
4:45–5:00	Announcement and Reminders		

* Paper Presenter

DAY 2 / AUGUST 28, 2026

TIME	ROOM 1 Iris Lark H. Dizer Themes B, D & E	ROOM 2 Marie Antoniette C. Alino Theme B	ROOM 3 Belen Chu Theme B
3:30–3:45 PM	Concurrent Session Preliminaries *[Introduction of the Paper Presenters, Sequence and Guidelines]*		
3:45–4:00 PM	Leveraging Graduate Tracer Evidence for Quality Enhancement: Assessing Employment and Graduate Outcomes of Online Learning Program Graduates Jay R San Pedro, Anna Fernandez and Ma. Danica T. Garcia* *iAcademy*	Mathematics Self-efficacy and Anxiety Among Undergraduate Non-Mathematics Major Students: Basis for Mathematics Confidence Enhancement Program Angelo S. Fortin*, Christine Joy C. Espinosa, Niña A. Dela Peña, Hannelyn Ursal, Ronan Mostera, Willian D.F. Enrique and Ryan Romnick Sanchez *City of Malabon University*	From Practice to Policy: Transforming Higher Education Assessment Frameworks Through Faculty Insights Shirley D. Dangan* *Palawan State University*
4:00–4:15 PM	The Perceived Effects of Simulation-based Arduino Programming on the Performance and Engagement of Grade 10 and Grade 12 Programming Students at Holy Trinity Academy SY 2025–2026 Jerikka Anne D. Benavides* and Kate Nicole J. Paredes *Holy Trinity Academy*	From Text to Action: Harnessing El Filibusterismo Through Video Advocacy for Social Engagement in 21st-Century Classrooms Leanne V. Jurado*, Ajie C. Dagohoy, Jr., Maryjane Q. Javier, Pinky Pauline S. Macario, May Ann Q. David, Desiree O. Callangan and Nemia D. Laureta *University of Saint Louis Tuguegarao*	The Effects of Students' Quality Circle on the Academic Achievement and Attitude in Reading and Writing of Selected Grade 11 Students of Nemesio I. Yabit Senior High School Rolando M. Pascua *Nemesio I. Yabut Senior High School*
4:15–4:30 PM	Emotions in Learning Mathematics among College Students: Basis for the Development of Socio-Emotional Learning Program Alyza Faye O. Drio, Janifer P. Barboa, James Renz L. Bulaong*, Denise Gaveriel C. Punit, Rodel Aidel P. Taculad, Ryan Romnick Sanchez and William D.C. Enrique *City of Malabon University*	Development and Validation of a Questionnaire on Sustainability Awareness, Attitude, and Actions in Organic Chemistry June Alexis S. Rasonable *De La Salle University*	Perception on the Use of Learning Corners and Learning Outcomes: Inputs for the Development of Kindergarten Learning Action Cell Plan Zareena N. Zamora, Joyce D. Manalo* and Julianna B. Romer *City of Malabon University*
4:30–4:45 PM	Navigating Collective Intelligence: Assessment Evidence of Human-Artificial Intelligence Synergy in Selected Philippine General Education Courses Jay R San Pedro, Patricia Catherine Eco, Mary Jean Gorobat, Claire Anne Jove, Abram Andrew Lumbang and Aubrey Tangonan *iAcademy*	Higher-Order Thinking Skills and it's relationship with Self-efficacy and Academic Performance of First Year College of City of Malabon University Rafael M. Ramos, Sheena L. Simeon, Joana Louise S. Obligar, Jalaica Marie C. Onligar, Patrick S. Mondido, Ryan Romnick Sanchez and Willian D.C. Enrique *City of Malabon University*	FILI-IN-MOTO: Pagsusuri sa Kabisaan ng Wastong Gamit ng mga Salita sa Konteksto ng Pagsulat Daphne Therese B. Pascua, Chabelita D. Marcos, Bryan Niño C. Mallabo, Jhayson M. Ifurung, Nicole A. Atanaya, Edmar D. Matagay* *University of Saint Louis Tuguegarao*
4:45–5:00 PM	Perceived Challenges on Absenteeism and Parental Involvement among Key Stage 1 Elementary Teachers Princess Mhae M. Bracero*, Francine Ariesa V. Canalis and Rosalie H. Pilande *City of Malabon University*	Salitrato: Effect of Using Illustrations (Pictures) in Enhancing the Filipino Vocabulary Among Senior High School Students Bryan Niño C. Mallabo*, Jhayson M. Ifurung, Chabelita D. Marcos, Nicole A. Atanaya, Donalyn V. Agngaray, Edmar D. Matagay *University of Saint Louis Tuguegarao*	Teachers' Strategies in Managing Students' Misbehavior in Key Stage 1 Classroom Risha Joy Arage*, Carla S. Angoring and Christine Marie L. Datario *City of Malabon University*
5:00–5:30 PM	Question and Answer Portion		
5:30–5:40 PM	Announcement and Reminders		

* Paper Presenter

Relationship Between Assessment Literacy and Academic Performance Among Undergraduate Psychology Students at Philippine Christian University - Manila

Victorius Q. Bibera
Philippine Christian University - Manila

Assessment literacy enables students to understand assessment expectations, interpret feedback, and utilize assessment results to improve learning outcomes. As higher education increasingly emphasizes assessment for learning, examining students' assessment literacy can provide valuable evidence for enhancing teaching effectiveness and academic achievement. This study aims to determine the relationship between assessment literacy and academic performance among undergraduate psychology students at Philippine Christian University - Manila. Specifically, it will assess students' levels of assessment literacy and examine whether these are significantly associated with their Grade Point Average (GPA). A quantitative, descriptive-correlational research design will be employed using convenience sampling. Data will be gathered through a validated Assessment Literacy Questionnaire and students' GPA, subject to institutional approval and participant consent. Descriptive statistics will be used to summarize assessment literacy levels, while Pearson's correlation and multiple regression analyses will examine the relationship between assessment literacy dimensions and academic performance. It is hypothesized that students with higher assessment literacy will demonstrate significantly better academic performance. Findings are expected to provide empirical evidence supporting assessment literacy as an important contributor to student success and self-regulated learning. The results may guide faculty members and academic administrators in designing equitable, evidence-based assessment practices that enhance learning outcomes in Philippine higher education.

ROOM 1: A&C

Item Difficulty and Discrimination Across Representational Picture Conditions in Science Multiple-Choice Test Items: A Classical Test Theory and Item-Response Theory Analysis

Edwin C. Barba Jrand Marilyn U. Balagtas
Philippine Normal University

This study investigated whether the type of representational picture present in science multiple-choice test items significantly affects their psychometric properties, particularly item difficulty and discrimination, as estimated through Classical Test Theory (CTT) and the 2-Parameter Logistic (2pl) Item Response Theory (IRT) model. Using a within-subjects design with counterbalanced test booklets, 2,543 Grade 7 students from selected high schools in Antipolo City, Philippines was administered a 20-item science test on Motion: Displacement and Velocity across four representational picture conditions: Text-only, Decorative, Helpful, and Essential. Item difficulty and discrimination were estimated using CTT p-values and D-index, and IRT b- and a-parameters, respectively. Results showed no statistically significant differences in b-parameters ($\chi^2(3) = 0.120$, $p = .989$) or a-parameters ($F(2.67, 50.78) = 0.143$, $p = .917$) across conditions. However, item characteristic curve profiling, fit statistics, and convergence-divergence analysis revealed nuance item-level patterns that aggregate results concealed, including items that functioned poorly across all picture conditions and cases where IRT identified problematic item behavior that CTT failed to detect. These findings suggest that representational pictures do not systematically alter item psychometric properties at the construct level, though their effects remain item-specific and content-dependent. Implications for science test development and item review are discussed.

From Assessment Evidence to Equitable Action: An Institutional Cognitive Profiling Framework for Evidence-Based Educational Decision-Making

Ma. Michelle S. Mensenares
Co Author/s: Jay R San Pedro and Anna A. Fernandez
iACADEMY

Advancing educational quality and equity requires institutions to leverage assessment evidence that extends beyond academic performance to better understand learners' diverse cognitive characteristics and support needs. While standardized cognitive assessments provide valuable insights into students' reasoning abilities, their use in informing institutional planning and equitable learner support remains limited. This study established the baseline cognitive profile of first-year undergraduate students using archival data from the Cattell Culture Fair Intelligence Test (CFIT). Employing a quantitative descriptive cross-sectional research design, the study analyzed the fluid intelligence profiles of first-year cohorts across Academic Years 2023–2024, 2024–2025, and 2025–2026. Findings indicated that students' fluid intelligence remained relatively stable across cohorts. Among the four CFIT subtests, Series consistently yielded the highest performance, whereas Classification recorded the lowest. Most students were classified within the Average intelligence category, followed by the High Average category, suggesting that the cognitive characteristics of incoming students generally align with normative expectations. These findings establish a baseline institutional cognitive profile that complements existing academic indicators and provides meaningful assessment evidence for institutional planning. The proposed Institutional Cognitive Profiling Framework demonstrates how aggregated cognitive assessment data can support differentiated student support programs, curriculum enhancement, and evidence-based resource allocation when interpreted alongside academic and contextual information. Rather than serving as a basis for labeling students, cognitive assessment is positioned as one component of a comprehensive evidence base that advances Assessment for Learning, promotes equitable educational opportunities, and strengthens data-informed decision-making in higher education.

The Southeast Asia Primary Learning Metrics (SEA-PLM): Advancing Foundational Learning in Southeast Asia

Mr Alejandro Sinon Ibañez*
Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat

Southeast Asia continues to face a significant learning crisis. According to the Southeast Asia Primary Learning Metrics (SEA-PLM) 2024 Main Regional Report, one in two Grade 5 children is not reading at the expected level, while approximately 15%, representing nearly one million students in school, do not meet the minimum proficiency expected by the end of primary education. In some participating countries, fewer than 10% of children are on track to meet relevant SDG 4 benchmarks. These challenges, compounded by the COVID-19 pandemic, have intensified the need for education systems to accelerate learning recovery, strengthen foundational literacy and numeracy, and identify effective policies and practices that improve learning outcomes for all children. Robust and comparable learning data are essential to this effort. SEA-PLM assesses Grade 5 students' competencies in reading, writing, and mathematics and provides policymakers with disaggregated evidence on learning outcomes and the contextual factors associated with them. These include gender, language, socio-economic background, and other equity-related factors. By providing a deeper understanding of who is learning, who is being left behind, and the conditions associated with better learning outcomes, SEA-PLM supports evidence-informed education sector planning, policy development, and resource allocation. The completion of SEA-PLM 2024 provides participating countries with a unique opportunity to assess changes in learning outcomes since 2019 and examine the effectiveness and resilience of their education systems following the pandemic. Comparisons between the 2019 and 2024 assessment cycles can help identify patterns of learning recovery and provide insights into policies and practices that may have mitigated the effects of COVID-19-related school closures. This evidence can support Ministries of Education in developing targeted and cost-effective interventions, prioritizing strategic investments, and accelerating improvements in foundational
learning.

Drawing on findings from the SEA-PLM 2024 Main Regional Report, this paper examines reading and mathematics outcomes at the end of primary education across the six participating countries and considers how assessment evidence can be translated into policy and practice. The papers aims to highlight opportunities to translate evidence into action and ensure that all children in Southeast Asia have the foundational skills they need to learn, thrive, and contribute to their communities.

Monitoring and Improving the Behavior of Grade 9 Students in Our Lady of Fatima Catholic School Through Structure Classroom Management and Social-Emotional Interventions

Aires L. Payao*, Karl Z. Cariño and Mary Joy O. Vitto
Our Lady of Fatima Catholic School

This study addresses classroom discipline concerns by focusing on the monitoring and improvement of student behavior. Utilizing a mixed-methods action research design, this study sought to monitor and improve the behavior of 36 Grade 9 students at Our Lady of Fatima Catholic School through the implementation of PROJECT S.P.A.R.K. (Shaping Positive Attitudes, Responsibility, and Kindness). Specifically, it aimed to identify common behavioral issues, execute targeted classroom management routines alongside social-emotional interventions, and evaluate their overall effectiveness in promoting student self-regulation. Data were gathered across four quarters using a behavior monitoring checklist, student self-reported questionnaires, daily teacher reflection logs, and institutional deportment grades.
Baseline results showed that verbal disruptions and inattention heavily peaked late in the week, particularly on Thursdays and Fridays. Following the systematic implementation of Project S.P.A.R.K.—highlighted by the daily SPARK Check-In Tracker and weekly reflection sessions—chronic infractions were completely eradicated from high-frequency categories, shifting entirely to rare occurrences. This behavioral turnaround was validated by official academic records, with average student deportment grades climbing steadily quarter-by-quarter from a baseline of 87.47% to an excellent peak of 90.10%. The study concludes that combining structured routines with social-emotional learning effectively empowers adolescent learners to self-regulate, transforms peer empathy, and minimizes classroom disruptions.

ROOM 1: A,B & C

Modeling Altruistic Tendencies Towards Community

Jay R San Pedro
Co Author/s: Peach Mejarito, Margery Oriel, and Jeramie Taguba
iACADEMY

Higher education institutions are increasingly expected to cultivate students and employees who are not only academically competent but also socially responsible, community-oriented, and committed to the common good. As institutions emphasize holistic development, assessment extends beyond cognitive achievement to generating evidence of socio-affective learning outcomes that reflect civic engagement, empathy, and social responsibility. Assessing altruistic tendencies provides meaningful evidence of whether higher education institutions are achieving these broader educational outcomes and preparing members of the academic community to contribute to sustainable community initiatives and development. This study examined the structural altruistic tendencies among 345 students and 50 employees through Partial Least Squares Structural Equation Modeling (PLS-SEM). Employing a quantitative, cross-sectional research design, data were collected through validated self-report instruments. PLS-SEM revealed that institutional and academic engagement serves as a significant direct driver of altruistic tendencies toward community development (= 0.462, t = 2.414, p = 0.021). While trait empathy significantly predicted institutional engagement (= 0.416, p = 0.007), its direct path to altruistic community tendencies was statistically non-significant (= - 0.169, p = 0.317). Mediation testing confirmed that academic and institutional engagement mediates the indirect pathway through which trait empathy is translated into actionable altruistic behaviors within the Philippine private higher education context (R2 = 0.181). These findings indicate that socio-emotional traits like empathy do not automatically result in community-directed altruism unless channeled through active institutional engagement and participation. Recommendations are provided for educational evaluators and administrators to design outcomes-based extension programs that systematically measure and leverage student engagement as a catalyst for community development.

Evaluating Program Outcome Attainment Among Graduating Medical Technology Students: Perspectives of Clinical Preceptors and Faculty Members

Dr. Lea Anne D. Bucud
Co Author/s: Dr. Elmer D. Bondoc
Holy Angel University

Outcomes-based education (OBE) considers graduate competencies as a significant indicator of programs' quality and improvement. Assessing the attainment level of the Bachelor of Science in Medical Technology/Medical Laboratory Science (BSMT/BSMLS) Program Outcomes under CHED CMO No. 13, series of 2017, is critical and should serve as a basis for curriculum development and improvement. A descriptive study was conducted to evaluate the level of achievement of the eight BSMT/BSMLS Program Outcomes for the graduating Class of 2026 by assessing clinical instructors who supervised students during their internship and clinical preceptors from affiliated hospitals. The Program Outcomes Inventory was used, and the data were analyzed using weighted means and descriptive statistics. The study results showed that the majority of program outcomes are achieved at an extremely satisfactory level. Faculty members assessed all program outcomes as outstanding or excellent, whereas clinical preceptors assessed students from good to excellent. There is a discrepancy between the scores given by faculty members and those given by clinical preceptors. Community-oriented activities were the most attained program outcomes, whereas health information management, analytical and critical thinking, and research application were the least attained. This study concluded that the BSMT curriculum is effective in developing learners' competencies needed for the profession, as described in CHED CMO No. 13, series of 2017. The study also provided a basis for improving the curriculum and other aspects of the medical technology education program, like clinical education, professional practice, and continuous quality improvement.

Assessing Academic Service Learning: Student Experiences and Challenges

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Students benefit from service learning in various ways, including academic, social, civic, and personal outcomes. As a service-learning program, the National Service Training Program (NSTP) plays a crucial role in shaping students' understanding of what it means to be educators who actively promote the Sustainable Development Goals (SDGs). Assessing service learning, however, requires a comprehensive approach that prioritizes reflective activities. This phenomenological study aimed to explore the experiences and challenges faced by NSTP students during their community immersion. Twenty purposively selected NSTP students immersed in a partner community school under the Department of Education, Division of Manila, were interviewed. The data were analyzed using Braun and Clarke's thematic analysis. The study revealed that challenges encountered included communication barriers, limited teaching resources, time constraints, and varying student literacy levels. Despite these challenges, the immersion strengthened the participants' sense of community and commitment to education. Consequently, providing clear instructions and proper guidance to both NSTP students and partner communities is recommended, alongside early coordination with partner institutions to ensure smoother and more effective program implementation.

Closing the Assessment Loop: Leveraging Program Outcomes Assessment to Drive Continuous Quality Improvement in Radiologic Technology Education

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Outcomes-Based Education (OBE) emphasizes the attainment of learning outcomes through the alignment of curriculum, instruction, and assessment. Evaluating program outcomes among graduates provides evidence of competency attainment, curriculum effectiveness, and readiness for professional practice. To evaluate the attainment of course and program outcomes among BSRT graduates of 2026 across four academic levels to inform curriculum enhancement and continuous quality improvement. A descriptive research design was employed. Final grades of BSRT graduates of 2026 served as the primary data source. Outcomes were evaluated using course assessments, grading systems, qualitative descriptors, and a course-to-program outcome mapping matrix. Mean course and program outcome grades were computed and interpreted using qualitative descriptors. Graduates demonstrated progressive improvement in outcomes attainment across the four academic levels. Level 1 showed stronger achievement in professional values than technical competencies, while Levels 2 and 3 reflected increasing competency, with most program outcomes rated Very Good and research competency achieving a Superior rating. By Level 4, all program outcomes were rated Superior, with clinical courses demonstrating Outstanding performance, indicating practice readiness. The BSRT program demonstrated progressive attainment of course and program outcomes across all academic levels, confirming effective curriculum alignment under Outcomes-Based Education and producing competent, ethical, and practice-ready graduates.

ROOM 2: B
Assessment for Learning and Teaching Excellence

Development and Validation of College Students' Global Citizenship Competencies through Environmental Socio-Scientific Issues

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Global citizenship education has become increasingly important in higher education to prepare students to respond to environmental and societal challenges. However, limited studies have developed context-sensitive instruments that assess global citizenship competency through environmental socio-scientific issues within the Philippine higher education setting. This study aimed to develop and validate a 21-item College Students' Global Citizenship Competencies through Environmental Socio-Scientific Issues Scale. Using a Design and Development Research approach, the study underwent three major phases: design and development of the instrument, validation, and evaluation. An initial pool of 54 items was generated from literature related to global citizenship education, socio-scientific issues, and environmental education. The instrument underwent face and content validation before pilot testing and large-scale administration among college students. Exploratory and confirmatory factor analyses revealed a three-factor structure consisting of Issue Sensitivity and Shared Responsibility (ISSR), Critical Environmental Awareness (CEA), and Socio-Environmental Engagement and Transformation (SEET). Out of the original 54 items, 21 items were retained after the validation procedures. The results demonstrated acceptable reliability and validity, including satisfactory internal consistency and moderate concurrent validity with an existing global citizenship instrument. Findings suggested that exposure to environmental socio-scientific issues may contribute to students' cognitive understanding, socio-emotional awareness, and behavioral engagement.

The Relationship of Nursing Graduates' Academic Performance in Professional Courses and Their Licensure Examination Performance

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Recent studies show that there is a compelling need to distinguish the correlation between academic performance and licensure examinations, specifically in the BS in Nursing program in the Philippines where the licensure examination is based solely on professional courses. The study used a correlational research design to analyze pre-existing records on professional course GPAs and nursing graduates' performance in the 2022 and 2023 Philippine Nurse Licensure Examination. The academic records of two batches in 2022 and 2023 were utilized. In order to investigate the possible correlation between the graduates' ratings on the PNLE and their performance in Academic Professional Subjects (APS), JASP (Version 0.18.3) was utilized to calculate the correlation coefficient and find any linear link between the ratings on the PNLE and APS. A statistically significant level of $p < 0.05$ will be regarded as indicated. Findings revealed that Fundamentals in Nursing Practice, Health Assessment and Seminar in Nursing were significant predictors of performance in the licensure examination. This study measured the relationship between academic success and passing the nursing education licensure exam. The goal was to help schools make well-informed decisions and develop more effective teaching methods because academic performance includes grades and other assessments of students' performance throughout their academic careers.

Mathematics Learning Strategies and Creativity among Pre-Service Teachers in Malabon City: Basis for Training Workshop

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This study investigates the relationship between mathematics learning strategies and mathematical creativity among 295 pre-service teachers at the City of Malabon University. Using a descriptive-correlational research design, the study assesses eight specific dimensions of learning strategies: Repeating, Elaboration, Organization, Reference Use, Peer Learning, Managing Learning Environment, Exercise and Effort, and Time Management. These are analyzed alongside three core components of mathematical creativity: Fluency, Flexibility, and Originality. Because the data distribution was found to be non-parametric, Spearman's rank correlation coefficient was utilized for statistical analysis to determine the strength and direction of the relationship between the variables. The descriptive findings reveal that while respondents demonstrate high proficiency in organizational and elaboration strategies, they show significant deficiencies in mathematical creativity, particularly in the dimension of Originality. This suggests that while students are capable of organizing their study materials and connecting new information to prior knowledge, they struggle to produce unique or unconventional solutions to mathematical problems, often due to an over-reliance on standardized procedural processes. Inferential statistical results confirm a significant positive relationship between all eight learning strategies and the three creativity components (p =.001) with correlation coefficients ranging from 0.233 to 0.453 This indicates that as pre-service teachers employ more diverse and structured learning strategies, their creative output in mathematics tends to improve.

Based on these results, a Training Workshop is proposed to bridge the gap between procedural knowledge and innovative teaching practices. This program aims to equip future educators with the necessary tools to foster a more creative and flexible mathematical mindset, ensuring they can effectively integrate 21st-century skills into their future classrooms.

Assessing the Academic Performance of Radiologic Technology Graduates in Professional Education Courses vis-à-vis Their Performance in the Licensure Examination

Ramy M. Yalung
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The study examined the relationship between the academic performance of Bachelor of Science in Radiologic Technology (BSRT) graduates in professional education courses and their performance in the Radiologic Technologists Licensure Examination (RTLE). Specifically, it assessed graduates' academic and licensure examination performance and identified professional education courses that significantly predicted RTLE performance across five examination clusters and four graduating cohorts (2022–2025). Using a causal-comparative research design, archival records of first-time RTLE takers from an autonomous higher education institution were analyzed through descriptive statistics and simple linear regression. Results showed that graduates generally achieved satisfactory to outstanding academic performance, while RTLE ratings ranged from fair to excellent. The highest performance was observed in Cluster 5 (Radiological Sciences), whereas comparatively lower performance was found in Clusters 1 (Radiologic Physics and Protection) and Cluster 3 (Radiographic Positioning and Radiologic Procedures). Academic performance significantly predicted RTLE outcomes among the 2023–2025 cohorts, although statistical significance was limited for the 2022 cohort because of its small sample size. Several professional education courses consistently emerged as significant predictors across multiple RTLE clusters and cohorts. These findings affirm academic performance as an important indicator of licensure examination success and provide evidence to support curriculum enhancement, instructional improvement, and targeted RTLE preparation strategies.

Graduate Students' Experiences in Fostering Scientific Inquiry: Basis for the Development of Research Process Model

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National University

This study explores the experiences of graduate students in fostering scientific inquiry skills through their engagement in research. Guided by Experiential Learning Theory, the study examines how students develop research competence through cycles of experience, reflection, conceptualization, and application. Specifically, it sought to answer the following questions: (1) What are the experiences of graduate students in fostering scientific inquiry in conducting research? (2) What best practices support the development of these skills? and (3) What research model process can be developed based on the findings? In line with these questions, the study aimed to describe students' research experiences, identify effective practices, and propose a research model grounded in their learning processes. A Convergent Parallel Mixed Methods Approach was employed, allowing for the simultaneous collection of quantitative and qualitative data. Survey results provided information on patterns and levels of scientific inquiry skill development, while qualitative responses offered deeper insights into students' lived experiences, including the challenges they encountered and the strategies they used to overcome them. The integration of both data sets enabled a more comprehensive understanding of the research problem. Findings revealed that graduate students develop scientific inquiry skills through active engagement in research tasks, reflective practice, and continuous application of learned concepts. However, challenges such as time constraints, limited research skills, and academic pressures remain significant. The study also identified best practices, including collaborative learning, guided mentorship, and iterative research experiences, which contribute to skill development. The study is significant in providing a research model process that can guide graduate education institutions in enhancing research training, strengthening inquiry-based learning, and better preparing students for future academic and professional research roles.

Building Evidence for AI-Ready Higher Education Faculty: A Multiple-Case Study of Confidence in Generative AI Integration

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The increasing integration of Generative Artificial Intelligence (GenAI) in higher education presents significant opportunities to enhance teaching and assessment while exposing a critical challenge: many faculty remain uncertain about integrating GenAI effectively into pedagogical practice. Although previous studies have examined AI adoption and acceptance, limited evidence explains how higher education faculty develop the confidence to integrate GenAI meaningfully into teaching. Addressing this gap, this study explored how in-service faculty teaching selected Philippine General Education courses developed confidence in integrating GenAI through an appreciative inquiry-informed lesson study. Using a qualitative multiple-case study design, data were collected through semi-structured interviews, classroom observations, lesson artifacts, and reflective documentation. Within-case and cross-case analyses identified recurring patterns and context-specific experiences that shaped faculty confidence in AI-enhanced teaching. The findings revealed four interconnected processes: contextualizing instruction through authentic and discipline-relevant learning tasks; strengthening instructional confidence through improved lesson preparation and student engagement; cultivating critical pedagogical judgment by evaluating and refining AI-generated outputs; and fostering collaborative professional learning through Lesson Study. Collectively, these processes demonstrate that confidence is developed through reflective practice and collaborative inquiry rather than technology adoption alone. The findings provide practical insights for strengthening faculty development, quality assurance, and institutional policies that promote the responsible integration of GenAI in higher education. It also provides empirical evidence supporting the aspirations of the Teacher Education Roadmap 2035 by demonstrating how structured faculty development can cultivate future-ready, digitally competent, and reflective educators.

ROOM 3: D&E

Generative AI Use in Weekly Pedagogical Reading Summaries and Insights of Mathematics Teaching Interns: Toward an Authentic Context-Specific Assessment Framework

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The widespread use of generative AI has transformed academic writing practices in higher education, raising issues on authenticity and academic integrity. Within teacher education, preservice teachers are encouraged to connect educational theories with authentic teaching experiences through weekly readings. However, the use of generative AI tools has brought uncertainty regarding the extent to which the students' critical reflections genuinely represent their thinking. This study examined patterns of generative AI use in weekly reading summary and insights of 44 mathematics teaching interns using Quillbot's four-category AI authorship classification system (AI-generated, AI-generated and AI-refined, human-written and AI-refined, and human-written). Results revealed that AI-generated writing constituted the dominant authorship pattern (mean = 59.61%), while human-written outputs accounted for only 34.87% (mean) of the content. Although AI use varied across weekly topics, statistically significant differences were observed only for AI-generated and human-written and AI-refined outputs, with negligible effect sizes, indicating that topic characteristics exerted limited practical influence on AI reliance. Based on these findings, the study proposed an authentic context-specific assessment framework that integrates experiential learning, contextual evidence, reflective reasoning, and ethical AI disclosure. Rather than prohibiting AI use, authentic assessment is strengthened in teaching internship.

A Theory of Ethical-Mathematical Learning and Assessment through Values, Character and Integrity Amid AI-Driven Tragic Dilemmas

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Persistent low mathematics achievement in the Philippines suggests that reforms in curriculum, pedagogy, assessment, technology, and teacher development may not be sufficient when the learner's internal formation is overlooked. This dissertation proposal advances a theory of ethical-mathematical learning and assessment by examining how values, character, and moral integrity influence mathematics learning behaviors and mathematics performance amid AI-driven tragic dilemmas. Grounded in Schwartz's value theory, character education and virtue ethics, moral development theory, self-determination theory, metacognitive learning theory, and digital ethics, the proposed model treats values, character strengths, and moral integrity as dispositional antecedents of ethical decision quality, self-regulated mathematics learning, and achievement. The study will use a quantitative, cross-sectional, explanatory-correlational design using covariance-based structural equation modeling. The participants will be undergraduate pre-service mathematics teachers from selected teacher education institutions. A target usable sample of at least 300 respondents will be pursued to satisfy the requirements of a moderately complex SEM model. Data will be gathered through adopted, adapted, and researcher-made instruments. The hypothesized partially mediated model will test whether ethical decision quality in AI-mediated dilemmas explains the pathways from values, character, and integrity to mathematics learning behaviors and performance. The expected contribution of the study is a theoretically grounded and empirically testable model that positions mathematics learning as both an academic and ethical-behavioral process.

ROOM 3: D&E

Exploring Faculty Members' Research Engagement: A Case of a Private Higher Education Institution in Lipa, Batangas

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Faculty research engagement is essential to strengthening academic quality, institutional effectiveness, and sustainable development. This qualitative instrumental single-case study examined the motivations, opportunities, teaching and learning influences, challenges, and institutional policy support that shape faculty research engagement at a private higher education institution in Lipa City, Batangas. Data were collected through semi-structured interviews with faculty members who attained vertical salary movement through research accomplishments and through content analysis of institutional research policies. Findings revealed that faculty members were primarily motivated by professional growth, continuous learning, travel opportunities, and networking. Research engagement also enhanced teaching by enabling the integration of research experiences and improved pedagogical practices. Institutional support through funding, training, facilities, incentives, and research culture initiatives encouraged active participation. However, balancing research with teaching, administrative, and community responsibilities remained a major challenge. Policy analysis indicated strong alignment between faculty experiences and institutional provisions on motivation, professional development, financial support, and research culture, while partial alignment was observed in mentoring, co-authorship, external collaboration, and workload management. The study recommends refining mentoring guidelines, strengthening co-authorship and workload policies, and expanding communication on externally funded research opportunities to foster a more sustainable, inclusive, and productive institutional research culture that supports long-term faculty engagement.

Thinking Together wirh AI: A Cognitive Task Analysisof Learner-Generative AI Collaboration in Non-Routine Mathematical Problem Solving

Jay R San Pedro
iAcademy

Generative Artificial Intelligence (GenAI) is transforming Mathematics Education by providing learners with adaptive, interactive, and personalized support for complex learning tasks. Although previous studies have demonstrated the potential of GenAI to enhance academic performance, limited research has examined the cognitive processes through which learner–AI collaboration supports non-routine mathematical problem-solving. Addressing this gap, this study investigated the effects of collaborative GenAI on learners' problem-solving performance and cognitive processes during non-routine mathematical tasks. An explanatory sequential mixed-methods design was employed, consisting of quantitative and qualitative phases. In the quantitative phase, learners engaged in GenAI-supported collaborative problem-solving activities, and their performance was assessed using pretest–posttest measures. A one-way ANCOVA revealed a significant difference in post-assessment performance among groups after controlling for pre-assessment scores, $F(3,128) = 4580.86$, $p < .001$, partial $\eta^2 = .991$. The qualitative phase utilized Cognitive Task Analysis (CTA) to examine learners' interactions, reasoning processes, and strategy development while collaborating with GenAI. Four themes emerged: (1) GenAI as a cognitive partner in mathematical sense-making, (2) iterative strategy development and solution refinement, (3) metacognitive monitoring and evaluation of AI responses, and (4) scaffolding complex problem-solving and reducing cognitive burden. Findings revealed that learners engaged with GenAI as a collaborative reasoning partner rather than merely an answer-generating tool, using AI interactions to explore strategies, validate solutions, monitor their thinking, and refine mathematical approaches. These findings highlight the potential of collaborative GenAI as a cognitive scaffold that promotes higher-order thinking and metacognitive regulation in Mathematics Education. The study contributes empirical insights into human–AI collaboration and provides evidence for the pedagogically meaningful integration of GenAI within the Philippine educational context.

ROOM 3: D&E

Assessing Patrians' Attitudes toward using CHATGPT for Academic Integrity

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This study examined the attitudes of Patrian students toward the use of ChatGPT Artificial Intelligence (AI) in relation to academic integrity. It investigated students' perceptions of the ethical risks and benefits of ChatGPT, its functionality, accessibility, ethical implications, and differences in perceptions according to sex and year level. A mixed-methods explanatory sequential research design was employed, integrating quantitative and qualitative approaches. Data were collected from 150 first-year and second-year students using an adapted questionnaire and an open-ended question. Quantitative data were analyzed using frequency counts, percentages, weighted means, and analysis of variance, while qualitative responses were subjected to thematic analysis. Findings showed that respondents recognized the ethical risks of ChatGPT, particularly plagiarism and excessive reliance, while acknowledging its benefits in enhancing critical thinking, academic performance, and independent learning. Respondents also perceived ChatGPT as functional, accessible, and useful for simplifying complex concepts and providing immediate academic support. They demonstrated awareness of ethical responsibilities, including proper attribution, information verification, and compliance with academic integrity policies. No significant differences were found when respondents were grouped according to sex and year level. The study concludes that ChatGPT is a valuable educational support tool when used responsibly and in accordance with academic integrity principles.

Social Responsibility Awareness among College Students of City of Malabon University: Basis for Social Responsibility Awarenes Advocacy Program

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Social responsibility awareness among university students has become increasingly important as higher education institutions are expected to develop socially responsible and civically engaged citizens. Despite this, limited local studies have examined how students' awareness of consequences, ascription of responsibility, and personal norms vary across demographic factors, particularly in the context of City of Malabon University. This study was conducted to address this gap and provide an empirical basis for strengthening institutional initiatives that promote social responsibility among students. Using a quantitative descriptive-comparative research design, data were gathered from 286 college students through a Social Responsibility Awareness Scale and analyzed using the Kruskal-Wallis and Mann-Whitney U tests. The major finding revealed that students demonstrated a high level of Social Responsibility Awareness, with an overall composite mean of 3.31 (Strongly Agree). Among its dimensions, Ascription of Responsibility obtained the highest composite mean (3.36), followed by Personal Norm (3.30) and Awareness of Consequences (3.26), all interpreted as Strongly Agree. These findings indicate that social responsibility is a significant characteristic among the respondents and reflects their strong sense of responsibility, moral commitment, and awareness of the consequences of their actions. Key results further showed that awareness of consequences demonstrated significant differences across age ($p = 0.030$), year level ($p = 0.010$), and degree program ($p = 0.045$), but not in sex ($p = 0.118$). Ascription of responsibility showed no significant differences across age ($p = 0.375$), year level ($p = 0.091$), and degree program ($p = 0.130$), although a significant difference was found in sex ($p = 0.022$). Meanwhile, personal norm showed significant differences across age ($p = 0.015$), sex ($p = 0.027$), year level ($p = 0.005$), and degree program ($p = 0.021$). These findings emphasized the strong role of awareness of consequences and personal norms in shaping socially responsible attitudes and behaviors. The study concludes that higher education institutions contribute significantly to developing students' civic consciousness and ethical responsibility. The findings support the development of a Social Responsibility Awareness Advocacy Program as a strategic response to strengthen community engagement, responsible citizenship, and sustainable social action among students. This study contributes to addressing broader issues related to civic participation, values formation, and the promotion of socially responsive education.

Leveraging Graduate Tracer Evidence for Quality Enhancement: Assessing Employment and Graduate Outcomes of Online Learning Program Graduates

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Graduate tracer studies provide valuable assessment evidence for evaluating the effectiveness of academic programs and informing continuous quality improvement in higher education. This study examined the employment outcomes and attainment of graduate outcomes among college graduates who completed their degree programs through online and remote learning modalities implemented during the COVID-19 pandemic. Using a descriptive research design, the study analyzed graduates' employment characteristics and the extent to which they demonstrated the knowledge, competencies, skills, and institutional values expected of program completers in professional settings. Results revealed that a substantial proportion of graduates secured employment within one month after graduation. Although 56% of respondents were unemployed at the time of the survey, this was largely attributed to recent resignations, geographic constraints, limited employment opportunities, and preferences for remote work arrangements. Among employed graduates, 53% were working in positions aligned with their degree programs, while 63% held regular or permanent employment. Partial Least Squares–Structural Equation Modeling further indicated that technical, interpersonal, and problem-solving competencies significantly predicted graduate employability. In addition, institutional core values demonstrated a direct positive influence on employability, highlighting the role of values-based education in supporting career readiness. The findings demonstrate how graduate tracer evidence can serve as an institutional assessment mechanism for evaluating graduate outcomes, informing curriculum enhancement, strengthening quality assurance initiatives, and supporting evidence-based educational decision-making that responds to evolving workforce demands.

ROOM 1: B,D & E

The Perceived Effects of Simulation-based Arduino Programming on the Performance and Engagement of Grade 10 and Grade 12 Programming Students at Holy Trinity Academy SY 2025-2026

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This study examined the perceived effects of simulation-based Arduino programming on the performance and engagement of Grade 10 and Grade 12 programming students at Holy Trinity Academy during School Year 2025–2026. Due to limited access to physical Arduino kits, simulation platforms such as Tinkercad, Cirkit Designer, and Wokwi were used as instructional tools for virtual circuit design, coding practice, and project-based learning. A retrospective descriptive mixed-methods action research design was used. Quantitative data were gathered from students' academic records and survey responses, while qualitative data were obtained from reflection questions. Results showed that students generally perceived simulation-based activities as helpful in improving coding skills, understanding of concepts, and confidence. Academic performance remained stable and improved slightly across grading periods for both Grade 10 and Grade 12 students. Qualitative findings revealed themes such as experiential learning, accessibility, risk-free experimentation, and improved confidence. However, challenges such as debugging difficulties, wiring confusion, and platform limitations were also reported. Overall, simulation-based Arduino programming is an effective supplementary tool that enhances student learning, engagement, and confidence in programming.

Emotions in Learning Mathematics among College Students: Basis for the Development of Socio-Emotional Learning Program

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This study investigated the emotions experienced by first-year college students in learning Mathematics at City of Malabon University during the School Year 2025–2026. With the Control-Value Theory, the study employed a quantitative descriptive-survey design using the Achievement Emotions Questionnaire-Mathematics (AEQ-M). The respondents' emotions were analyzed based on age, sex, and academic program using the Mann-Whitney U test and Kruskal-Wallis test. The findings revealed that enjoyment obtained the highest mean score (2.87, Agree), indicating that students generally experienced satisfaction and confidence in learning Mathematics. Anger recorded the lowest mean (1.91, Disagree), suggesting minimal frustration. Anxiety (2.42), hopelessness (2.34), and boredom (2.30) were also present but generally rated as Disagree. Significant differences were found in enjoyment, anxiety, and boredom when grouped by sex, while anger significantly differed across academic programs. Although anxiety emerged as the most evident negative emotion affecting participation and achievement, enjoyment remained the dominant positive emotion that enhanced students' motivation and confidence. Based on these findings, the researchers developed the ADAPT-MATH SEL Program (Adaptive Socio-Emotional Learning for Mathematics) to complement the KAPWA Mental Health Advocate Program. The proposed program aims to reduce mathematics anxiety through guided problem-solving, confidence-building activities, peer support, and emotion-friendly teaching strategies. This study emphasizes the importance of integrating socio-emotional learning into mathematics education to improve students' emotional well-being and academic success.

ROOM 1: B,D & E

Navigating Collective Intelligence: Assessment Evidence of Human-Artificial Intelligence Synergy in Selected Philippine General Education Courses

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Marking a critical inflection point in higher education, the rapid integration of Generative Artificial Intelligence (GenAI) and other emerging technologies necessitates a paradigm shift—from viewing AI as a mere technological utility to recognizing it as a collaborative partner in collective intelligence. As higher education institutions increasingly adopt AI-enabled learning environments, there is a growing need for assessment evidence that demonstrates how Human–AI collaboration influences student learning and supports evidence-based educational decision-making. Addressing this need, the present study employed a quasi-experimental research design to investigate the effects of a structured Human–AI Co-Creation framework on the learning outcomes of undergraduate students enrolled in selected Philippine general education courses. Students in the experimental group engaged in iterative cycles of prompting, evaluating, critiquing, and refining AI-generated responses, positioning GenAI as an intellectual partner rather than a source of ready-made solutions. Their performance was compared with that of a control group that completed equivalent learning tasks through traditional individual inquiry using pretest–posttest assessments. Beyond measuring learning gains, the study leverages assessment evidence to examine how Human–AI synergy fosters collective intelligence and enhances students' capacity for higher-order thinking and collaborative knowledge construction. The findings provide evidence to inform formative assessment practices, curriculum enhancement, faculty development, and institutional policies that support the responsible, equitable, and pedagogically meaningful integration of Generative Artificial Intelligence in Philippine higher education.

Perceived Challenges on Absenteeism and Parental Involvement among Key Stage 1 Elementary Teachers

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Absenteeism remains a persistent challenge in basic education, often linked to home, health, and environmental factors that influence learners' participation in school. Although parents play a critical role in promoting regular attendance, the level and consistency of their involvement vary, creating a gap in understanding how parental practices relate to absenteeism. This study examined the perceived causes of absenteeism and the extent of parental involvement as assessed by teachers, with the aim of providing inputs for strengthened teacher–parent partnerships. Using a descriptive–correlational design and a survey questionnaire administered to teachers, the study collected data on absenteeism frequency, parental practices, and school responses. Results indicate that absenteeism is commonly driven by health issues, family circumstances, and environmental barriers. Teachers perceived parents to be highly involved in routine caregiving but only moderately involved in academic activities, with participation varying across households. A strong positive relationship was found between parental involvement and school initiatives, highlighting their complementary roles in addressing attendance concerns. The study concludes that improving attendance requires consistent communication, structured monitoring, and stronger collaboration between teachers and parents. These findings underscore the importance of unified school-wide interventions and capacity-building programs to better equip parents in supporting learners' academic engagement and reducing absenteeism.

Mathematics Self-efficacy and Anxiety Among Undergraduate Non-Mathematics Major Students: Basis for Mathematics Confidence Enhancement Program

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This study examined mathematics self-efficacy and mathematics anxiety among undergraduate non-mathematics major students in the College of Teacher Education at City of Malabon University. It aimed to identify the levels of students' confidence in mathematics and their anxiety, determine differences based on demographic variables, and examine the relationship between mathematics self-efficacy and mathematics anxiety. The findings served as a basis for proposing a Mathematics Confidence Enhancement Program designed to support students in improving their mathematical learning experience. This study used a quantitative descriptive–comparative–correlational research design. A total of 291 undergraduate non-mathematics major students participated in the study. The Mathematics Self-Efficacy and Anxiety Questionnaire (MSEAQ), a validated instrument, was used to gather data. Weighted mean and standard deviation were used to describe the levels of the variables. Mann–Whitney U test, Kruskal–Wallis H test, and Spearman's rho were used to analyze differences and relationships among variables.The results showed that students often demonstrated moderate mathematics self-efficacy with a composite mean of 2.61 and moderate mathematics anxiety with a composite mean of 2.80. Significant differences were found in mathematics self-efficacy ($U = 5537$, $p = .049$, $r = .159$) and mathematics anxiety ($U = 5157$, $p = .007$, $r = -.216$) when grouped according to sex. In terms of degree programs, mathematics self-efficacy showed a significant difference ($\chi^2(4) = 15.38$, $p = .004$), while mathematics anxiety showed no significant difference ($\chi^2(4) = 6.64$, $p = .156$). Furthermore, a significant negative relationship was found between mathematics self-efficacy and mathematics anxiety ($\rho = -.299$, $p = .001$). These results highlight the importance of strengthening students' confidence to reduce anxiety and improve learning outcomes. Based on these findings, a Mathematics Confidence Enhancement Program is proposed to help students build stronger confidence, reduce anxiety, and improve their overall performance and experience in mathematics learning.

From Text to Action: Harnessing El Filibusterismo Through Video Advocacy for Social Engagement in 21st-Century Classrooms

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This study focused on using El Filibusterismo together with video advocacy to improve students' social engagement in the classroom. It aimed to determine students' social engagement levels before and after the activity, assess whether there was a significant change, and understand their experiences during the creation of video advocacy projects. Both quantitative and qualitative methods were used, involving 202 Grade 10 students from the University of Saint Louis Tuguegarao – Basic Education School. Data were collected through surveys, student reflections, and group discussions. The results were analyzed using mean scores, a paired sample t-test, and thematic analysis. The findings showed that students' social engagement improved after the activity. There was a significant increase in their understanding of social issues and their active involvement. However, there was little change in their sense of responsibility and exposure to social issues. Students also shared that they became more confident, more aware of real-life problems, and more willing to express their ideas and take action. Hence, the study concludes that combining El Filibusterismo with video advocacy is an effective way to make learning more meaningful and help students become more active and responsible members of society.

ROOM 2: B
Assessment for Learning and Teaching Excellence

Development and Validation of a Questionnaire on Sustainability Awareness, Attitude, and Actions in Organic Chemistry

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As the urgency of global sustainability challenges intensifies, science education must evolve to prepare learners with the awareness, disposition, and competencies required for sustainable living. This study reports the development and validation of the Sustainable Organic Chemistry Awareness, Attitude, and Action Scale (SOCAAAS), a psychometric instrument designed to assess senior high school students' integration of sustainability concepts within Organic Chemistry. Anchored on the alignment of curriculum-based learning competencies with selected United Nations Sustainable Development Goals (SDGs), the instrument was developed through a multi-phase process including construct mapping, content validation by experts, pilot testing, and reliability analysis. Findings demonstrated that SOCAAAS has strong psychometric properties, with high content validity ratios and acceptable internal consistency ($\alpha > 0.90$ for all subscales). This study contributes to the growing field of Education for Sustainable Development (ESD) by offering a validated tool that can be used to evaluate and inform pedagogical and curricular practices in Chemistry education.

Higher-Order Thinking Skills and it's relationship with Self-efficacy and Academic Performance of First Year College of City of Malabon University

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Higher-order thinking skills (HOTS) and mathematics self-efficacy are known as an essential tools in improving students' academic success, but limited studies exists about their relationship in solving quadratic equation among first-year college students. This study aimed to determine the relationship between higher-order thinking skills, mathematics self-efficacy, and academic performance of first-year college students at the City of Malabon University. It specifically examined the differences in HOTS and self-efficacy according to the respondents sex, socioeconomic status, and grades in Mathematics in the Modern World subject, as well as the connection of the sources of mathematics self-efficacy and students' higher-order thinking skills. A quantitative descriptive-correlational research design was used with 294 first-year college students selected as the respondents through random sampling. Data were collected using a adopted 4-point Likert Scale to measure the sources of mathematics self-efficacy and a Higher-Order Thinking Skills Test on quadratic equation. The data gathered were analyzed using descriptive statistics, difference tests, and correlation tests. Findings showed that students have a moderate levels of higher-order thinking skills and mathematics self-efficacy on average. Mastery experience, vicarious experience, and social persuasion were found to have significant positive relationships with higher-order thinking skills, while physiological state showed a significant negative relationship. Significant differences in HOTS and self-efficacy were also observed based on students' academic performance, whereas sex and socioeconomic status which showed limited influence on the variables. The results suggests that students with stronger mathematics self-efficacy are more likely to show higher-order thinking skills and achieve better academic performance. These findings emphasize the importance of developing both cognitive and motivational factors in mathematics education. It's recommended that higher education institutions implement instructional strategies and intervention programs that help students' strengthen their higher-order thinking skills and mathematics self-efficacy to improve learning outcomes and overall academic achievement.

ROOM 2: B
Assessment for Learning and Teaching Excellence

Salitrato: Effect of Using Illustrations (Pictures) in Enhancing the Filipino Vocabulary Among Senior High School Students

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This study aimed to investigate the effectiveness of using illustrations and pictures to enhance Filipino vocabulary acquisition among Senior High School (SHS) students in the Humanities and Social Sciences (HUMSS) strand. While the role of visual aids in language learning has been widely studied in foreign languages, there is limited research on their impact on Filipino vocabulary, particularly among SHS students. The study employed a quasi-experimental design, involving a pre-test and post-test on Filipino vocabulary. The experimental group received vocabulary instruction using illustrations, while the control group used traditional methods. Results indicated a significant improvement in both groups' vocabulary proficiency, with the control group showing higher post-test scores. However, the experimental group also demonstrated notable vocabulary gains, suggesting that visual aids can enhance vocabulary comprehension, engagement, and retention. The study concluded that while traditional teaching methods remain effective in immediate vocabulary acquisition, incorporating visual tools can provide a meaningful and engaging alternative to foster deeper understanding and long-term retention in Filipino language learning. The findings recommend the integration of visual-based strategies into Filipino instruction and further exploration of their role in enhancing language proficiency. This research contributes to the gap in the literature regarding the use of visual learning tools in Filipino language education.

From Practice to Policy: Transforming Higher Education Assessment Frameworks Through Faculty Insights

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The shift to outcomes-based education has made assessment of learning a crucial issue in higher education. To achieve the goals of outcomes-based education, the skills of the faculty to evaluate students' outcomes need attention. This research aimed to investigate how the faculty perceived their skills and practices in evaluating students' learning outcomes so that remedial measures may be designed. Mixed method research design and a modified questionnaire were used to gather data among faculty selected through random sampling. Focus group discussions and documentary analysis were used to support self-reported data. Statistical analysis revealed that faculty have varying levels of classroom assessment skills, mostly used traditional assessment, and neither interpret nor communicate assessment results to students and parents. The findings imply that the faculty need trainings in authentic and alternative assessment techniques and statistical applications. The results of this study may be used as input in the development of in-service training programs and in the formulation of policies that will support the enhancement of the faculty's assessment literacy.

ROOM 3: B
Assessment for Learning and Teaching Excellence

The Effects of Students' Quality Circle on the Academic Achievement and Atttitude in Reading and Writing of Selected Grade 11 Students of Nemesio I. Yabit Senior High School

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This study examines the effects of Students' Quality Circle (SQC) as a cooperative learning approach on the achievements and attitudes toward reading and writing subject of Grade 11 students at Nemesio I. Yabut Senior High School. A quasi-experimental intact group design was used, and the pre-test and post-test were given to the participants to assess their achievements, and a Likert-scale survey was administered to measure the attitudes of the students. The SQC or cooperative learning strategy was used as an intervention to improve the achievement of the students in Reading and Writing core subject in the Senior High School of Nemesio I. Yabut Senior High School. The five elements of cooperative learning strategy were utilized in the discussions and collaborative problem-solving activities designed to strengthen reading comprehension and writing proficiency. Statistical analysis using paired t-tests demonstrated a significant improvement in the post-test scores, and the Likert Scale's assessment indicates that the majority of students hold a positive attitude toward the Reading and Writing subject. These findings highlight the potential of SQC to enhance both academic performance and positive learning attitudes, providing a practical and adaptable approach for improving Reading and Writing instructions in the Senior High School settings.

Keywords: Students' Quality Circle, cooperative learning, achievement, attitude in reading and writing

Perception on the Use of Learning Corners and Learning Outcomes: Inputs for the Development of Kindergarten Learning Action Cell Plan

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Learning Corners is a child-centred approach to teaching young children wherein children have the freedom to choose what to do. This research examines the impact of learning corners on improving the learning outcomes of the kindergarten. The researchers conducted this study in Malabon District 2 to provide local evidence that teachers can use. This study uses a quantitative, descriptive correlational research design to identify whether learning corners have an impact on improving the learning outcomes of the kindergarten, specifically in the selected schools in Malabon District 2. Data was collected through questionnaires from all kindergarten teachers in the selected schools, using census sampling, considering teachers' perceptions. The findings reveal that kindergarten teachers strongly agree on the positive influence of learning corners, as reflected by high mean scores ranging from 4.53 to 4.75 on a 5-point Likert scale. Results showed the correlation coefficient calculated is r = 0.894***, and the significance level was p < .001. Such a result shows that there is a highly strong positive correlation between the Learning Corner Influences and Learning Outcome Influences.

ROOM 3: B
Assessment for Learning and Teaching Excellence

FILI-IN-MOTO: Pagsusuri sa Kabisaan ng Wastong Gamit ng mga Salita sa Konteksto ng Pagsulat

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Ang pag-aaral na ito ay naglalayong suriin ang kabisaan ng paggamit ng FILI-IN-MOTO bilang estratehiya sa pagpapahusay ng wastong paggamit ng mga salita sa konteksto ng pagsulat ng mga mag-aaral sa Senior High School. Gumamit ang pananaliksik ng quasi-experimental na disenyo na may control group at experimental group upang ihambing ang resulta ng pre-test at post-test ng mga kalahok. Ang mga respondente ay binubuo ng 83 mag-aaral sa ika-11 baitang mula sa University of Saint Louis Tuguegarao. Gumamit ng talatanungan at pagsusulit na may mga aytem sa pagpili ng wastong salita, pagbuo ng pangungusap, at pagsulat ng talata upang masukat ang antas ng kanilang kakayahan sa kontekstuwal na paggamit ng salita. Lumabas sa resulta na walang makabuluhang pagkakaiba sa pre-test ng dalawang grupo, ngunit nagkaroon ng makabuluhang pagtaas sa post-test ng experimental group matapos gamitin ang interbensiyong FILI-IN-MOTO. Ipinakita ng pag-aaral na ang paggamit ng mother tongue translation at sistematikong pagsasanay ay nakatutulong sa pagpapahusay ng bokabularyo at kalinawan ng akademikong pagsulat. Samakatuwid, ang FILI-IN-MOTO ay maaaring magsilbing epektibong estratehiya sa pagtuturo upang mapalakas ang kakayahan ng mga mag-aaral sa wastong paggamit ng mga salita sa konteksto ng pagsulat.

Teachers' Strategies in Managing Students' Misbehavior in Key Stage 1 Classroom

Risha Joy V. Araga
Co Author/s: Carla S. Angoring and Christine Marie L. Datario
City of Malabon University

Classroom management is important to create a positive learning environment and improve the effectiveness of teachers' strategies. However, student misbehavior remains a challenge that hinders the flow of the class, which also influences the performance of teachers in delivering class instruction. This study used a quantitative descriptive-correlational research design to examine the relationship between the major factors contributing to misbehavior and the frequency of students' misbehavior in key stage 1 classrooms in selected schools in District II, Malabon City. A simple random sample of 164 Key Stage 1 teachers participated in a standardized survey questionnaire that had been validated (Cronbach's α = 0.81-0.86). The data was analyzed using frequency, percentage, weighted mean, and the Spearman Rho correlation coefficient. The results showed a significant positive relationship (p=0.003) between the major factors contributing to misbehavior, such as "Parents who do not instill pro-school values in their children.", "Students who lack self-discipline.", and "Students with emotional and/or behavioral difficulties." (mean=3.51), and the frequency of students' misbehavior (mean=3.36). This shows that the more these major factors are observed in the classroom, the occurrence of misbehavior also increases. The results showed that proactive and constructive strategies can lessen the misbehavior of the students inside the classroom, these strategies include counseling, organized participation, and behavioral observation. This study underscores the significance of having effective and proper teaching strategies inside the classroom that aids in managing students' misconduct and to create a strong relationship between the parent and the teacher to lessen the misbehavior and create a good behavior and supportive environment for the students.

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