

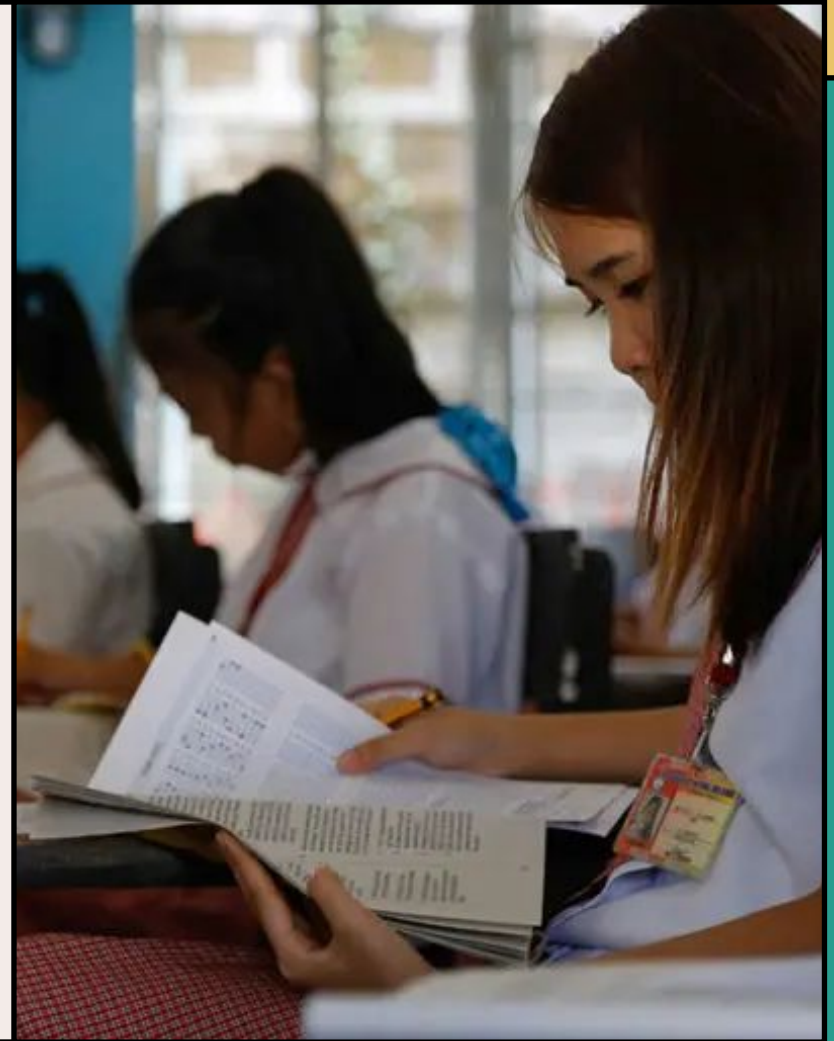


High-Stakes Assessments: Implications to Educational Policy and Reform in the Philippines

JANIR TY DATUKAN

Assistant Secretary for Curriculum and Teaching
Education Assessment and Alternative Education

August 29, 2024



Background on Assessment in the Philippines

The **Bureau of Education Assessment (BEA)** is under the Curriculum and Teaching (CT) Strand.

BEA develops and manages a **harmonized and standardized assessment** mechanism.

BEA provides **policy recommendations** based on assessment results and research.

Formerly the **National Education Testing and Research Center (NETRC)**, created through EO No. 117, s. 1987.

Assessments are intended for student learning, teacher effectiveness, leadership and management, system efficiency and effectiveness.

Historical Basis of High-Stakes Assessment

Presidential Decree No. 146

Upgrading the Quality of Education in the Philippines by Requiring All High School Graduates Seeking Admission to Post Secondary Education Degree Programs Necessitating a Minimum of Four Years' Study to Pass a National Entrance Examination signed on March 31, 1973.

DepEd Order No. 28, s. 1994

Abolition of the National College Entrance Examination

Pursuant to Republic Act No. 7731, or "An Act Abolishing the National College Entrance Examination, Repealing for the Purpose Presidential Decree No. 146" approved on June 2, 1994

DepEd Order No. 32, s. 2002

Administration of the Philippine Educational Placement Test (PEPT) released on August 7, 2002

Historical Basis of High-Stakes Assessment

DepEd Order No. 27, s. 2005

Remedial Instruction Programs in High School
“High Schools shall strongly recommend that incoming first-year students who scored below 30% in the Grade 6 National Achievement Test should enter the Bridge Program subject to the concurrence of their parents”.

DepEd Memo No. 11, s. 2006

Amendment to DO 27, s. 2005

Section 7.3, page 5: Scoring the Answer Sheets

DepEd Order No. 33, s. 2014

Guidelines on the Granting of Performance-Based Bonus for the Department of Education Employees and Officials for Fiscal Year 2013

Section C, Page 6: NAT results as included in the point system at the school level

High-Stakes Assessment Administered by BEA

For Learners

- Philippine Educational Placement Test (PEPT)
- Accreditation and Equivalency (A&E) Test

For DepEd Personnel

- Qualifying Examination in Arabic Language and Islamic Studies (QEALIS)
- Educational Management Test (EMT)

High-Stakes Assessment



Outcomes are used to make important decisions such as promotion, admissions, graduation, and salaries.



Used to make major decisions about a learner such as graduation or grade promotion.



Student learning will increase if educators and learners are held accountable for achievement.



Results are used to either reward or penalize teachers, learners, school heads, schools, divisions/districts, and regions/states.

<https://www.idra.org/resource-center/the-dangerous-consequences-of-high-stakes-testing/>

High-Stakes Assessment Considerations



Rely on a **single test score** as assessment of student performance



Learners to **pass the test** vs **full educational experience**



Notion of **access, fairness, and opportunity**



Danger of increased **grade retention** and **dropout**



Proliferation of **misinformation** regarding the performance of learners and schools

<https://www.idra.org/resource-center/the-dangerous-consequences-of-high-stakes-testing/>
<https://www.digiexam.com/high-stakes-testing>

High-Stakes Assessment Considerations (Comprehensive Assessment System)



Measures **growth towards mastery** of competencies



Includes **diagnostic formative** and **evaluative summative** mechanisms



Includes **multiple structures and strategies** used as inputs to **effective teaching, professional development, interventions,** and **student support**



Includes **classroom-based structures and strategies** where teachers gather information



Provides a balance of a learner's **foundational** and **higher order thinking skills**

High-Stakes Assessment in the Philippine Context



Require **pertinent information** about the learner and school



Base **accountability on multiple measures of learning outcomes** through student growth and learning



Provide **adequate resources** to schools and learners



Produce high-quality assessments which contain **fewer multiple-choice** questions



Produce assessment with more **constructed responses**



Release **data and reports** in a **timely** manner



Capacitate teachers, school heads, and supervisors on the process and interpretation of data



Make assessments **learner-centered**

Strategic Directions of BEA

National Assessment Literacy

- Improving assessment literacy for school administrators, teachers, learners, and other stakeholders on national assessments

Assessment Modality

- Implementing hybrid assessment modalities in all regions and school division offices. (online/offline, computer-based, paper-based)
- Providing inclusive assessment, improved facilities, and assessment materials (e.g., Braille version of test forms) for Learners with Disabilities (LWDs)

BEA Workforce Management

- Reinforce the BEA workforce to address the urgent demands of various stakeholders

Strategic Directions of BEA

Assessment Data Processing and Utilization

- Decentralizing and digitalizing national data processing operations to regions and school division offices
- Improving internet connectivity, computer facilities, and tower server capacity at the BEA data management center

Assessment Data Sharing Services

- Sharing data with field personnel to provide input on teaching and learning
- Modernizing the assessment system by establishing a Data Center and improving computing capacity
- Launching of the BEA Dashboards to cascade information to the public
- Engaging various stakeholders

Evaluation and Review of Assessment Tools

- Reviewing the assessment tools regularly and upgrading these to align with international standards
- Collaborating with experts constantly to gain insights on local and international practices

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THANK YOU!

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