

# Responsiveness of the K to 12 Assessment Policies to SDG Quality, Equality, and Equity Indicators: Input to Quality Reform Efforts

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## Project Leader:

Marilyn U. Balagtas

## Core Members

Richard DLC. Gonzales

Minie Rose C. Lapinid

Cesar T. Medula, Jr

## Contributors:

Maria Benita E. Balagan

Edwin C. Barba Jr.

Jason Arnold L. Maslang

Voltaire M. Mistades

Brando C. Palomar

Teresita T. Rungduin



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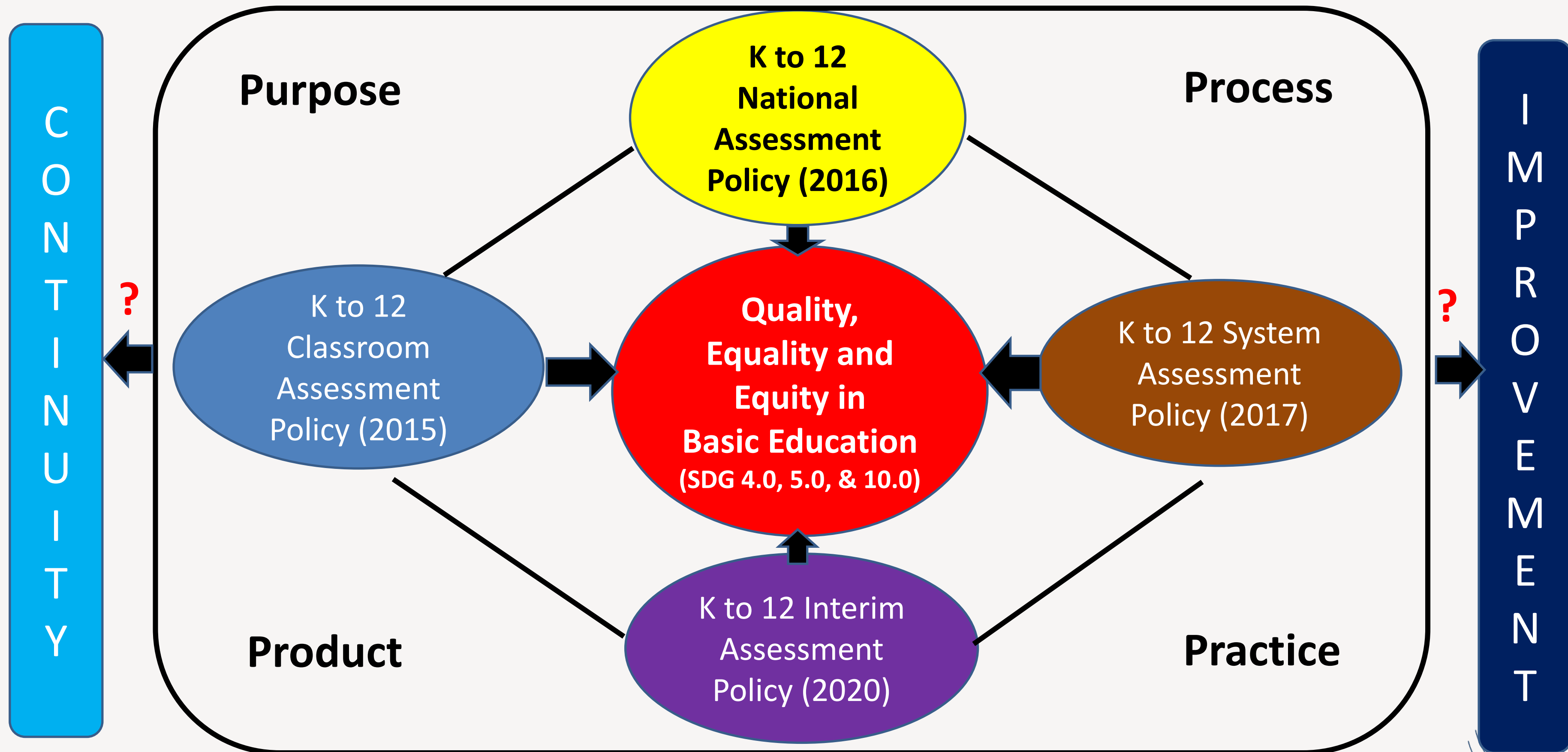
# OUTLINE

# Rationale



- ❖ The 1<sup>st</sup> complete cycle of the implementation of the Kto12 Program described in the Enhanced Basic Education Act 2013 (RA10533) will happen in **SY2023-2024**.
- ❖ RA 10533 aims to enhance the Philippine basic education to be **at par with global standards** and to develop holistically the Filipino learners with 21<sup>st</sup> century skills.
- ❖ RA10533 demands continuous **monitoring and evaluation** of the effectiveness of the program.
- ❖ The Department of Education (DepEd) released various policies to inform **classroom assessment** (i.e., DepEd Order[DO] No. 8, s. 2015), **national assessment** (i.e., DO 55 s.2016); **system assessment** (i.e., DO 29, s.2017); and **interim assessment** at the time of COVID-19 (i.e., DO 31 s.2020).
- ❖ **Initial results** of the national assessments show Filipino learners' **low proficiency** in their learning competencies and 21st-century skills (DepEd, 2019).
- ❖ Results of the Philippines' participation in **international large-scale assessments** also reveal the **dismal performance** of the Filipino learners in the 2018 Program for International Student Assessment (PISA) (OECD, 2019), 2019 Trends in International Mathematics and Science Survey (IEA, 2020), and in 2019 Southeast Asia Primary Learning Metrics (SEAMEO & UNICEF, 2021).
- ❖ These **results** question whether the **Kto12 reform really transforms** Filipino learners into **globally competitive and holistically developed citizens with 21st-century skills**.
- ❖ As **policies inform the purpose, process, practice and outcomes of assessment**, it is worth examining **how assessment policies** in the Kto12 program contribute to **quality basic education** in the Philippines.
- ❖ It is hoped that such an analysis of the use of various DepEd assessment policies could identify gaps on how to **raise the bar of quality, equality, and equity** in basic education in the country.

# Study Conceptual Framework



# Definition of Terms



**QUALITY** refers attributes and skills to achieve one's potential as human being and as a member of society

**SDG 4.0 Quality Education (QUALITY)** - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG 4.4 Increase the Number of People with Relevant Skills for Financial Success

SDG 4.6. Universal Literacy and Numeracy

**EQUALITY** refers to being equal in status, rights and opportunities

**SDG 5.0 - Gender and Inclusion (EQUALITY)** - Ensure gender equality and the empowerment of all women and girls.

SDG 5.5 – Ensure Full Participation in Leadership and Decision Making

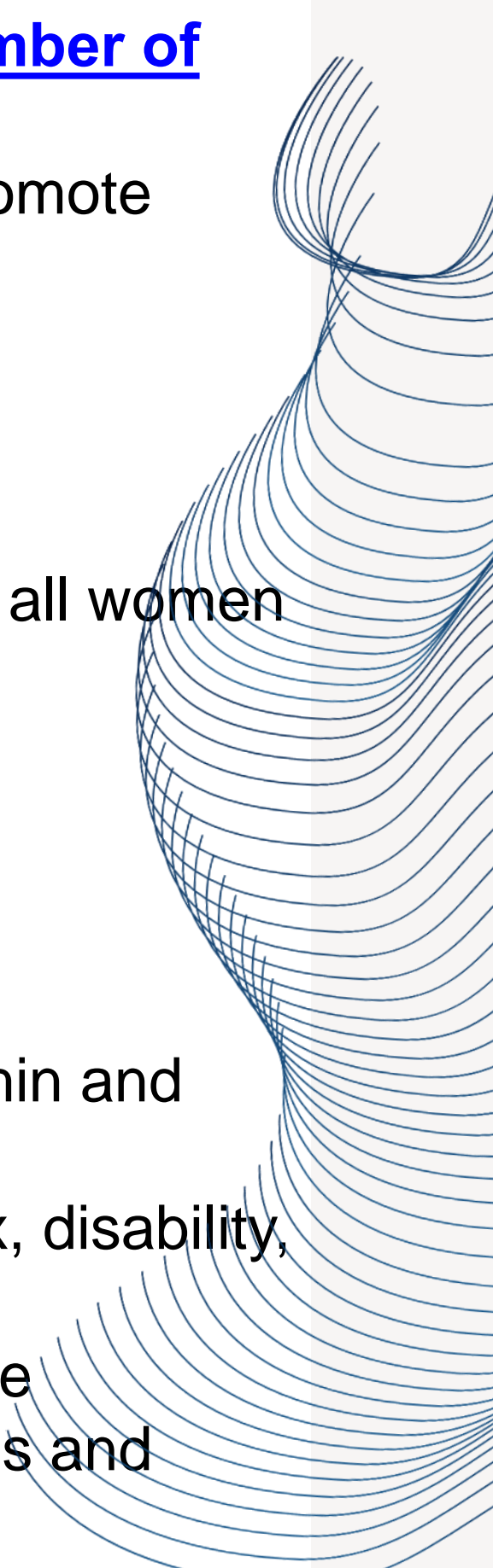
SDG 5.9 – Adopt and Strengthen Policies and Enforceable Legislation for Gender Equality

**EQUITY** refers to being provided with resources and opportunities that fit specific needs or circumstances with fairness and impartiality

**SDG 10.0 - Reduced Inequalities within and among countries (EQUITY)**- Reduce inequality within and among students.

SDG 10.2- Promote universal, social, economic and political inclusion of all (irrespective of age, sex, disability, race, ethnicity, origin, religion, or economic or other status)

SDG 10.3 Ensure equal opportunities and end discrimination ( Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and actions in this regard)



# Statement of Purpose



This study aims to:

1. Determine the **level of responsiveness** of the K to 12 Assessment policies to the following SDG indicators:
  - ❖ Quality indicators in SDG 4.0
  - ❖ Equality indicators in SDG 5.0
  - ❖ Equity indicators in SDG 10.0
2. Provide **policy advice** if there are **gaps** found in the K to 12 assessment policies in terms of the need to respond to the quality, equality, and equity indicators of the 2030 Sustainable Development Goals

# Methodology



## ❖ Document Analysis of the following assessment policies vis-à-vis SDG 4.0, 5.0 and 10.0 indicators

- a. Classroom Assessment Policy in the K to 12 Program in 2015 (pre-pandemic policy or DepEd Order(DO) No. 8, s. 2015 )
- b. National Assessment Policy in the K to 12 Program in 2016 (pre-pandemic policy or DO 55 s.2016 )
- c. System Assessment Policy in the K to 12 Program in 2017 (pre-pandemic policy or DO 29, s.2017 )
- d. Interim Assessment Policy in the K to 12 Program in 2020 (pandemic policy or DO 31 s.2020 )

## ❖ Analysis for Level of Responsiveness

- ❖ 5- responsive to a **very great extent** if there are indicators representing **ALL 4** of the purpose, process, practice and product of assessment aligned to the target SDG indicators
- ❖ 4- responsive to a **great extent** if there are indicators representing **ANY 3** of the purpose, process, practice and product of assessment aligned with the target SDG indicators
- ❖ 3- responsive to a **moderate extent** if there are indicators representing **ANY 2** of the purpose, process, practice and product of assessment aligned with the target SDG indicators
- ❖ 2- responsive to a **little extent** if there is any indicator representing **ANY 1** of the purpose, process, practice and product of assessment that is aligned with the target SDG indicators
- ❖ 1- **not responsive** if **NO** indicator in the purpose, process, practice and product of assessment is aligned with the SDG indicators

# Findings



The following SDG 4.0 indicators are **addressed in the K to 12 assessment policies** in the Philippines but **not consistent across the classroom, national, system, and interim assessment policies** of DepEd.

1. SDG 4.1 - By 2030, ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and Goal-4 **effective learning outcomes**
2. SDG 4.4 - By 2030, substantially increase the number of youth and adults who have **relevant skills**, including technical and vocational skills, for employment, decent jobs, and entrepreneurship
3. SDG 4.5 - By 2030, eliminate **gender disparities** in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations
4. SDG 4.6 - By 2030, ensure that all youth and a substantial proportion of adults, both men and women, **achieve literacy and numeracy**
5. SDG 4.7 - By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a **culture of peace and non-violence, global citizenship, and appreciation of cultural diversity** and of culture's contribution to sustainable development
6. SDG 4.A - Build and upgrade education facilities that are child, disability and gender sensitive and provide **safe, nonviolent, inclusive, and effective learning environments for all**
7. SDG 4.C - By 2030, substantially **increase the supply of qualified teachers**, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states

4 QUALITY EDUCATION





# Findings



The following SDG 5.0, and 10.0 indicators are **addressed in the K to 12 assessment policies** in the Philippines but **not consistent across the classroom, national, system, and interim assessment policies** of DepEd.



1. SDG 5.5-By 2030, ensure women's full and effective participation and **equal opportunities in leadership and decision making**
2. SDG 5.9 – By 2030, adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the **empowerment of all women and girls at all levels**



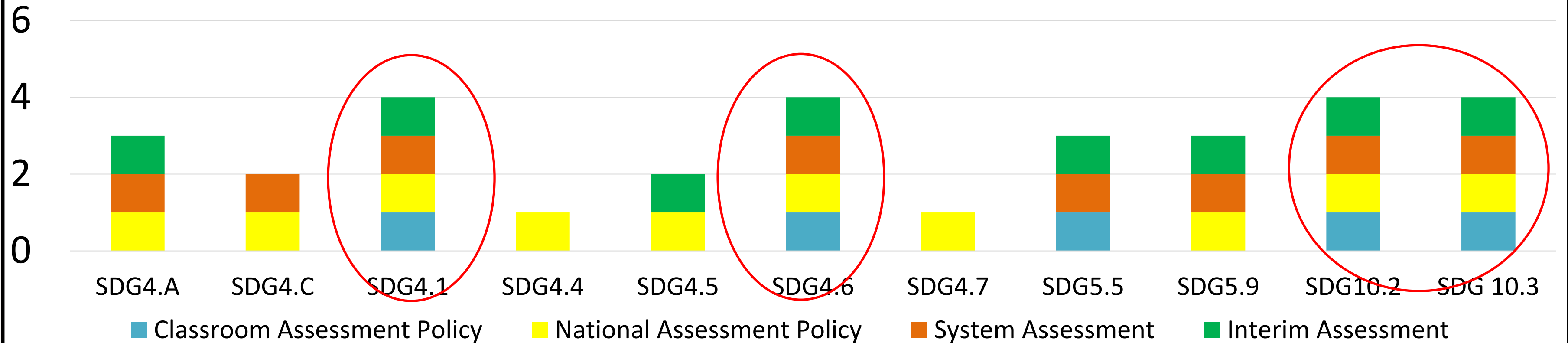
1. SDG 10.2- By 2030,promote **universal, social, economic, and political inclusion of all** (irrespective of age, sex, disability, race, ethnicity, origin, religion, economic, or other status)
2. SDG 10.3 - By 2030, ensure **equal opportunities and end discrimination** (Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies, practices and promoting appropriate legislation, policies, and actions in this regard)



# Findings



Analysis of the Responsiveness of the K to 12 Assessment Policies to Sustainable Development Goals on Quality, Equity and Equality Indicators



All the 4 assessment policies address :

- ❖ SDG4.1 ( ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and Goal-4 **effective learning outcomes**),
- ❖ SDG 4.6 (ensure that all youth and a substantial proportion of adults, both men and women, **achieve literacy and numeracy**),
- ❖ SDG10.2, (promote universal, social, economic, and political **inclusion of all** (irrespective of age, sex, disability, race, ethnicity, origin, religion, economic, or other status), and
- ❖ SDG 10.3 (Ensure equal opportunity and **reduce inequalities of outcome**, including by eliminating discriminatory laws, policies, practices and promoting appropriate legislation, policies, and actions in this regard) .

# Findings



Assessment Policy	Dimension	Assessment Policy Indicators Mapped with SDG 4.0 <b>Quality</b> Indicators		
		SDG 4.4 Increase the number of people with relevant skills for financial success	SDG 4.6 Universal Literacy and Numeracy	Other SDG 4.0 Indicators Where the Assessment Policies are Mapped
Classroom Assessment Policy	Purpose		2.1.1.1; 2.1.1.3; 2.1.1.4	SDG 4.1
	Process			SDG 4.1
	Practice			SDG 4.1
	Product			SDG 4.1
National Assessment Policy	Purpose		1.1.1.2	SDG 4.1; 4.5; 4.6; 4.A; 4.C
	Process	4.2.1.1; 4.2.1.2; 4.2.1.3; 4.2.1.4	4.2.1.1; 4.2.1.2	SDG 4.1; 4.4; 4.6; 4.7
	Practice	4.2.3.1	4.2.3.3	SDG 4.1; 4.4; 4.6
	Product	3.4.1.1		SDG 4.1
System Assessment Policy	Purpose			SDG 4.1; 4.A
	Process			SDG 4.1
	Practice			SDG 4.1
	Product		0.4.1.8; 0.4.1.9	SDG 4.1; 4.6; 4.A; 4.C
Interim Assessment Policy	Purpose		0.1.1.2; 0.2.1.3; 0.2.1.6	SDG 4.1; 4.6; 4.A
	Process			SDG 4.1; 4.6
	Practice			SDG 4.1; 4.A
	Product			SDG 4.1

The **national assessment policy** is responsive to a **great extent** to SDG 4.4 and 4.6 and other SDG 4.0 indicators while the **classroom, system, and interim policies** are responsive to a **little extent** to SDG 4.6 but not to SDG 4.4 but responsive to a **very great extent** to SDG 4.1.

# Findings



Assessment Policy	Dimension	Assessment Policy Indicators Mapped with SDG 5.0 – Gender and Inclusion (Target for <b>EQUALITY</b> )		
		SDG 5.5 Ensure Full Participation in Leadership and Decision Making	SDG 5.9 Adopt and Strengthen Policies and Enforceable Legislation for Gender Equality	Other SDG 5.0 Indicators Where the Assessment Policies are Mapped
Classroom Assessment Policy	Purpose			
	Process			
	Practice	1.3.2.1; 1.3.2.2; 2.3.2.1		
	Product			
National Assessment Policy	Purpose			
	Process		1.2.2.3	
	Practice		2.3.2.1	
	Product			
System Assessment Policy	Purpose		0.1.2.1	
	Process			
	Practice	0.3.2.1; 0.3.2.2		
	Product		0.4.2.1	
Interim Assessment Policy	Purpose		0.1.2.1	
	Process	0.2.2.1; 0.2.2.2; 0.2.2.4	0.2.2.3	
	Practice			
	Product		0.4.2.1	

The **classroom, system, and interim** assessment policies are responsive to a **little extent to SDG 5.5** while the **national assessment policy** is **not responsive** to that SDG 5.5 indicator. The national and system assessment policies are responsive to SDG 5.9 to a moderate extent while the interim assessment to a great extent but the **classroom assessment policy is not responsive** at all.

# Findings



## Assessment Policy Indicators Mapped to SDG 10.0 – Reduced Inequalities (Target for **EQUITY**)

Assessment Policy	Dimension	Assessment Policy Indicators Mapped to SDG 10.0 – Reduced Inequalities (Target for <b>EQUITY</b> )		
		SDG 10.2 Promote universal, social, economic, and political inclusion of all (irrespective of age, sex, disability, race, ethnicity, origin, religion, economic, or other status)	SDG 10.3 Ensure equal opportunities and end discrimination (Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies, practices and promoting appropriate legislation, policies, and actions in this regard)	Other SDG 10.0 Indicators Where the Assessment Policies are Mapped
Classroom Assessment Policy	Purpose	1.1.3.1; 2.1.3.1; 2.1.3.2; 2.1.3.3; 2.1.3.4.; 2.1.3.5		
	Process		1.2.3.1; 2.2.3.1; 2.2.3.2	
	Practice		1.3.3.1; 1.3.3.2; 1.3.3.3; 1.3.3.4; 1.3.3.5; 2.3.3.1; 2.3.3.2	
	Product	1.4.3.1; 2.4.3.5		
National Assessment Policy	Purpose	3.1.3.1; 3.1.3.2; 4.1.3.1; 4.1.3.2; 4.1.3.3; 5.1.3.1; 5.1.3.2; 5.1.3.3	4.1.3.1; 4.1.3.2; 4.1.3.3; 5.1.3.1; 5.1.3.2; 5.1.3.3	
	Process	1.2.3.1; 2.2.3.1; 2.2.3.3; 2.2.3.4; 4.2.3.2; 4.2.3.3	1.2.3.1; 2.2.3.3; 2.2.3.4; 4.2.3.3	
	Practice	1.3.3.1 ; 1.3.3.2; 1.3.3.3; 2.3.3.2; 2.3.3.3; 3.3.3.1; 5.3.3.2	1.3.3.3; 2.3.3.1 ; 2.3.3.4; 3.3.3.2; 4.3.3.1	
	Product	5.4.3.1; 5.4.3.2	3.4.3.5; 4.4.3.1; 5.4.3.1; 5.4.3.2	
System Assessment Policy	Purpose	0.1.3.1; 0.1.3.2; 0.1.3.3	0.1.3.1; 0.1.3.3; 0.1.3.4	
	Process			
	Practice	0.3.3.1		
	Product	0.4.3.1	0.4.3.1	
Interim Assessment Policy	Purpose	0.1.3.1	0.1.3.1	
	Process	0.2.3.1; 0.2.3.2; 0.2.3.3; 0.2.3.4; 0.2.3.5	0.2.3.2; 0.2.3.3; 0.2.3.4; 0.2.3.5; 0.2.3.6; 0.2.3.7; 0.2.3.8	
	Practice	0.3.3.1; 0.3.3.2	0.3.3.3; 0.3.3.4	
	Product	0.4.3.1; 0.4.3.2	0.4.3.3; 0.4.3.4; 0.4.3.5	

The **national and interim assessment** policies are responsive to a very great extent to SDG 10.2 and 10.3. The **classroom assessment** is responsive to a moderate extent to SDG 10.2 and 10.3 while the **system assessment** is responsive to a moderate extent to SDG 10.3 and great extent to SDG 10.2

# Policy Advice



## On Assessment Policies and UN's 2030 Sustainable Development Goals

- ❖ The DepEd should **revisit and reformulate its classroom, national, system, and interim assessment policies** to ensure **consistency in their target purpose, process, practice and product** to attain **quality, equity, and equality** in basic education.
- ❖ The following SDG indicators should also be **targeted particularly at the classroom level**:
  1. SDG 4.4 - By 2030, substantially increase the number of youth and adults who have **relevant skills**, including technical and vocational skills, for employment, decent jobs, and entrepreneurship
  2. SDG 4.5 - By 2030, eliminate **gender disparities** in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations
  3. SDG 4.7 - By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a **culture of peace and non-violence, global citizenship, and appreciation of cultural diversity** and of culture's contribution to sustainable development
  4. SDG 4.A - Build and upgrade education facilities that are child, disability and gender sensitive and provide **safe, nonviolent, inclusive, and effective learning environments for all**
  5. SDG 4.C - By 2030, substantially **increase the supply of qualified teachers**, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states

# Policy Advice



## On Assessment and Quality

- ❖ Revisit DepEd's **classroom, system, and interim assessment policies** to make them more responsive to SDG 4.4 and SDG 4.6 to increase the number of people with **relevant skills for financial success and to promote universal literacy and numeracy** in the purpose, process, practice and product of the K to 12 program.

## On Assessment and Gender Equality

- ❖ Revisit DepEd's **classroom and national assessment policies** to enforce **gender equality (SDG5.9)** to ensure women's full participation in leadership and decision making (SDG 5.5).

## On Assessment and Equity

- ❖ Revisit DepEd's **classroom and system assessment policies** to ensure **consistency in purpose, process, practice and product** of assessment that promotes **universal, social, economic, and political inclusion of all** (irrespective of age, sex, disability, race, ethnicity, origin, religion, economic, or other status) ensure **equal opportunities and end discrimination** (Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies, practices and promoting appropriate legislation, policies, and actions in this regard)

# PROJECT CONSULTANTS

**Dr. Gerry S. Petilla** – National Research Council of the Philippines

**Dr. Bert J. Tuga** – Philippine Normal University

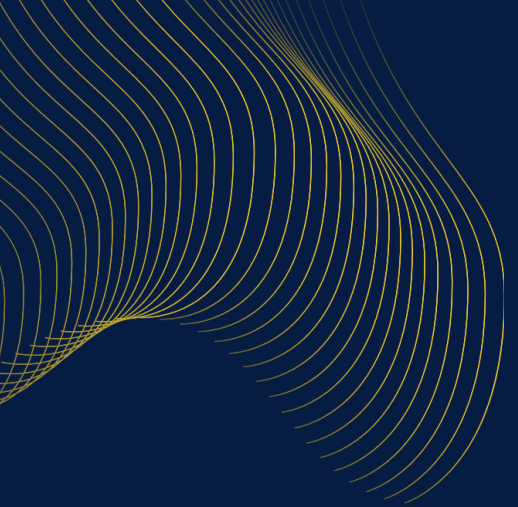
**Dr. Jennie V. Jocson** – Philippine Normal University

**Dr. Adonis P. David** – Philippine Normal University

**Dr. Urdujah G. Alvarado** – Cagayan State University







# THANK YOU!

