

It Ends With Us | And So It Begins *Making Assessment in Basic Education Work*

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Various assessment activities in basic education **negatively impacts** the quality of education and the collection of comprehensive data for analysis.

Excessive Assessment Activities

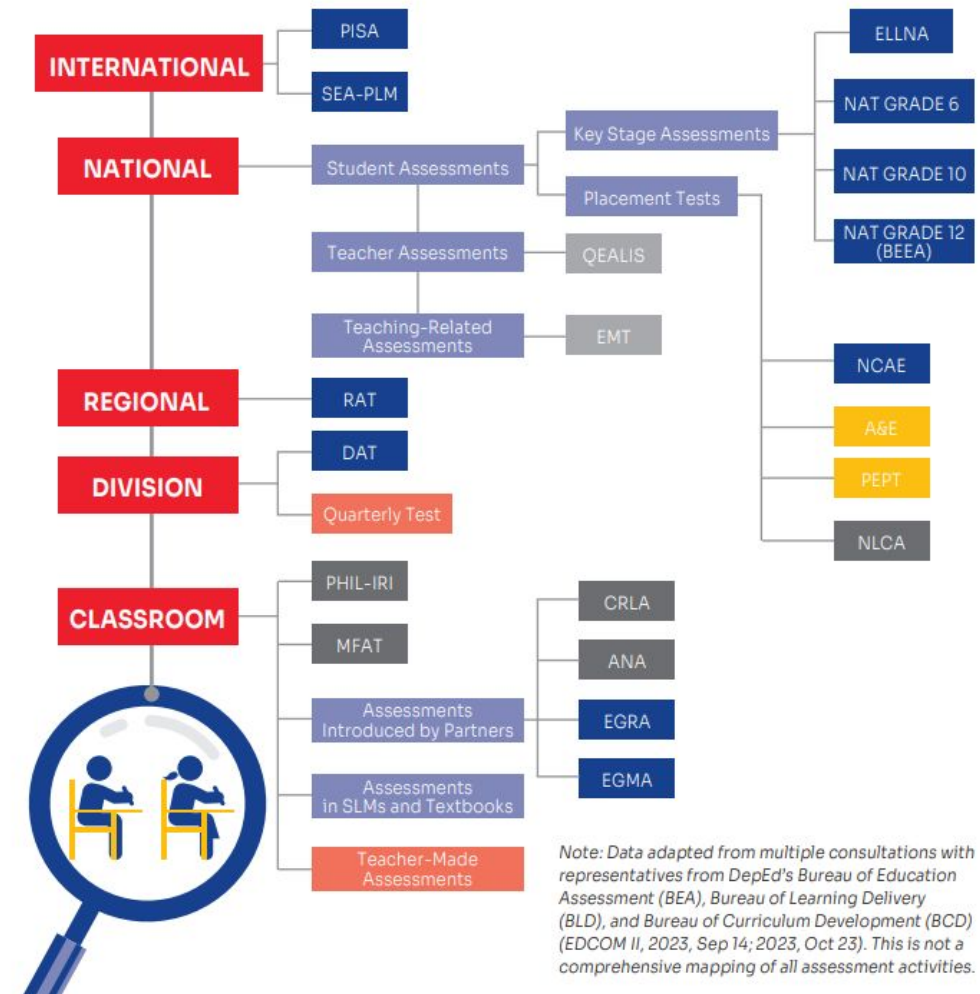
During consultations, educators noted the lack of timely and complete data due to excessive assessments.

Aligning Assessment Objectives: (System-wide vs Individual Learning evaluations)

DepEd policies show that international, national, and regional assessments are system assessments, while classroom assessments, in contrast, focus on individual student progress and competencies.

FIGURE 9

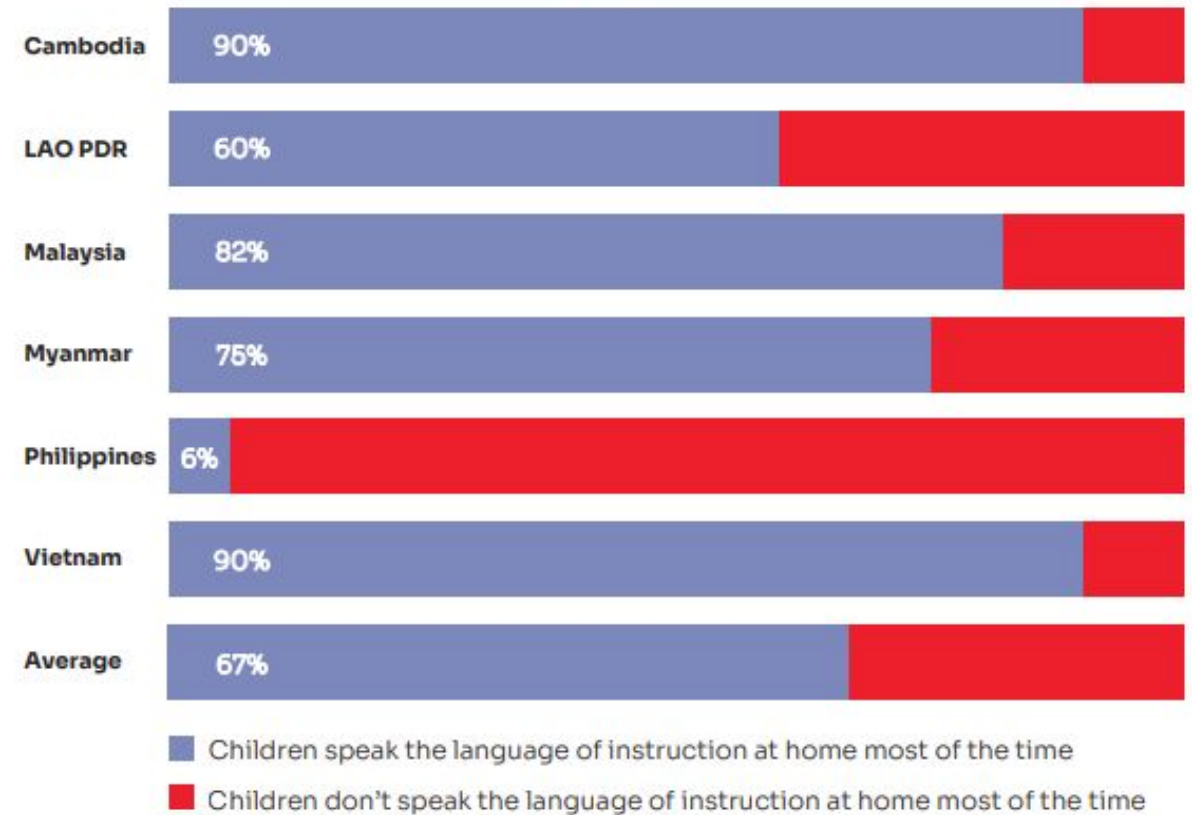
Mapping of Assessments Administered in Basic Education



Language of Instruction and Testing

The use of English as the language of testing in international assessments like PISA has been identified as a potential mismatch for Filipino students, many of whom are not native English speakers.

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



Source: SEA-PLM 2019 Main Regional Report

Second Congressional Commission on Education (2024). Miseducation: The failed system of Philippine education, EDCOM II year one report. Second Congressional Commission on Education. pp. 94-115.

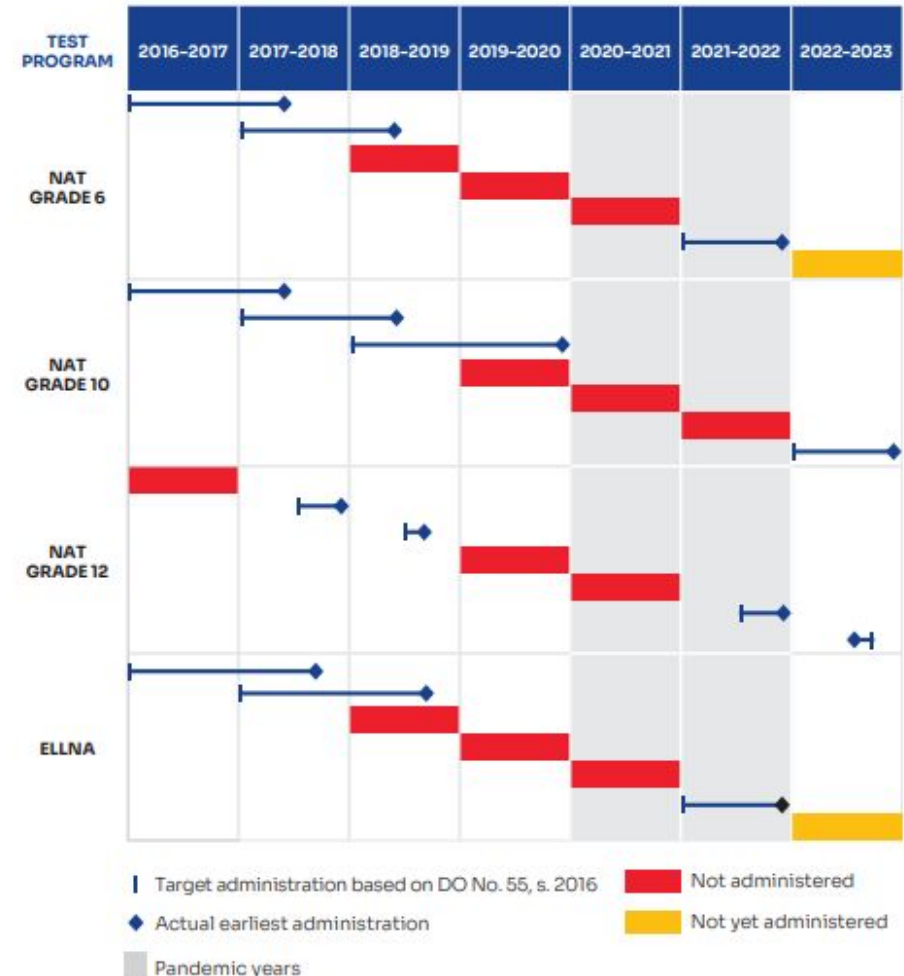
Procurement and Administration

National assessment contracts are divided into three lots: printing and warehousing, scanning and processing, and delivery and retrieval. Few vendors bid due to challenges like quarantine restrictions and unappealing contract terms.

Out of 27 key stage assessments scheduled to be conducted from SY 2016–2017 to SY 2022–2023, **13 were delayed, and 11 were not administered at all.**

This has resulted in a proliferation of short-term assessments that are not suitable for long-term planning or policy development.

Timeline of Administration of National Assessments
from SY 2016–2017 to SY 2022–2023



Note: Dates for the table were obtained from the following sources: DM No. 001, s. 2023; DM No. 033, s. 2020; DM No. 034, s. 2023; DM No. 068, s. 2018; DM No. 146, s. 2017; DM No. 146, s. 2018; DO 027, s. 2022, and a press release: <https://www.deped.gov.ph/2018/06/29/statement-on-the-schedule-of-nat-12-for-sy-2017-2018/>.

EDCOM II Recommendations

1. **Teachers to undergo training** to be equipped with skills to choose and utilize tools that are more sustainable for the context of their learners.
2. In addition to classroom assessments, **Functional Literacy, Education, and Mass Media Survey (FLEMMS) must also be reviewed.**
3. As temporary measure, DepEd should **streamline basic education assessments**. However, they must ensure consistent administration and timely release of national key stage assessments like NAT and ELLNA.
4. **Modernize test administration**, investing in infrastructure, staffing, and training to facilitate computer-based assessments.

Assessing what matters

Alignment is essential	Beyond the basics	Real-world relevance	Harnessing technology	Rigorous validation	Investment in innovation
Assessments should directly reflect educational goals and priorities.	Prioritize assessing complex skills like critical thinking, problem-solving, creativity, and collaboration, which are essential for success in the 21st century.	Assessments should be designed to mimic real-world situations, allowing students to demonstrate their abilities in authentic contexts.	Digital tools offer exciting possibilities for innovative assessment formats, from interactive simulations to personalized feedback.	To ensure the validity of assessments, rigorous validation processes are essential, involving both theoretical foundations and empirical data.	Developing next-generation assessments requires substantial investment in research, development, and implementation, including intellectual capital, financial resources, and political will.

Criteria used to identify resilient education systems

Performance

- Mathematics performance was at or above the OECD average in 2022
- Mathematics performance was stable or improved between 2018 and 2022

Equity

- Association between student performance and socio-economic status is at or weaker than the OECD average in 2022
- Disadvantaged and advantaged students maintained or improved their performance between 2018 and 2022

Well-being

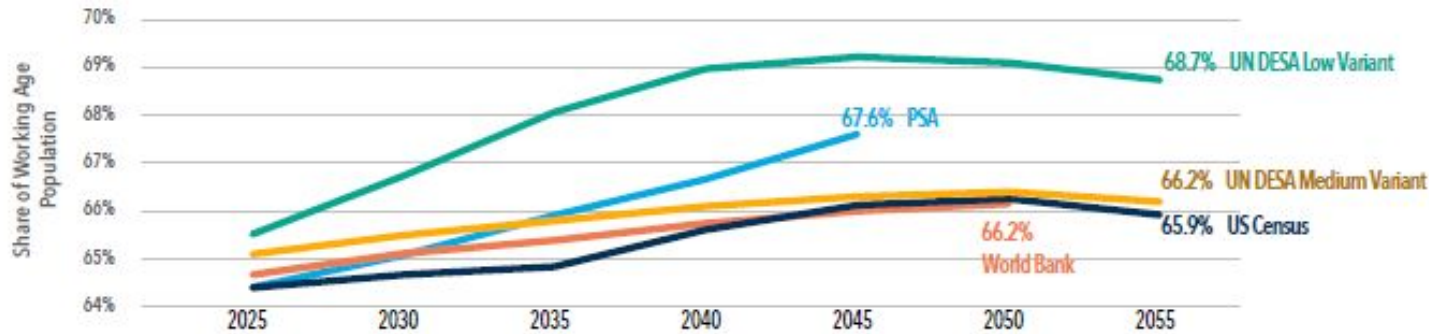
- Students' sense of belonging at school was at or above the OECD average in 2022
- Students' sense of belonging at school was stable or improved between 2018 and 2022

PISA 2022 Results - Philippines

- Scored below OECD average in math, reading, and science;
- 2022 results: remained relatively unchanged from 2018.

- Smaller socio-economic gap in math compared to OECD average;
- Gap narrowed in the Philippines between 2018 and 2022, while the OECD average remained stable;
- 12% of disadvantaged students scored in the top quarter of math performance, exceeding OECD 10% average.

Most students reported positive social experiences at school, but a significant portion also felt lonely or excluded, with a decline in overall belonging since 2018.



70%

of the Philippines' wealth is human capital.

52%

but tomorrow's workers will be only 52% as productive as they could be.

1

only one generation (20-25 years) away before the demographic window closes.

- PH will likely reach upper middle income country (UMIC) status by 2026;
- Its key human capital indicators fall short of a typical UMIC;
- PH is a young country in an aging region;
- There is an urgent need for human capital development amidst demographic shifts;
- Strategic human capital investments are crucial to support the growing working-age population.

World Bank. (2024). *The Philippines Human Capital Review: Investing in the early years to boost human potential*. World Bank.



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