DepEd's Large-Scale Assessments Must Serve Their Purpose

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"*Assessment* is the process of gathering and evaluating information on what students know, understand, and can do in order **to make an informed decision about next steps in the educational process.**"

(Clarke, Marguerite. 2012. What Matters Most for Student Assessment Systems: A Framework Paper. Systems Approach for Better Education Results (SABER) student assessment working paper no. 1. © World Bank, Washington, DC. http://hdl.handle.net/10986/17471.)

Large-scale assessments form part of DepEd's assessment system for K to 12

Classroom Assessment	Large-Scale Assessments
• Formative and Summative throughout K to 12	• National assessments at designated grade levels to check whether key stage curricular standards are met (ELLNA for Gr 3; NAT for Gr 6, 10, 12) • International Assessments to benchmark against regional and international standards (SEA-PLM for Gr 5; TIMSS for Gr 4; PISA for 15 years old students)

DepEd has embraced large scale assessments as a key indicator of system-level education quality

Large-scale assessment targets for basic education in Philippine Development Plan 2023-2028

Indicator	Baseline		Annual Plan Targets						End-of-Plan
	Year [a]	Value	2023	2024	2025	2026	2027	2028	Target [b]
Proportion of learners achieving at least "Proficient" in the National Achievement Test (NAT) (%) - Reading									
Grade 3	2018	56.0	63.4	66.2	68.9	71.7	74.4	77.2	77.2
Grade 6	2018	17.7	32.9	40.2	47.6	54.9	62.2	69.5	69.5
Grade 10	2018	36.4	43.2	49.2	55.2	61.2	67.2	73.2	73.2
Grade 12	2018	24.0	34.0	39.0	44.0	49.0	54.0	59.0	59.0
Proportion of learners achieving at least "Proficient" in the National Achievement Test (NAT) (%) - Mathematics									
Grade 3	2018	27.1	36.0	42.0	48.0	54.0	60.0	66.0	66.0
Grade 6	2018	17.6	31.4	38.4	45.4	52.4	59.4	66.4	66.4
Grade 10	2018	13.1	30.4	38.4	46.3	54.1	61.8	69.6	69.6
Grade 12	2018	2.8	18.0	23.0	28.0	33.0	38.0	43.0	43.0
Ranking in International Large-Scale Assessments (ILSAs)									
Programme for International Student Assessment (PISA)	2018								
Reading	2018	76th (out of 76)	Increasing	Increasing	Increasing	Increasing	Increasing	Increasing	Increasing
Mathematics	2018	74th (out of 75)	Increasing	Increasing	Increasing	Increasing	Increasing	Increasing	Increasing
Science	2018	76th (out of 77)	Increasing	Increasing	Increasing	Increasing	Increasing	Increasing	Increasing
Trends in International Mathematics and Science Study (TIMSS)	2019								
Mathematics	2019	58th (out of 58)	Increasing	Increasing	Increasing	Increasing	Increasing	Increasing	Increasing
Science	2019	58th (out of 58)	Increasing	Increasing	Increasing	Increasing	Increasing	Increasing	Increasing

Source: Lifted from PDP 2023-2028

- Conduct of and participation in large-scale assessments entail ==huge costs==

- To be truly significant, large-scale assessments ==must serve their purpose, and not be relegated to unused data==

- Making large-scale assessments a ==smart investment for education quality and COVID recovery== is really a low-hanging fruit that we can pick through several important steps

1. Integrate large-scale assessment results in the Enhanced Basic Education Information System.

- The EBEIS is a web-based information system that contains vast school-level information on attributes, resources, and programs

  - School identifiers, teaching and non-teaching personnel, health and nutrition, electricity, sanitation, infrastructure and other resources inventory, DRRM information

- EBEIS easily cross-referenced with the web-based Learner Information System that tracks enrollment and important learners data

- Large-scale assessments data <mark>not integrated</mark> in the information system; use of data starts with a good and integrated storage and retrieval system

- Directive for integration towards the end of the last administration will hopefully be pursued

2. Make the data available within and outside DepEd for research and analysis

- Properly stored and retrievable LSAs data must be made accessible within DepEd and outside, alongside the other relevant datasets in the EBEIS, to maximize their use for research and analysis

- DepEd can set reasonable parameters and levels of use

- Users must also exercise a reasonable degree of responsibility in the use of data

3. Include LSA outcomes in planning, monitoring and evaluation at national, regional, division and school levels

- DepEd planning, monitoring and evaluation parameters are concentrated on education inputs and education access. Outcomes are assumed to follow from fulfillment of the inputs and access targets. This partly explains why LSA results are not integrated in the formation system.

- We need to close the loop on inputs and outcomes in planning, monitoring and evaluation.

4. Publish technical information on the national assessments used by DepEd

- The international assessments provide detailed discussion of assessment frameworks and methodology.

- We need to do the same for our national assessments, so that they are well understood by the education community, and by the schools and relevant DepEd units to foster alignment with curriculum, teaching, and classroom assessment.

5. Make a comprehensive professional development course on DepEd's assessment system a compulsory offering for teachers, school leaders and relevant units.

- Professional development will be critical in improving teachers' assessment literacy and content knowledge, which should help them align classroom practice with national assessments as well as the emerging literacies measured by international assessments.

- One such PD program has been developed by a consortium of DepEd units and outside assessment experts, many of whom are members of PMEA. The program includes the following course titles: Enhancement of Teachers' Assessment Competencies; Assessment of learning in DepEd; The Philippine K-12 Curriculum and the ILSA; Adapting assessment principles and practices to the emerging literacies; Monitored application of assessment practice in the classroom setting. We hope the offering of the PD program will be continued.

6. Facilitate inter-school exchanges on effective school management and teaching practices.

- While centralized evidenced-based policies will be important, equally important will be school-based approaches and interventions to address LSA performance.

- There is no one-size-fits all. This is clear with our interviews with top performers in PISA 2018.

- Exchanges of best practices from top performing schools can provide ideas, inspiration, and common threads for school-based planning and management.

7. Allocate portion of DepEd' research budget to rigorous and high-quality analysis of large-scale assessment and context data to inform national policy and school-level interventions.

- DepEd has appreciable funds for research; portion must be set aside specifically to mine the LSA data and their relationship with the available context data.

Thank you!