



Participation in International-Large Scale Assessment: Opportunities and Challenges in the Post-Pandemic Era

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INTRODUCTION



PISA

DepED

DEPARTMENT OF EDUCATION

SEA-PLM
Southeast Asia Primary Learning Metrics

PISA 2018 results

Snapshot of students' performance in reading

Country	READING	MATHEMATICS
INDONESIA	371	372
MOROCCO	359	368
LEBANON	353	393
PAKISTAN	352	366
PERU	351	322
RUSSIA	350	353
SPAIN	data not available	401
AVERAGE	347	489

Mean Scores in Reading Literacy Assessment of SEA-PLM 2019 Participating Countries



Our participation in the first-ever cycle of SEA-PLM signifies our continued commitment to raising the quality of basic education in the country.

The SEA-PLM 2019 was developed to assist countries across Southeast Asia to better measure and understand learning outcomes in Reading, Writing, Mathematics, and Global Citizenship of Grade 5 learners.

Its results complement the Programme for International Students Assessment (PISA) 2018 findings, which we will integrate into our broader efforts to address curriculum and learning gaps.



SOURCE: IEA's TIMSS 2019 <http://timss2019.org/download>

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INTRODUCTION



Is ILSA participation necessary for the Philippines?

OPPORTUNITIES

CHALLENGES

RECOMMENDATIONS



INSIGHTS

DISCUSSIONS

SOLUTIONS

STATEMENT OF PURPOSE AND SPECIFIC OBJECTIVES

This study has answered the following questions:

1. What are the opportunities and challenges in the participation of the Philippines in ILSAs?

2. What recommendations can be made to maximize the opportunities and address the challenges in the country's participation in ILSAs?

METHODOLOGY

Qualitative synthesis of different studies, articles, pronouncements, policy briefs, and reports about the ILSAs both in local and international contexts.

Made use of 31 literature and studies found in Google Scholar, Google, and other online databases.

Materials are either **published, or unpublished**, and are primarily focused on **PISA, TIMSS, SEA-PLM, and PIRLS** as ILSAs.

Opportunities were flagged as the positive outcomes of ILSAs while **challenges were noted as the stumbling-blocks** of participating in ILSAs.

Date of Inclusion:

2012 - 2023

RESULTS: OPPORTUNITIES



- 1. ILSA serving as a comprehensive monitoring system** (Skinner, 2018; Gustafsson, 2018; Addey et al., 2017; Breakspear (2012); and Balagtas & Montealegre, 2019);
- 2. Driving curricular improvement** (Wagemaker, 2013; OECD, 2019b; OECD, 2019c; OECD, 2018; Mamalatifovna, 2022; Ababneh et al., 2016; Fischman, et al. 2018; Espinosa et al., 2023; and Balagtas & Montealegre, 2019);
- 3. Making the country reach international standards of quality basic education** (Johansson, 2016); and
- 4. Contributing to longitudinal database** (Hernandez-Torrano and Courtney, 2021; Balagtas et al. 2020).

RESULTS: CHALLENGES



- 1. Need for major curriculum review** (Breakspear, 2012; Balagtas et al., 2019; Balagtas, 2020; Balagtas et al., 2020 ; and Balagtas, 2021);
- 2. Misinterpretation of ILSA results** (Hernandez-Torrano and Courtney, 2021;Fischman et al., 2018; Pizmony-Levy 2013; DepEd, 2019a; and National Center for Educational Statistics, 2020); and
- 3. Politics of ILSA participation** (Addey et al., 2017; Green Saraisky (2015); Pizmony-Levy, 2013; Briones, 2021; and Luz, 2019)

DISCUSSIONS: OPPORTUNITIES



1. Authors suggest that **continued participation in ILSAs can provide appropriate data** that be used as **standard and baseline data in order to clearly specify and diagnose the strengths and weaknesses of the current K to 12 program.**
2. Participating in ILSAs can provide not just insights but more so **drive significant inputs to continuously improve the delivery of education in the country.**

DISCUSSIONS: OPPORTUNITIES



3. Participation in ILSAs makes the Filipino students more globally prepared and competitive since similar assessments are administered to their student counterparts from around the world. ILSAs answer the call for globalization and international integration.

4. The results and experiences brought by participating in ILSAa can serve as a data bank for future use. This could be essential to track student progress overtime.

DISCUSSIONS: CHALLENGES



1. Implications of curriculum re-evaluation are seen to inform decision makers in DepEd regarding the needed changes in the current curriculum, which is clearly a **large-scale revamp of the curriculum.**
2. Misinterpretation of results remains a very viable challenge and problem.
3. Political ideologies and conflicts also impede the participation of ILSAs in the Philippines.

SUMMARY OF RESULTS AND CONCLUSIONS

OPPORTUNITIES

ILSA serving as a comprehensive monitoring system

ILSAs drive curricular improvement

ILSAs makes the country more at par with international standards in education

ILSAs ca contribute to longitudinal database



CHALLENGES

ILSAs could prompt the need for major curriculum reviews

Misinterpretation of ILSA results

There is an existing politics in ILSA participation

ILSA participation is a must for the Philippines!

RECOMMENDATIONS

Policy makers to support participation in ILSAs

Creation of a National Multisectoral Committee to Maximize Use of ILSA Results for National Development

Proper Interpretation of ILSA Results Should Be Practiced

Align Classroom and National Assessments with ILSAs

Include ILSAs in Future Educational Policies

Future Research on ILSAs

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