

# ICEME 2021

5th International Conference on Educational Measurement and Evaluation

Theme:

**Assessment in the New Normal:  
Issues, Challenges, and Prospects**

**26-28 May 2021  
via Microsoft Teams Live**

ICEME 2021 Partners



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# ICEME 2021

5th International Conference on Educational Measurement and Evaluation



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in partnership with





MALACAÑAN PALACE  
MANILA



## MESSAGE

My warmest greetings to the **Philippine Educational Measurement and Evaluation Association** as it holds its **2021 International Conference on Educational Measurement and Evaluation**.

Education remains an essential element, not only in the development of an individual, but also in nation-building. It is thus important for our educators and researchers to continuously innovate on teaching and learning methods, especially with the challenges brought by the COVID-19 pandemic.

I am pleased to know that this year's conference tackles relevant issues and prospects in education under the new normal. I am certain that this online gathering will promote the best practices in conducting classroom and large-scale assessments as we navigate our educational institutions in a rapidly evolving society.

Let this occasion rekindle your commitment to your noble profession as we work to achieve a stronger and more progressive future for all.

I wish you a successful event.

RODRIGO ROA DUTERTE

MANILA  
26 May 2021

THE PRESIDENT OF THE PHILIPPINES



Republic of the Philippines  
OFFICE OF THE PRESIDENT  
**COMMISSION ON HIGHER EDUCATION**

### MESSAGE

On behalf of the Commission on Higher Education (CHED), I would like to congratulate the Philippine Educational Measurement and Evaluation Association (PEMEA) as it holds its International Conference on Educational Measurement and Evaluation (ICEME 2021) on May 26 to 28, 2021.

I commend PEMEA for conducting this event in order for the educators, teachers, administrators, researchers, and assessment, measurement, and evaluation practitioners to: (1) acquire knowledge about principles and strategies for conducting classroom and large-scale assessments in the new normal; (2) engage in a discussion about how to address issues and challenges in classroom and large-scale assessments during this pandemic; and (3) share research-based practices in conducting classroom and large-scale assessments in the new normal.

We at the Commission support the efforts of higher education institutions and organizations all over the country in implementing initiatives that promote partnership, cooperation, and integration. We are certain that they would realize and maximize their potential in serving the nation, focusing on advancing human development and, thus, achieving heightened economic progress.

CHED stands with PEMEA, as well as with the Philippine Normal University and St. Paul University in this continuous journey for innovation and excellence in delivering quality education. I urge you to work closely with the Commission as we aim to transform Philippine higher education to greater heights of excellence and resilience.

Congratulations and *Mabuhay!*

**J. PROSPERO E. DE VERA III, DPA**  
Chairman  
Commission on Higher Education



## MESSAGE

My warmest greetings to the Philippine Measurement and Evaluation, Inc. (PEMEA) and its partners on the conduct of the 2021 International Conference on Educational Measurement and Evaluation (ICEME)!

On behalf of the Department of Education (DepEd), I commend your organization's efforts to continuously provide meaningful learning opportunities for educators, administrators, researchers, and measurement and assessment practitioners. Despite the threats and uncertainties brought about by the COVID-19 pandemic, we are grateful that PEMEA has shown perseverance in its commitment to enrich the research and practice of assessment in the country. As we strive for both learning continuity and improvement of education quality during these difficult times, we salute organizations like yours that continue to support the Department Education in different areas of our work.

With the theme "Assessment in the New Normal: Issues, Challenges, and Prospects", this year's ICEME gives us hope that the education sector of the country will not only endure but will also learn from the challenges that we are facing now. We hope that your conference will be fruitful, and that your conversations will lead to even more meaningful work in the near future.

Let us continue to be united in the pursuit of a brighter future for the Filipino people.

  
**LEONOR MAGTOLIS BRIONES**  
Secretary



## MESSAGE

*If you can't measure it, you can't improve it.* This line had been credited to Peter Drucker, an author, an educator, and a management specialist. This simple excerpt has challenged and motivated organizations and institutions to develop data-driven strategies to gather evidence and study the trends and patterns to qualify what it has been doing well and identify the areas that can be improved on. More than its business application, measurement and evaluation play a crucial role in a lot of disciplines, especially in education.

The ongoing pandemic had considerably changed the way that education is delivered across different contexts, educators had to rethink how learning can continue despite the constraints that emerged from the COVID-19 pandemic. To address these limitations, schools have migrated to online and virtual spaces to deliver learning materials and instruction to students. These flexible learning modalities are utilized to ensure that education remains accessible for all. With these simultaneous steps that are being taken to fully adapt education to the 'new normal,' it is imperative that the decisions we make for this are based on data, evidence, and well-designed evaluations and assessments.

This year's International Conference on Measurement and Evaluation focuses on our need to reflect on how we have been doing teaching and learning in the context of assessment for remote learning delivery. While it is true that 2020 has markedly challenged our tried and tested assessment strategies in a face-to-face classroom set-up, the current school year has also given us an opportunity to innovate and explore how we can design flexible and authentic assessment tasks for our students. Through the conference's theme: Assessment in the New Normal: Issues, Challenges, and Prospects, PEMEA targets to give us venues to learn from experts and discuss research and evidence-based practices on testing, assessment, measurement, and evaluation to help us further navigate the opportunities in our current educational landscape.

As the National Center for Teacher Education in the Philippines, PNU is a proud partner of PEMEA in actively leading, promoting, and supporting practice and research to promote standards, provide technical assistance, and enhance the practice on measurement and evaluation among educators and professionals. Through this partnership, we hope to strengthen our reach in advocating for quality practice in assessment and evidence-based decision making.

**BERT JAZMIN TUGA, PhD**  
*President*



## MESSAGE

*My sincere felicitations to PEMEA!*

Through the years PEMEA has been an active collaborator of the St. Paul of Chartres Education Ministry in the Philippines. There is no doubt that I did not even have a second thought when it requested to set up its office in St. Paul University Quezon City because I personally salute the organization for doing great in the field of education and related fields.

Indeed, the epistemic or cognitive and aleatory or unexpected elements of uncertainty brought about by the covid19 pandemic challenged the educational landscape and the global community! Yet, PEMEA remained undaunted in generously sharing its expertise and services. Towards the transition to the “now” normal and the road to recovery, PEMEA and its partners served as the “North Stars” in helping all educators and administrators through the different webinars for assessments and evaluation to veer away from compromising quality teaching and learning processes.

I would like to congratulate PEMEA for organizing this 2021 International Conference on Educational Measurement and Evaluation (ICEME 2021) to be held virtually on May 26 to 28, 2021 with the theme, “Assessment in the New Normal: Issues, Challenges, and Prospects.” Aptly, the theme epitomizes the role PEMEA represents in the academic and other professional fields of education. I join you in your goals to provide (a) knowledge about principles and strategies for conducting classroom and large-scale assessments in the new normal, (b) a venue for discussions on how to address issues and challenges in the classroom and large-scale assessments during this pandemic; and, (c) a platform in sharing research-based practices in conducting classroom and large-scale assessments in the new normal.

Lastly, I am greatly delighted to encounter virtually our keynote speakers, Dr. Lorin W. Anderson, the co-author of Dr. David Krathwohl in the Revised Bloom’s Taxonomy and Dr. Richard Stiggins, the author of Student-Involved Assessment.

*Kudos* to the officers, organizers, members, and all the partners of the Philippine Educational Measurement and Evaluation Association (PEMEA)! May God keep you safe and bless you abundantly.

(Sgd)

**SR. MARIA NILDA MASIRAG, SPC**

President, St. Paul University Quezon City

Provincial Asst. for Education,

St. Paul of Chartres Education Ministry





## MESSAGE

Greetings to everyone!

First, I would like to thank the Philippine Educational Measurement and Evaluation Association for sponsoring the 5th International Conference on Educational Measurement and Evaluation. For almost two academic years, in-person conferences have taken a backseat. Conference-goers are hoping to get back to a scenario that we are all familiar with. Uncertainty and a slow pace of getting us into herd immunity, this virtual event of ICEME has provided inclusivity for a larger group of researchers, instructors, and teachers. Taking away the expenses for airfare, hotel, and food give a greater chance for professionals to join conferences such as this. For many years, faculty and staff from more minor well-resourced learning organizations are significantly underrepresented in professional conferences. Someone with an internet connection in a far-flung barrio in the Philippines can now attend this kind of conference. Virtual meetings (mostly) level the playing field and result in events whose attendees come from different divisions of the educational community.

The theme - Assessment in the New Normal: Issues, Challenges, and Prospects - is very timely and significant. It could bring light to the challenges in teaching and learning brought about by the pandemic. We are experiencing an unprecedented learning loss among our students, showing evidence of the "COVID slide" when they came back after the sudden lockdown of schools worldwide. The remote and hybrid learning environment affected our students; but how will we know the impact of this environment on instruction? Some would like to forgo assessments; but without them, how will we know how significant the learning gaps are?

Distance learning, online or otherwise, enabled teachers to modify their instructional practices quickly. Teachers implemented new alternatives and approaches to monitor children's learning - from assessing to remediating learning losses- using digital platforms, including formative and summative assessments. Teachers struggled to assess students to find out if they are on track after school closures or when parents finally allowed their children to attend in-person instruction. Assessments became more critical for teachers and schools to get information on students' mastery of standards and learning gaps.

The COVID crisis presented the education sector the opportunity to modify existing assessment instruments and develop new practices that would address the gaps of distance learning instruction. While we may not expect school children to learn the same scope and breadth as the pre-pandemic situation, there is a need to use alternative instructional approaches to lessen the impact of the COVID crisis.

To the conference attendees, take this opportunity to reflect on and to brace yourselves with new ideas as you help prepare the journey for a better tomorrow of all learners.

Mabuhay!

(Sgd)

**EDGARDO B. DACPANO**  
UNIFFIED Inc. President  
Garland, Texas




## MESSAGE

It is an honour to be one of the partners of the Philippine Measurement and Evaluation Association, Inc. (PEMEA) in their 2021 International Conference on Educational Measurement and Evaluation (ICEME).

COVID 19 has forced all of us to embrace and transition to the 21st Century Digital Transformation as quickly as we can. It did not give us an opportunity to plan, stop and re-plan. We were placed in the situation that did not allow us for rehearsals. PEMEA faced this challenge head on when they continued providing webinars to address the challenges, provided guidelines and shared best practices since assessment is one of the crucial processes in education.

This year's theme "Assessment in the New Normal: Issues, Challenges, and Prospects" will open additional opportunities for knowledge sharing and to hear from various speakers their insights will be beneficial to all of us in the education space.

Amicus KOI Solutions wishes to congratulate PEMEA Board of Trustees in their unselfish pursuit for knowledge sharing!

  
MA. RHODORA M. SANTOS  
President and CEO





## MESSAGE

Good day and Mabuhay!

In August 2008, the first National Conference on Educational Measure and Evaluation (NCEME) was organized where the Philippine Educational Measurement and Evaluation Association (PEMEA) was born as a professional organization. One more NCEME was held in 2010 and succeeded by the first International Conference in 2012 and every other year. This year's ICEME is held virtually via Microsoft Team Live on May 26 to 28, 2021, with the theme "Assessment in the New Normal: Issues, Challenges, and Prospects" is graced by distinguished assessment gurus Dr. Lorin W. Anderson, co-author of Dr. David Krathwohl's Revised Bloom's Taxonomy and Dr. Richard Stiggins, the author of Student-Centered Assessment.

I am honored to greet and welcome all the distinguished keynote speakers and participants to the ICEME 2021. Historically, we are doing this conference virtually for the first time and maximizing the potential of technology.

We hope that our goal to acquire knowledge and principles, and strategies for conducting classroom and large-scale assessment in the new normal will be realized by your active participation and engagement in this virtual conference. While we are challenged dramatically by the COVID-19 pandemic, we are rising above by tapping the potential of this challenge to pursue our quest for knowledge and sharing our ideas on how to do student assessment in the new normal.

I hope that this event is another opportunity for educational measurement and evaluation specialists, educators, scholars, researchers, and students to gain new and state-of-the-art knowledge and understanding of student assessment and evaluation. More importantly, we hope that this event will allow us to grow professionally in educational measurement and evaluation and, at the same time, renew our ties with colleagues who would also support us professionally.

I also wish to congratulate the present PEMEA Board and this year's program committee for their tremendous effort in organizing this event. I pray for another empowering and liberating experience and great success of this event.

Stay safe... Thank you and Godspeed!

Maraming salamat sa inyong lahat!

  
**Richard DLC. Gonzales, Ph.D.**  
Founding President & Chairman, PEMEA



## MESSAGE

The COVID-19 pandemic has transformed the educational environment in many ways. As an integral part of the teaching and learning process, assessment requires a paradigm shift to ensure that the achievement of intended learning outcomes under these circumstances is properly measured.

Since its founding in 2008, the Philippine Educational Measurement and Evaluation Association, Inc. (PEMEA) has taken the lead in advocating for suitable and accurate assessment in education. In this regard, it has provided various avenues to assist professionals in educational and other institutions in the development, implementation, and review of various assessment methods and procedures.

From initially addressing local and national concerns in the theory, research, and practice in evaluation and measurement, PEMEA has expanded and now engages in global dialogues through its linkages with international organizations and individual leaders in the field.

I am delighted to see that the seed our esteemed and beloved colleague, the late Dr. Leticia M. Asuzano, and I planted thirteen years ago has grown to be a sapling with much potential to become a big, strong tree.

By focusing on the theme “*Assessment in the New Normal: Issues, Challenges and Prospects*” for its 2021 International Conference on Educational Measurement and Evaluation (ICEME), PEMEA once again shows the way in guaranteeing that assessment standards are attained despite the pandemic conditions.

May this virtual gathering during an unparalleled time bring immeasurable benefits to the constant center of education—our students.

**ROSE MARIE SALAZAR-CLEMEÑA, PhD, RPsy, RGC**  
PEMEA Founding Adviser



## MESSAGE

The pandemic has caused changes in the educational landscape from the way teaching and learning is delivered to the way we conduct assessment. These changes have posed challenges among educators. The UNESCO has reported learning loss due to the education disruption, school closure, and over 1.6 billion learners in 190 countries were out of school. However, in the Philippines, schools have continued to adapt to changes to make education continue as to fulfill the mission of teaching and deliver learners to reach their academic goals. PEMEA as a professional association of educators has also adapted into the new normal in order to continue to fulfil its goals on developing standards on assessment and conduct professional development for educators. I would like to congratulate the President, Dr. Marilyn Balagtas, for bringing PEMEA and its goals into the new normal. The association has adapted technology in order to reach educators promoting the advocacy of making assessment possible across different modalities.

There were challenges in terms of accessing technology as medium to deliver training and professional development. However, PEMEA has reached to more than a thousand participants from 2020 since it started in May 2020 as compared before the pandemic. The increased number of members and participants in the professional development program indicates the increased awareness that assessment in various modalities is feasible.

I would like to close my message with my learnings as we in PEMEA went through the pandemic to continue with our mission:

- It takes time before we get used to communicate online, but we need to try to make it work
- Not everyone has access to hardware and internet connection, but if there is a will there is a way
- We have so many questions about the validity of online assessment, but if online synchronous learning worked, so as online assessment
- We get stressed with communicating online whole day, so we need to put some limit to it
- Our work never stops because we need to respond to different people at their own pace. Be grateful because we are needed by others and our existence has a purpose

(Sgd)

**CARLO MAGNO, PhD**

Ex-Officio President  
PEMEA



## MESSAGE

My warmest welcome to all the participants in ICEME 2021!

Since last year, when the global pandemic has disrupted unexpectedly our usual activities, we had no choice but to adjust to cope and survive. To curb the spread of the deadly virus, we migrated online almost all our daily transactions including teaching, learning and assessment.

To help address the needs of the time, PEMEA offered a series of webinars for teachers, educators, and researchers on how to assess in the so called “new normal”, a jargon that refers to the new adjustments in one’s daily activities by doing something unusual. Changes like wearing of mask and face shield, social distancing, and frequent disinfecting of hands have become a protocol. Curfews have been imposed and operation of businesses has been limited. Mobilization of people has been minimized. In education, interim policies have been released to put emphasis on essential competencies in curriculum, instruction, and assessment. Different modalities have been introduced to include remote or distance learning online, offline, synchronous and asynchronous or their combination.

As PEMEA has to adjust to these conditions of the new normal, its tradition of conducting its international conference every two years has been challenged as well. Last year should have been its 5th international conference since its founding in 2008. However, due to COVID-19 outbreak, its conduct was moved from August 2020 to May 26 to 28, 2021 to allow educational institutions, classes, and teachers it usually serves to settle first with the needed adjustments in their plans, programs and activities. As it is our first virtual international conference, we thought we need to prepare. Part of our preparation was the conduct of five webinars from April 2020 to February 2021, which were all successfully conducted for free with the help of our supportive partner, Amicus KOI Solutions.

This time, we thought we are ready to run virtually the International Conference on Educational Measurement and Evaluation (ICEME) 2021. Its theme “Assessment in the New Normal: Issues, Challenges, and Prospects” was chosen to consolidate the experiences of practitioners after more than a year of implementing assessment in the new normal. Issues such as appropriateness, fairness and integrity of assessment are worth knowing as to how they were addressed. Challenges of conducting home-based assessment given the differences in students’ learning spaces and resources as well as those brought by the International Large-Scale Assessments that the country has participated in have to be faced. The prospects of the use of different modalities and technologies in learning, teaching, and assessment have to be explored. Through the generous sharing of their time and expertise of eminent speakers in various topics and formats prepared in this conference plus our supportive partners and sponsors, we are confident and hopeful to achieve the goals set for the teachers, educators, researchers, and assessors participating in this conference.

May we all find the conference a venue for enlightenment, engagement, and stimulation of one’s creativity and innovation in the field of educational assessment and evaluation in the new normal!

**MARILYN U. BALAGTAS, PHD**  
Current President and Chairman  
PEMEA



## MESSAGE

Greetings to our PEMEA members and friends!

We are grateful that you chose to participate in this 5th International Conference on Educational Measurement and Evaluation (ICEME 2021). Since its founding in 2008, the Philippine Educational Measurement and Evaluation Association (PEMEA) has been steadfast in its commitment to uplifting the quality of educational assessment and evaluation in the Philippines through carefully designed professional development programs and well-planned local and international conferences. Although we are in the midst of a pandemic, the PEMEA Board of Trustees endeavored to provide our members and fellow educators a conference that is informative, timely, and relevant to our practice.

Admittedly, preparing for this virtual ICEME 2021 was challenging. However, we were inspired by the many educators who participated in the first webinars we conducted at the start of the pandemic. The overwhelming response and support you gave us when we were still unsure of how to conduct webinars made us realize that there is a need that the PEMEA can fill.

As the only professional organization in the Philippines dedicated to promoting the proper practice of assessment, measurement, and evaluation, we knew that we had to help our teachers who were grappling with the sudden shift to online learning and assessment. In this ICEME 2021, we hope to not only inform you of the current issues, challenges, and prospects of assessment in the new normal, but also to encourage you to find ways to explore and innovate our practices in order to better respond to our learners' needs.

May the ICEME 2021 be a fruitful and engaging conference for us all!

(Sgd)

**CHRISTINE JOY A. BALLADA, PhD**

Vice President and ICEME Conference Chair

PEMEA



## PHILIPPINE ASSOCIATION OF STATE UNIVERSITIES AND COLLEGES

No. 142 Scout Rallos Ext., Brgy. Sacred Heart, Diliman, Quezon City

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Email address: [pasucoffice@gmail.com](mailto:pasucoffice@gmail.com)

### PASUC ADVISORY NO. 024, s. 2021

For : All SUC Presidents/Heads

From : Dr. Tirso A. Ronquillo  
President

Subject : **2021 INTERNATIONAL CONFERENCE ON EDUCATIONAL  
MEASUREMENT AND EVALUATION (ICEME 2021)**

Date : March 10, 2021

This is to endorse the 2021 International Conference on Educational Measurement and Evaluation (ICEME 2021) with the theme "*Assessment in the New Normal: Issues, Challenges, and Prospects*", organized by the Philippine Educational Measurement and Evaluation Association (PEMEA), in partnership with the Philippine Normal University (PNU), St. Paul University, Unified Federation of Fil-Am Educators and Amicus KOI Solutions, to be held on May 26-28, 2021 via Microsoft Teams Live.

The ICEME 2021 aims for educators, teachers, administrators, researchers, and assessment, measurement, and evaluation practitioners to: (1) acquire knowledge about principles and strategies for conducting classroom and large-scale assessments in the new normal; (2) engage in a discussion about how to address issues and challenges in classroom and large-scale assessments during this pandemic; and (3) share research-based practices in conducting classroom and large-scale assessments in the new normal.

Interested participants are requested to visit the Conference website <https://www.pemea.org/> or their Facebook page <https://facebook.com/pemea2008> for registration and other information.

Enclosed is the tentative program and other Conference details, for your ready reference. Your office may contact the PEMEA Secretariat, thru mobile no. 0920-9532926 or via email [pemeasecretariat@gmail.com](mailto:pemeasecretariat@gmail.com), for further inquiries.

  
**TIRSO A. RONQUILLO, ASEAN Eng.**  
President

# ICEME 2021

5th International Conference on Educational Measurement and Evaluation

## Committees

### Oversight



Dr. Marilyn Balagtas

### Program



Dr. Christine Joy Ballada  
Chair



Ian Rabino



Dr. Niclie Tiratira



Pedrito Aton



Den Briones

### Scientific Papers



Dr. Adonis David  
Chair



Dr. Jennie Jocson

### Registration & Evaluation



Alejandro Ibañez  
Chair



Dr. Violeta Valladolid



Dr. Roxanne Ibalobor



Karen Gatdula

### Marketing & Finance



Dr. Belen Chu  
Chair



Tonie Aliño



Dr. Carlo Magno



Ian Rabino



Gio Sanchez

### Technical Support



Dr. Jonathan Macayan  
Chair



Rhodora Santos



Dr. Carlo Magno



Jay Quito



Marvin Rodriguez



Charisse Elaine

### Commission on Elections



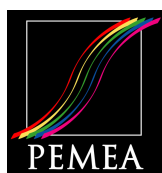
Dr. Violeta Valladolid  
Chair



Pedrito Aton



Dr. Roxanne Ibalobor



### CPD & Partnership



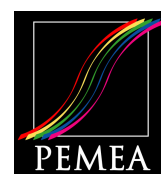
Dr. Jennie Jocson  
Chair



Dr. Marilyn Balagtas

# ICEME 2021

5th International Conference on Educational Measurement and Evaluation



## Lorin Anderson and Rick Stiggins Scholars

Last Name	First Name	Position
Seguiza	Jericka Joyce	Public School Teacher II
Soliman	Abegail	Master Teacher II
Andal	Josefina	
Travero	Arnel	Instrutor 1
Buenaventura	Donn Uriel Diaz	Head Teacher 1
Gabales	Dindo	Master Teacher II
Sardo	Marge Joseph	Special Science Teacher 1
Evite	Ma. Cristina	
Ocampo	Rachel	Secondary School Teacher I
Luna	Winston	Master Teacher I
Laureaga	Amelita	Classroom teacher
Lim	Rex	
Narag	Mina	Master Teacher
Salupare	Ervin	Educational Diagnostician
Austria	Justin Jake	Primary School Teacher
Baroro	Maria Lucila	Faculty
Corpuz	Mildred	Science Teacher
Cruz	Mark Alvin	Instructor
Buenaventura	Estrella	
Tre-Inta	Kristine Lerma	Teacher III
Salmico	Rodrigo	College Instructor I
Naquita	Marjorie	Senior High School Science Teacher
Repuya	Christian	Instructor 1
Bernido	Ryan	SHS Teacher II
De Guzman	Nino Jose	Class Adviser
Blanco	Francis Edward	Social Science Teacher
Calubayan	Francis	Senior High School and Junior High School English Teacher
Lazaro	Bryan Louis	Senior High School Teacher
Abalos	Hernando	Master Teacher II
Castro	Jed Aries	Special Science Teacher V
Hernandez	Angelbert	Faculty
Tenedero	Cynic Jazmin	Instructor
Catungal	Randolph	Master Teacher 1
Santos	Patricia	Lecturer 2
Edles	Esper	Teacher
Balasia	Abigail	Teacher
Contreras	Ma. Betina Cecilia	Senior High School Academic Coordinator
Castillo	Ronne Matthews	Instructor
Salandanan	Madel	Instructor
De Luna	Mairoliza	Teacher III
Ramos	Eduardo Teodoro	DJ/Host/Co-Producer
Cosino	Alma	Master Teacher
Rosales	Gibson	Special Education Teacher
Gavasan	Paul	Senior High School Teacher
Madrilejos	Keith	Teacher II
Gamo	Jocelyn	Teacher III
Banez	Girl	Academic Tutor
Rapanot	Jhone Dennile	Teacher 1
Carreon	Luningning	





## History of the Philippine Educational Measurement and Evaluation Association (PEMEA)

The Philippine Educational Measurement and Evaluation (PEMEA) is a professional organization of educational measurement and evaluation specialists, researchers, and educators in the Philippines created in August 2008.

The PEMEA was born during the National Conference on Educational Measurement and Evaluation (NCEME) on August 6-8, 2008, held at the College of Saint Benilde (CSB) Hotel in Manila. The conduct of the NCEME was organized by Dr. Leticia M. Asuzano and Dr. Rose Marie Salazar-Clemeña, Co-Directors of the Institute of Educational Measurement, Evaluation, and Statistics (IEMES) in collaboration with De La Salle-College of Saint Benilde's Center for Learning and Performance Assessment.

It was meant to be a venue for the trained professionals who were graduates of the Master of Science in Educational Measurement and Evaluation (MSEDMEV) of De La Salle University, Manila, to promote quality assessment practices in the Philippines. The theme of the conference "*Developing a Culture of Assessment in Learning Organizations*" has invited assessment practitioners and professionals to discuss the latest trends, practices, and technologies in educational measurement and evaluation in the Philippines.

PEMEA's goals as a professional organization are the following:

- to promote standards in various areas of education through appropriate and proper assessment
- to provide technical assistance to educational institutions in the area of instrumentation, assessment practices, benchmarking, and process of attaining standards
- to enhance and maintain the proper practice of measurement and evaluation in both local and international level
- to enrich the theory, practice, and research in evaluation and measurement in the Philippines

With these purposes in mind, the first batch of PEMEA Board of Trustees (BOT) was elected in 2008. The elected officers and members were as follows:

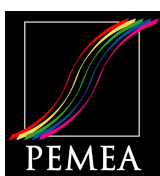
1. Dr. Richard DLC Gonzales as Founding President and Chairman (University of Santo Tomas Graduate School)
2. Neil O. Pariñas as Vice President (De La Salle-College of Saint Benilde)
3. Dr. Lina A. Miclat as Secretary (De La Salle-College of Saint Benilde)
4. Dr. Marife M. Mamauag as Treasurer (De La Salle-College of Saint Benilde)
5. Dr. Belen M. Chu as PRO (Philippine Academy of Sakya)

The other founding board members elected were:

1. Dr. Carlo Magno (De La Salle University, Manila)
2. Dr. Dennis Alonzo (University of Southeastern Philippines, Davao City)
3. Dr. Paz H. Diaz (Miriam College)
4. Ma. Lourdes M. Franco (Center for Educational Measurement)
5. Ms. Jimelo S. Tipay (De La Salle-College of Saint Benilde)
6. Dr. Evelyn Y. Sillorequez (Western Visayas State University)

In the succeeding year, the founding BOT organized the 2nd NCEME. It was then planned that every two years, it shall conduct its international conference. PEMEA will also offer Continuing Professional Development Programs anytime in the year.

In 2010, the PEMEA was also registered at the Securities of Exchange Commission and became an affiliate member of the International Test Commission. PEMEA also started publishing its professional journal, the *Educational Measurement and Evaluation Review* (EMER) with Dr. Carlo Magno as its first Editor-in-Chief, together with the *Assessment Handbook*, a specialty division publication.



## Board of Trustees 2018 - 2021



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Philippine Normal University



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**Jonathan V. Macayan, PhD**  
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**Arian Anderson Rabino, MA**  
Gokongwei Brothers Foundation



**Niclie L. Tiratira, PhD**  
University of Rizal System



Ex-Officio President and Chairman  
**Carlo Magno, PhD**  
Center for Learning & Assessment Development-Asia



PEMEA Founding President and Chairman  
**Richard DLC. Gonzales, PhD**  
 The World Bank/Inno-Change International Consultants, Inc.



PEMEA Founding Adviser  
**Rose Marie S. Clemeña, PhD**  
 Divine Word College of Legazpi

## 2018 - 2021

### PEMEA Division Chairs

School and Industrial Testing Division  
**Violeta Valladolid, PhD**

Language Testing Division  
**Jennie Jocson, PhD**

Test Development Division  
**Marife Mamauag, PhD**  
**Marilyn Balagtas, PhD**

Special Education and Early Childhood Division  
**Adonis David, PhD**  
**Florabel Suarez, PhD**

Psychometrics and Statistics Division  
**Carlo Magno, PhD**  
**Christine Joy Ballada, PhD**

Educational Evaluation Division  
**Niclie Tiratira, PhD**

Computer-Based Testing Division  
**Jonathan Macayan, PhD**  
**Toni Rose Piñero**

## PEMEA Honorary Members

### 2008

Maria Leticia Asuzano

### 2010

Alexa Abrenica  
 Irma Coronel  
 Victor Franco FSC  
 Diana Guild  
 Milagros Ibe  
 Anders Jonsson  
 Armin Luistro FSC  
 Rosamarie Salazar-Clemena  
 Mona Valisno

### 2012

Ramon Bacani  
 Hefer Bembenutty  
 Madhabi Chatterji  
 Maria Di Benedetto  
 Thomas Oakland  
 Ester Ogena  
 Timothy Teo  
 Judy Wilkerson

### 2014

Esther Care  
 John Pegg  
 Ken Vine

### 2015

Peter Grimes  
 Dina Ocampo

### 2016

Bill Atweh  
 Rachel Brugis  
 Richard Gonzales  
 Joy Hardy

### 2017

Joyce Andaya  
 Rita Roscoe

### 2018

Jimmy Dela Torre  
 Lo Sing Kai

### 2021

Lorin Anderson  
 Elizabeth Randolph  
 Rick Stiggins  
 Max Walsh



## PEMEA Fellows

2010	2012	2014	2016	2018
Dennis Alonzo Pedrito Aton Quintin Atienza Marcelina Ayson Norma Baluca Belen Chu Paz Diaz Ma. Lourdes Franco Fraide Ganotice Richard Gonzales Carlo Magno Marife Mamauag Lina Miclat Neil Parinas Nelson Rose Fermina Salazar Marcelo Salazar	Marilyn Balagtas Ryan Francis Cayubit Adonis David Alexander Flor Benjamin Flor John Addy Garcia Charito Gonzales-Fuggan Royce Hernandez Edythe Padama Jose Pedrajita Sterling Plata Nicie Tiratira Ethel Agnes Valenzuela Marie Ann Vargas Fely Villavicencio	Marie Antoniete Alino Christine Joy Ballada Ma. Roxanne Ibalobor Jennie Jocson Marcos Lopez Armenia Montañño Rita Ramos Teresita Rungduin Florabel Suarez Violeta Valladolid  <b>2015</b>  Philip Purnell	Johnny Amora Gina Gonong Ma. Angeles Lapeña Jonathan Macayan Cheryl Olvida Joyce Orillosa Zenaida Piano Tonie Rose Pinero Jasmine Pinugu Amalia Roldan Arnulfo Reganit Josefina Sembrano Christina Sison	Louie Cagasan Remedios Fuentes Alejandro Ibañez Arian Anderson Rabino Kevin Santos Eliza Valdez Julie Valencia  <b>2021</b>  Dexter Ngo Ma. Rhodora Santos

## Timeline of PEMEA International and National Conferences

2008	1st National Conference on Educational Measurement and Evaluation Developing a Culture of Assessment in Learning Organizations	Angelo King International Center, CSB Hotel
2010	2nd National Conference on Educational Measurement and Evaluation Educational Assessment in a Knowledge Society	Angelo King International Center, CSB Hotel
2012	1st International Conference on Educational Measurement and Evaluation Educational Assessment in a Multicultural Learning Environment	Traders Hotel Manila
2014	2nd International Conference on Educational Measurement and Evaluation Educational Assessment and Quality Assurance in a Borderless Society	Hotel H20 Manila
2015	3rd National Conference on Educational Measurement and Evaluation 21st Century Student Assessment Across Levels and Disciplines	Manila Grand Opera Hotel
2016	3rd International Conference on Educational Measurement and Evaluation Role of Evaluation in Educational Program Transformation and in Internationalization	New World Manila Bay Hotel
2017	4th National Conference on Educational Measurement and Evaluation Innovations and Issues in Assessment in the K to 12 and Higher Education Institutions	Winford Hotel
2018	4th International Conference on Educational Measurement and Evaluation Progress in Educational Assessment: The Past, Present and Future Perspectives	Hotel Jen Manila
2019	5th National Conference on Educational Measurement and Evaluation Assessment in Education 4.0: Targets, Tools and Trends	Bayleaf Hotel Manila & Mapua University
2021	5th International Conference on Educational Measurement and Evaluation Assessment in the New Normal: Issues, Challenges and Prospects	Virtual Edition



## Membership Process

Prospective members should follow the process and instructions provided below:

1. Completely fill out and sign the Membership Application Form
2. Submit the accomplished membership form via email (pemeasecretariat@gmail.com)
3. The membership committee will review the application
4. Once approved, the Secretariat will send the confirmation and payment details via email
5. Submit the bank transfer / scanned deposit slip via email

\*NOTE: Due to restrictions brought by the pandemic, response to applications or membership inquiries may take a while

\*\*Membership for Junior Affiliates, Affiliates, and Professionals is only valid for a year which will last until 31st of December regardless of the date of their application or renewal. After that, memberships are deemed inactive unless they are renewed the following year. Renewal of membership can start every January the following year.

Types of Membership	Educational Qualifications	Membership Fee
Junior Affiliates	- Open to all - College Students with degree programs in Social Sciences, Education, Management, or any related degree (undergraduates)	Php 150.00
Affiliates	- Open to all - College graduates with degree programs in Social Sciences, Education, Management, or any related degree	Php 500.00
Professionals	- Open to all - With Graduate degree (MA, MS, etc) in Social Sciences, Education, Management, or any related degree	Php 750.00
Fellows	- For selected individuals only - Upon invitation and approval from the PEMEA Board of Trustees	
Institutional	- For institutions and organizations	Php 20,000.00

## Bank Account Details

Name of Account: PHILIPPINE EDUCATIONAL MEASUREMENT AND EVALUATION ASSOCIATION  
 Account Number: 004103-0466-32  
 Bank: Bank of the Philippine Islands  
 Branch Address: Masangkay-Mayhaligue

For more information about membership and activities, you may inquire through the following:  
**pemeasecretariat@gmail.com**



## Nominees for PEMEA Board of Trustees (2021-2025)

**Dr. Carlo Magno** is a graduate of AB-Psychology at De La Salle University Manila. For his postgraduate studies, he took up Masters in Education at Ateneo de Manila University in Quezon City, and his Doctorate degree in Educational Psychology major in Measurement and Evaluation again at De La Salle University Manila. He received the highest faculty research citation from National University, Outstanding Young Scientist (NAST-DOST) from NAST-DOST, Outstanding Scientific Paper (NAST-DOST) from NAST-DOST, and Global Young Scientist from the Global Young Academy. He became a faculty at De La Salle University from June 2003-2014, National University from June 2014-2017, and Mapua University from June 2017-2018. He became a Director at De La Salle Araneta University from Jan 2017-June 2017 and currently a Visiting Faculty at the Education University of Hong Kong.

**Dr. Marife Mamaug** is the Chair of PEMEA's Test Development Division and is one of PEMEA's founding officers as its first Treasurer. She is currently a Consultant-Senior Lecturer at HELP University in Malaysia. She was a former Director of the Center for Learning and Performance Assessment in De La Salle-College of Saint Benilde from 2005-2013. Dr. Mamaug holds a PhD in Educational Psychology major in Measurement and Evaluation from De La Salle University, Manila as well as an MS in Educational Measurement and Evaluation from the same university. Apart from PEMEA, she is also an active member of the International Test Commission, Association of Psychological and Educational Counselors of the Asia-Pacific, and Asia Pacific Career Development Association.

**Dr. Glen R. Mangali** is an educator who has authored numerous journal articles, papers, and textbooks. He also has lectured locally and internationally. He graduated Bachelor of Science in Secondary Education major in Biology at Philippine Normal University in Manila, he took up Master of Arts in Science Education (Biology) at Philippine Normal University in Manila, and Doctor of Philosophy in Science Education also at Philippine Normal University in Manila. Dr. Mangali is currently an Associate Professor at Colegio De San Juan De Letran in Manila since 2011 up to the present and an Adjunct Professor at Rizal Technological University (Graduate School/ Professorial Lecturer) since 2019 up to the present.

**Mr. Dexter Cheng Ngo** is the General Manager of the Rex Institute for Student Excellence, Inc. (RISE). Dexter has an active role in the management of Rex's assessment as well as business sustainability initiatives. He conducts research on educational measurement and assessment issues and develop assessment services and products that are fit for this purpose. He also contributes to the research studies that address current needs and anticipate future needs in assessment and measurement. With RISE, he provides leadership opportunities in shaping the education and the assessment landscape. He is also involved in projects on interpretative, statistical, measurement and evaluative technologies for education to further the cause of meaningful and accurate educational assessment.

**Dr. Jerome A. Ouano** graduated in Bachelor of Arts, Major in Psychology, Minor in Philosophy at Saint Columban College in Pagadian City, took up Master of Arts in Psychology, major in Industrial and Organizational Psychology at University of San Carlos in Cebu City, Master in Peace and Development Studies at Xavier University – Ateneo de Cagayan in Cagayan de Oro City, his Doctor of Philosophy in Anthropology at Xavier University – Ateneo de Cagayan, and Doctor of Philosophy in Educational Psychology Major in Learning and Human Development in Schools at De La Salle University in Manila. He has conducted numerous workshops both locally and abroad. he also has authored and co-authored numerous researches and peer-reviewed journals. He is currently an Associate Professor for Counseling and Educational Psychology Department at De La Salle University in Manila.

**Mr. Neil O Pariñas** is currently the Vice President for Lasallian Mission and Student Life at De La Salle-College of Saint Benilde. He was the Director of the Center for Learning and Performance Assessment (CLPA) in 2013 to 2017. Six years prior to that, he was the Special Assistant to the President of Benilde, Br. Victor A. Franco FSC. In 2005-2007, he was the Head of CLPA's Performance Assessment and Services Unit (PASU), which is in charge of appraising the performance of teachers, staff and administrators; and assessing institutional accountability, and the quality of academic and administrative services in DLS-CSB. Neil used to be the Assistant Executive Director of the Catholic Educational Association of the Philippines, Test Specialist at the Center for Educational Measurement, and part-time instructor at the La Consolation University, and Saint Mary's College of Meycauayan. He passed the Comprehensive Examination in 2008 for his PhD in Educational Psychology, Major in Educational Measurement and Evaluation at De La Salle University-Manila. He earned his MS in Educational Measurement and Evaluation from DLSU-M in 1996 and graduated Cum Laude in 1992 with a Bachelor's degree in Mathematics Teaching from the Philippine Normal University.

**Dr. Teresita T. Rungduin** has graduated in Bachelor of Arts Major in Psychology at Philippine Normal University, took up Master of Arts in Education with specialization in School Psychology at Philippine Normal University and Master of Arts Major in Psychology at University of the Philippines in Diliman, and her Doctor of Philosophy Major in Developmental Psychology, Minor in Clinical Psychology also at University of the Philippines in Diliman. She authored and co-authored numerous journals. She is currently the Faculty and Head Secretariat of the Research Ethics Committee Education Policy Research and Development Center at Philippine Normal University since 2017 up to the present and the Program Coordinator for Behavioral and Social Science Cluster College of Graduate Studies and Teacher Education Research – Graduate Teacher Education Faculty also at Philippine Normal University since 2021 to the present.

**Dr. Marie Antonette J. Sunga-Vargas** graduated with a Bachelor of Arts in Psychology at University of Saint La Salle in Negros Occidental, took up Master of Arts in Psychology at University of Santo Tomas Graduate School in Manila, and Doctor of Philosophy major in Clinical Psychology at University of Santo Tomas Graduate School in Manila. She is currently a Professor 2 in the Department of Psychology College of Science and Graduate School at University of Santo Tomas since 2017 up to the present, a Clinical Psychologist/Consultant at ChildFam-Possibilities, a Pain Psychologist/ Clinical Psychologist at Manila Doctors Hospital, and a Researcher for RCESSI – PORTICUS Project.



## PEMEA FELLOWS 2021



**Ms. Ma. Rhodora Santos**  
Amicus Koi Solutions

**Ms. Maria Rhodora Santos** is the President and CEO of Amicus KOI Solutions, a women-owned business registered in the USA, Australia, and Philippines. Amicus KOI Solutions is a Microsoft Solution Partner focusing on education programs, cloud solutions, mixed reality/artificial intelligence and small medium business solutions. Prior to Amicus KOI Solutions, Rhodora held various project management positions within a major international telecommunications software, consulting company and Airline industry. She has 20+ Years in the Information and Communication Technology field, including Telecommunications industry. She has also been involved in project management of transformation programs in Australia, French Polynesia Territories, North America, Europe and the Middle East.



**Mr. Dexter Cheng Ngo**  
REX Institute for Student  
Excellence, INC (RISE)

**Mr. Dexter Cheng Ngo** is the General Manager of the Rex Institute for Student Excellence, Inc. (RISE). Dexter has an active role in the management of Rex's assessment as well as business sustainability initiatives. He conducts research on educational measurement and assessment issues and develop assessment services and products that are fit for this purpose. He also contributes to the research studies that address current needs and anticipate future needs in assessment and measurement.

With RISE, he provides leadership opportunities in shaping the education and the assessment landscape. He is also involved in projects on interpretative, statistical, measurement and evaluative technologies for education to further the cause of meaningful and accurate educational assessment.



## MESSAGE

I am honored to participate in the 2021 International Conference on Educational Measurement and Evaluation sponsored by the Philippine Educational Measurement and Evaluation Association. As I approach my 50<sup>th</sup> year in higher education, I continue to be surprised that what I have to say is still of interest.

While the COVID-19 pandemic is a worldwide disaster, I believe that the post-pandemic world will provide an opportunity to reimagine education. We cannot go backward, even if it would be comfortable to do so. Rather, we must enact a new conceptualization of education. I have spent the past several months thinking about the key elements of that new conceptualization. Here are just a few of my thoughts.

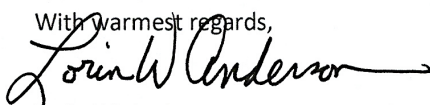
First, to truly improve education we must look at it through the eyes of our students. What are they thinking? What are they learning? Why do they become bored? What confuses them? What changes do they believe would make their education experiences more meaningful and relevant?

Second, **what** we teach is more important than **how** we teach. We have spent far too much time thinking about instructional strategies and best practices. Teaching the wrong things well is not different from teaching the right things poorly. The result in both cases is inadequate or insufficient learning. In deciding what to teach we must find a way to balance concerns for knowledge with concerns for thinking and reasoning.

Third, we must be informed by evidence rather than ideology. Too often we argue for programs and practices based on our theories and beliefs without adequate concern for the evidence that supports (or fails to support) them. The result a continual recycling of programs and practices without any sustained improvement in the quality of education we provide and the results we achieve.

In closing, when you leave this conference, I hope you will take away insights that will help you move forward as an educator in a post-pandemic world. This is a period of unique opportunity to make our educational system what we want it to be, rather than simply remodeling a system that historically has failed too many of our children and youth.

With warmest regards,



Lorin W. Anderson  
Carolina Distinguished Professor Emeritus  
University of South Carolina, Columbia (USA)

26 May 2021





## MESSAGE

### WELCOME TO THE CONFERENCE!

What a wonderful opportunity to make a strong contribution to the well-being of our students! I want to thank the Philippine Educational Measurement and Evaluation Association for sponsoring this 2021 International Conference. I am honored to be invited to participate and I look forward to learning with you.

I have devoted the 40 years of my career to understanding how to turn the assessment process into a teaching and learning tool that can be used to benefit student learning success, not merely measuring it. My colleagues and I at the Assessment Training Institute have discovered that the very best way to accomplish this is by bringing students into the classroom assessment process while they are learning. By engaging them in ongoing self-assessment, we can help them watch themselves grow and, in doing so, help them understand that they can be in control of their own learning success. We can build their confidence in themselves as successful learners.

In doing so, we give them the gift of self-control that sets them up to be successful lifelong learners. We teach them what it takes to be ready for higher education or we prepare them for the career or workplace training needed to be successful in that context. Either way, they leave school ready to grow in ways that support their family and their professional well-being.

I want to thank you for choosing to participate in this conference and for being willing to explore new ideas about how to use the assessment and evaluation process to promote student academic well-being. I look forward to teaming up with you.

Sincerely,

(Sgd)

**RICK STIGGINS, PhD**

Assessment Training Institute



## Keynote Speakers



**Dr. Lorin Anderson**

Carolina Distinguished Professor Emeritus  
University of South Carolina USA



**Dr. Rick Stiggins**

Retired Founder and President  
Assessment Training Institute Oregon USA

## Plenary Speakers

**Assessment and Evaluation in the Global Scene:  
A Pandemic Response**



**Mr. Mark Manns**  
UNESCO Bangkok



**Ms. Ma. Felisa Aguilar**  
United Federation of  
Fil-Am Educators



**Ms. Ma. Rhodora Santos**  
Amicus Koi Solutions



**Dr. Carlo Magno**  
Center for Learning  
and Development Asia

## Workshop Facilitators

## Panel Discussants

**Panel Discussion 1: International Large-Scale Assessments in the New Normal**



**Mr. Isy Faingold**  
UNICEF Philippines



**Dr. Nelia Benito**  
Department of Education



**Dr. Luz Bay**  
The College Board USA



**Dr. Carlo Magno**  
Center for Learning  
and Development Asia



**Dr. Elizabeth Randolph**  
RTI International

## Student Congress Speaker

**Panel Discussion 2: Assessment for Flexible Learning Deliveries**



**Asec. Alma Ruby Torio**  
Department of Education



**Dr. Victor Cañez Jr.**  
Consortium on Flexible  
Learning Deliveries



**Mr. Joseph R. Jintalan**  
Far Eastern University



**Dr. Dennis Alonzo**  
University of New South Wales  
Sydney Australia

**Panel Discussion 3: Research, Development, and Policies on Educational Assessment in the New Normal**



**Dr. Bill Atweh**  
Philippine Normal  
University /  
De La Salle University



**Dr. Max Walsh**  
Education Consultancies  
Australia

**Theme:**  
**Assessment in the New Normal:  
Issues, Challenges, and Prospects**

**26-28 May 2021**  
**via Microsoft Teams Live**

# PROGRAM OF ACTIVITIES

Day 1 (May 26, 2021)

Microsoft Teams Live

9:00 AM - 9:30 AM	<p>Opening Program</p> <p>Invocation</p> <p>Philippine National Anthem</p> <p>Welcome Remarks</p>	<p><b>PNU Chorale</b></p> <p><b>PNU Chorale</b></p> <p><b>Dr. Marilyn Balagtas</b> President and Chairman, PEMEA</p>
	<p>Opening Message</p>	<p><b>Dr. Bert Tuga</b> PNU President</p> <p><b>Sr. Nilda Masirag, SPC</b> SPUQC President</p>
	<p>Statement of Purpose and Presentation of Participants</p>	<p><b>Dr. Christine Joy Ballada</b> PEMEA Vice President and ICEME Conference Chair</p>
	<p>Introduction of the Keynote Speaker</p>	<p><b>Dr. Marilyn Balagtas</b></p>
9:30 AM - 10:30 AM	<b>Keynote Speech</b>	<p><b>Dr. Lorin Anderson</b> Carolina Distinguished Professor Emeritus University of South Carolina</p>
10:30 AM - 10:45 AM	BREAK	
10:45 AM - 12:00 PM	<p><b>Plenary Talk 1:</b> Assessment and Evaluation in the Global Scene: A Pandemic Response</p>	<p><b>Mr. Mark Manns</b> UNESCO Bangkok</p> <p><b>Ms. Ma. Felisa Aguilar</b> United Federation of Fil-Am Educators</p>
12:00 PM - 1:30 PM	LUNCH BREAK	
1:30 PM - 2:45 PM	<p><b>Panel Discussion 1:</b> International Large-Scale Assessments in the New Normal</p>	<p><b>Mr. Isy Faingold</b> UNICEF Philippines</p> <p><b>Dr. Nelia V. Benito</b> Bureau of Education Assessment Department of Education</p> <p><b>Dr. Luz Bay</b> The College Board &amp; Frontlearners, Inc.</p> <p><b>Dr. Carlo Magno</b> CLAD-Asia</p>
2:45 PM - 3:15 PM	<p>President's Report</p> <p>Treasurer's Report</p> <p>Awarding of Fellows</p>	<p><b>Dr. Marilyn Balagtas</b></p> <p><b>Dr. Belen Chu</b></p> <p><b>Dr. Rose Marie Clemeña</b> PEMEA Adviser</p>
	<p>Presentation of Nominees for PEMEA Board of Trustees</p> <p>Instructions for Election of PEMEA BOTs and Ratification of Amendments to the By-laws</p>	<p><b>Dr. Violeta Valladolid</b></p> <p><b>Dr. Violeta Valladolid</b></p>
3:15 PM - 3:30 PM	COFFEE BREAK	
3:30 PM - 4:45 PM	<p><b>Panel Discussion 2:</b> Assessment for Flexible Learning Deliveries</p>	<p><b>Asec. Alma Ruby Torio</b> Department of Education</p> <p><b>Dr. Victor Cañez Jr.</b> Biliran Province State University</p> <p><b>Mr. Joseph Jintalan</b> Far Eastern University</p> <p><b>Dr. Dennis Alonzo</b> University of New South Wales-Sydney</p>
4:45 PM - 5:00 PM	Instructions for Day 2	<p><b>Dr. Jennie Jocson</b></p>

## PROGRAM OF ACTIVITIES

Day 2 (May 27, 2021)

Microsoft Teams Live

9:30 AM - 10:30 AM	Introduction of the Keynote Speaker <b>Keynote Speech</b>	<b>Dr. Christine Joy Ballada</b> <b>Dr. Rick Stiggins</b> Retired Founder and President Assessment Training Institute
10:30 AM - 10:45 AM	Transition to Breakout Rooms	
10:45 AM - 11:45 AM	<b>Concurrent Session A1:</b> Assessment of Learning During the COVID-19 Pandemic	page 43
	<b>Concurrent Session A2:</b> Development of Non-Cognitive Measures	page 44
	<b>Concurrent Session A3:</b> Innovations in Classroom Assessment	page 45
	<b>Concurrent Session A4:</b> Language Assessment	page 46
11:45 AM - 1:00 PM	LUNCH BREAK	
1:00 PM - 2:00 PM	<b>Concurrent Session B1:</b> Learning in the New Normal	page 47
	<b>Concurrent Session B2:</b> Validation of Non-Cognitive Measures	page 48
	<b>Concurrent Session B3:</b> Assessment Practices in Schools	page 49
	<b>Concurrent Session B4:</b> Innovations in Pedagogy	page 50
2:00 PM - 2:10 PM	Transition to Breakout Rooms	
2:10 PM - 3:10 PM	<b>Concurrent Session C1:</b> Assessment in the New Normal	page 51
	<b>Concurrent Session C2:</b> Development of Non-cognitive Measures	page 52
	<b>Concurrent Session C3:</b> Assessing Educational Outcomes	page 53
	<b>Concurrent Session C4:</b> Educational Interventions	page 54
3:10 PM - 3:15 PM	Transition to Breakout Rooms	
3:15 PM - 4:25 PM	<b>Concurrent Session D1:</b> Assessment in Flexible Learning	page 55
	<b>Concurrent Session D2:</b> Psychometrics	page 56
	<b>Concurrent Session D3:</b> High-Stakes Assessment	pages 57-58
4:25 PM - 4:30 PM	Transition to Concurrent Learning Sessions	
4:30 PM - 5:30 PM	<b>Concurrent Learning Session 1:</b> Providing Effective Feedback for Learning	<b>Dr. Carlo Magno</b> <b>Ms. Toni Rose Piñero</b> Moderator
	<b>Concurrent Learning Session 2:</b> Getting Started with Data Collection and Assessment using Microsoft Forms, Excel, and Sway	<b>Ms. Ma. Rhodora Santos</b> <b>Dr. Marilyn Balagtas</b> Moderator

## PROGRAM OF ACTIVITIES

Day 3 (May 28, 2021)

Microsoft Teams Live

9:30 AM - 10:30 AM	<b>Panel Discussion 3:</b> Research, Development, and Policies on Educational Assessment in the New Normal: Challenges and Directions	<b>Dr. Max Walsh</b> Education Consultancies  <b>Dr. Bill Atweh</b> Philippine Normal University De La Salle University  <b>Dr. Marilyn Balagtas</b> Moderator
10:30 AM - 10:45 AM	Announcement of New PEMEA Board Members  Oath-Taking of Officers	<b>Dr. Violeta Valladolid</b>  <b>Dr. Richard DLC Gonzales</b> PEMEA Founding President
10:45 AM - 11:15 AM	Closing Messages	<b>Amicus Koi Solutions</b>  <b>United Federation of Fil-Am Educators</b>  <b>New PEMEA President</b>
11:15 AM - 11:30 AM	<b>Transition to Division Meetings in Microsoft Teams</b>	School and Industrial Testing Division <b>Dr. Violeta Valladolid</b>  Language Testing Division <b>Dr. Jennie Jocson</b>  Test Development Division <b>Dr. Marife Mamauag &amp; Dr. Marilyn Balagtas</b>  Special Education and Early Childhood Division <b>Dr. Adonis David &amp; Dr. Florabel Suarez</b>  Psychometrics and Statistics Division <b>Dr. Carlo Magno &amp; Dr. Christine Joy Ballada</b>  Educational Evaluation Division <b>Dr. Niclie Tiratira</b>  Computer-Based Testing Division <b>Dr. Jonathan Macayan &amp; Toni Rose Piñero</b>
1:30 PM - 4:00 PM	<b>PEMEA Student Congress:</b> Social and Emotional Learning Competencies for Students	<b>Dr. Elizabeth Randolph</b> Senior Education Research Analyst, RTI International  <b>Dr. Carlo Magno</b> Emcee

## Day 1 Speakers

Theme:

Assessment in the New Normal:  
Issues, Challenges, and Prospects

### Keynote Speaker



**Dr. Lorin Anderson**  
Carolina Distinguished Professor Emeritus  
University of South Carolina USA

**Dr. Lorin W. Anderson** is a Carolina Distinguished Professor Emeritus at the University of South Carolina, where he served on the faculty from August, 1973, until his retirement in August, 2006.

He received his Ph. D. in Measurement, Evaluation, and Statistical Analysis from the University of Chicago, where he was a student of Benjamin S. Bloom. He has served as a consultant to organizations, agencies, and ministries of education in countries in Africa, Asia, Europe, and South America.

In the United States, he is a co-founder of the Center for Preparing Teachers of Children of Poverty, which is celebrating its 12th anniversary this year. At the University of South Carolina, he has established an endowed fund to provide scholarships for first-generation college students who intend to major in education.

He currently serves as the President of the International Academy of Education.

### Plenary Speakers

**Assessment and Evaluation in the Global Scene:  
A Pandemic Response**



**Mr. Mark Manns**  
UNESCO Bangkok

**Mr. Mark Manns** is an Associate Programme Specialist at UNESCO Bangkok, the Asia-Pacific Regional Bureau for Education, where he works in the Section for Inclusive Quality Education.

Mark holds an MA in International Studies from Simon Fraser University in Vancouver, Canada and a BA in Anthropology from University of Manitoba in Winnipeg, Canada. He was a Research Assistant at UNESCO in Windhoek, Namibia from 2013-2014. He was also an English teacher in Japan and Canada from 2000-2009.

Currently, his focus is on the quality of education, working with member states to integrate 'transversal competencies' and social and emotional learning into education policies and practices. Mark is the focal point for the following programs: Network on Education Quality Monitoring in Asia-Pacific or NEQMAP; The Happy Schools Project; The Global Citizenship Education or GCED; Education for Sustainable Development; and Science, Technology, Engineering and Mathematics or STEM Education.



**Ms. Ma. Felisa Aguilar**  
United Federation of  
Fil-Am Educators

**Ms. Maria Felisa Aguilar** has contributed much to Education not just here in the Philippines but also in the United States. She has been nominated and has won awards for being an outstanding teacher.

She graduated Bachelor of Science in Teaching Chemistry from the Philippine Normal University in Manila; she took up Masters of Science in Chemistry Teaching Program from De La Salle University Manila, and both Masters of Arts in Education (Curriculum and Instruction) and Certificate in Educational Leadership from California State University in Sacramento.

Her professional affiliations are with the United Federation of Filipino Teachers in America, Sacramento California Teachers Association (SCTA), National Science Teachers Association (NSTA), California Science Teachers Association (CSTA), and CSTEM and YCOE Fellow, UC Davis and YCOE.

She is currently a High School Science and Programming Teacher, District Middle School NGSS Mentor, District Induction Program Support Provider, and CSUS-SCUSD Cooperating Teacher.

## Panel Discussants

### Panel Discussion 1: International Large-Scale Assessments in the New Normal



**Mr. Isy Faingold**  
UNICEF Philippines

**Mr. Isy Faingold** is an education specialist passionate about education reforms with more than 14 years of experience in public policy. He graduated Bachelor of Arts and Licenciature in Economics from the UNIVERSIDAD DEL PACÍFICO in Lima, Peru, took up an Education Leadership Certified Program on How to identify and implement effective education policies from Inter-American Development Bank, and Master in Public Affairs – Development Economics from Woodrow Wilson School of Public and International Affairs in Princeton University, Princeton, NJ with a Princeton University Scholarship. Has held top social policy positions in Peru, including National Director of Secondary Education at the Ministry of Education and General Director of Social Policy at the Ministry of Social Development. His international working experiences are with the World Bank, UNDP, UNESCO, Teach For All, and currently Chief of Education at UNICEF Philippines.



**Dr. Nelia Benito**  
Department of Education

**Dr. Nelia V. Benito** is currently the Director IV of the Bureau of Education Assessment (BEA), Department of Education. She also served for fifteen years as Director of the National Education Testing and Research Center, former name of the bureau. She earned her BS Psychology, MA Psychology and Ph.D. in Psychology degrees at the University of Sto. Tomas, Manila. She is a recipient of a Foreign Fellowship Award of the Philippines-Australia Project in Basic Education in Monitoring and Evaluation at the Australian Council for Educational Research (Melbourne) from April 5-Sept. 20, 1997 and also a scholarship grant from the Asian Institute of Management on Leadership Development Program in 2000 and 2008. To date, she is the National Program Manager for PISA 2022 and the previous cycle PISA 2018 and likewise as National Research Coordinator for TIMSS 2019. She managed too the implementation of the SEA-PLM 2019, the Bureau being the National Center for SEA-PLM 2019.



**Dr. Luz Bay**  
The College Board USA

**Dr. Luz Bay** has over 25 years of experience as a psychometrician and leader in the educational assessment industry. Currently, she is a Senior Psychometrician at The College Board. In this position, she is the point-person for the Psychometric department for all work related to ACCUPLACER® and is the lead for most projects in support of the assessment program including validity studies. Dr. Bay provided technical leadership in the development of the Next-Generation ACCUPLACER as well as the Texas Success Initiative Assessment 2.0.

Dr. Bay is a Senior Advisor to Frontlearners, Inc. on assessment and educational measurement. She has worked with Frontlearners founders from the inception of the company and has provided in-person psychometric training to its test developers. Dr. Bay completed BS Mathematics from the University of the Philippines, Los Baños, and MS Mathematics and PhD in Educational Measurement and Statistics from Southern Illinois University Carbondale, Illinois.



**Dr. Carlo Magno**  
Center for Learning  
and Assessment  
Development-Asia

**Dr. Carlo Magno** is a graduate of AB-Psychology at De La Salle University Manila. For his postgraduate studies, he took up Masters in Education at Ateneo de Manila University in Quezon City, and his Doctorate degree in Educational Psychology major in Measurement and Evaluation again at De La Salle University Manila. He received the highest faculty research citation from National University, Outstanding Young Scientist (NAST-DOST) from NAST-DOST, Outstanding Scientific Paper (NAST-DOST) from NAST-DOST, and Global Young Scientist from the Global Young Academy. He became a faculty at De La Salle University from June 2003-2014, National University from June 2014-2017, and Mapua University from June 2017-2018. He became a Director at De La Salle Araneta University from Jan 2017-June 2017 and currently a Visiting Faculty at the Education University of Hong Kong.



## Panel Discussants

### Panel Discussion 2: Assessment for Flexible Learning Deliveries



**Asec. Alma Ruby Torio**  
Department of Education

**Asec. Alma Ruby C. Torio** is a public servant whose desire is to develop learners to their maximum potential. She finished her Bachelor of Arts (Psychology), Bachelor of Science in Commerce (Management), and her Professional units in Education in 1986. She completed her Master of Arts (Guidance and Counseling) in 1989 followed by her graduation of Doctor of Education in 1994. She took her Master in National Security Administration in 2002 followed by her Bachelor of Laws in 2009. She started in the Department of Education as a Guidance Counselor in Pangasinan National High School and was promoted as an Education Supervisor I in Schools Division of Pangasinan I. She rose to the ranks to be the Regional Director of Region I. She was also commissioned as a Reserve Officer with the Rank of Lieutenant in the Philippine Air Force while fulfilling her duties to the DepEd.



**Dr. Victor Cañez, Jr.**  
Biliran Province State  
University

**Dr. Victor C. Cañez, Jr.** is the President of Biliran Province State University. He is also the current Chairperson of Eastern Visayas Higher Education Institutions – Flexible Learning Management System Consortium and the Secretary of the Philippine Association of State Universities and Colleges of Region VII. Dr. Cañez finished Doctor of Education from Naval State University and Master of Arts in Educational Management from Xavier University-Ateneo de Cagayan.



**Mr. Joseph R. Jintalan**  
Far Eastern University

**Mr. Joseph R. Jintalan** is a Professional Education Teacher whose areas of interest include: Instructional Leadership, Assessment of Learning, and Pre-service Teacher Education. He graduated Bachelor of Science in Secondary Education Major in General Science at Far Eastern University in 2011, his Master of Arts in Education Major in Educational Administration at Far Eastern University in 2015, and taking up his Doctor of Education Major in Curriculum and Instruction at University of Santo Tomas since 2018 up to the present. He has authored and co-authored several journals. He is currently the Department Chair at Far Eastern University-Institute of Education Undergraduate Studies Department since June of 2019.



**Dr. Dennis Alonzo**  
University of New South Wales  
Sydney Australia

**Dr. Dennis Alonzo** is a test and scale developer, program evaluator, and applied statistician. He graduated Bachelor of Science in Biology at Mindanao State University and his Masters of Science in Biology in the same university. He took his Masters in Assessment and Evaluation at The University of Melbourne in 2007 and his Doctorate in Education at The University of New South Wales in Australia in 2016. His research work revolves around Assessment for Learning (AfL) particularly in supporting teachers to make highly contextualized, consistent, fair, and trustworthy assessment decisions to effectively support student learning. He led the development of the Brunei School-Based Assessment for Learning Literacy Tool, which was later contextualized for EAL/D teachers in Victoria, Australia, and for higher education. He is currently the Bachelor of Education Program Director School of Education at the University of New South Wales in Sydney, Australia.



## Day 2 Speakers

Theme:

Assessment in the New Normal:  
Issues, Challenges, and Prospects

### Keynote Speaker



**Dr. Rick Stiggins**

Retired Founder and President  
Assessment Training Institute  
Oregon USA

**Dr. Rick Stiggins** is the retired founder and president of the Assessment Training Institute in Portland, Oregon, a professional development firm helping educators face the challenges of day-to-day classroom assessment in the context of truly balanced assessment systems.

Rick received his BA from SUNY Plattsburgh, MA from Springfield (MA) College and PhD in educational psychology and earned his doctoral degree in education measurement from Michigan State University.

He began his assessment work on the faculty of Michigan State before becoming a member of the faculty of educational foundations at the University of Minnesota, Minneapolis. He has served as director of test development for the ACT, Iowa City, IA; as a visiting scholar at Stanford University; as a Libra Scholar, University of Southern Maine; as director of the Centers for Classroom Assessment and Performance Assessment at the Northwest Regional Educational Laboratory, Portland; and a faculty of Lewis and Clark College, Portland.

### Workshop Facilitators

#### Providing Effective Feedback for Learning



**Dr. Carlo Magno**

Center for Learning  
and Assessment  
Development-Asia

**Dr. Carlo Magno** is a graduate of AB-Psychology at De La Salle University Manila. For his postgraduate studies, he took up Masters in Education at Ateneo de Manila University in Quezon City, and his Doctorate degree in Educational Psychology major in Measurement and Evaluation again at De La Salle University Manila. He received the highest faculty research citation from National University, Outstanding Young Scientist (NAST-DOST) from NAST-DOST, Outstanding Scientific Paper (NAST-DOST) from NAST-DOST, and Global Young Scientist from the Global Young Academy. He became a faculty at De La Salle University from June 2003-2014, National University from June 2014-2017, and Mapua University from June 2017-2018. He became a Director at De La Salle Araneta University from Jan 2017-June 2017 and currently a Visiting Faculty at the Education University of Hong Kong.

#### Getting Started with Data Collection and Assessment Using Microsoft Forms, Excel, and Sway



**Ms. Ma. Rhodora Santos**  
Amicus Koi Solutions

**Ms. Maria Rhodora Santos** is the President and CEO of Amicus KOI Solutions, a women-owned business registered in the USA, Australia, and Philippines. Amicus KOI Solutions is a Microsoft Solution Partner focusing on education programs, cloud solutions, mixed reality/artificial intelligence and small medium business solutions. Prior to Amicus KOI Solutions, Rhodora held various project management positions within a major international telecommunications software, consulting company and Airline industry. She has 20+ Years in the Information and Communication Technology field, including Telecommunications industry. She has also been involved in project management of transformation programs in Australia, French Polynesia Territories, North America, Europe and the Middle East.

## Day 3 Speakers

Theme:

Assessment in the New Normal:  
Issues, Challenges, and Prospects

### Panel Discussants

Panel Discussion 3: Research, Development, and Policies on Educational Assessment in the New Normal



**Dr. Bill Atweh**  
Philippine Normal  
University /  
De La Salle University

**Dr. Bill Atweh** is an educational consultant with over than 30 years of academic positions at the Queensland University of Technology and Curtin University of Technology in Australia and more recently as visiting scholar at the Philippines Normal University and De La Salle University in the Philippines. Bill's main interest in teaching and research is in the overall area of sociocultural aspects of education including the effects of gender and socioeconomic backgrounds of students' participation and achievement in education. He has developed special interest in the use of action research as a professional development of teachers. He has conducted research on the role of internationalization and globalizations and issues of social justice and ethics in international collaborations. He is the co-editor of several books in education and hundreds of conference and journal articles and has supervised tens of students at masters and doctoral levels.



**Dr. Max Walsh**  
Education Consultancies  
Australia

**Dr. Maxwell James Walsh** is a freelance, self-employed Education Consultant. He graduated with the following degrees: Bachelor of Science (Chemistry; Zoology) at the University of Tasmania in 1969, a Diploma of Education at University of Tasmania in 1970, Bachelor of Education (external) (Didactics) at University of South Africa in 1972, a Master of Education ((Curriculum Development) at University of New England in 1982, a Doctor of Philosophy (Monitoring & Evaluation of Teachers) at University of Tasmania in 1993, and a Tasmanian Teachers Certificate at the Department of Education in 1971. He has a wide experience in the field of education in different countries and has published several journals. He is currently an Education Specialist for UNICEF / GPE Technical Assistance for Development of Education Sector Analysis, Education Sector Plan for Philippines Basic Education.

### Student Congress



**Dr. Elizabeth Randolph**  
RTI International

**Dr. Elizabeth Randolph** is a Senior Education Research Analyst at RTI International. She holds a Doctor oh Philosophy from the College of Health and Human Sciences of Ohio University. Dr. Randolph has 26 years of experience in applied research and statistics in education and health fields, 23 of which have been in developing countries. She works within RTI International Development Group: International Education. She is based in Capetown, South Africa.

## Abstracts: Plenary Talk

### Assessment and Evaluation in the Global Scene: A Pandemic Response

Day 1, May 26, 10:45 - 12:00 NN

Moderated by Dr. Jennie Jocson



**Ms. Ma. Felisa Aguilar**  
United Federation of  
Fil-Am Educators

Due to COVID-19, our schools have faced challenges of continuing to serve our students. Learning must continue. While the U.S. Department of Education waived the annual federal testing and accountability requirements for 2021, and possibly other annual educational evaluation systems around the world, which are key to understanding and addressing gaps in education among students; teachers still need to accurately assess learning. Effective assessment is tied to meaningful experiences we provide to our students in the classroom, whether it is synchronous or asynchronous learning. What kinds of academic supports and assessments can we use to collect a variety of student information to inform our teaching; provide learning opportunities to students; and actionable data for the incoming school year?

### Assessment and Evaluation in the Global Scene: A Pandemic Response

Day 1, May 26, 10:45 - 12:00 NN

Moderated by Dr. Jennie Jocson



**Mr. Mark Manns**  
UNESCO Bangkok

In a very short period of time, the Covid-19 pandemic has had a significant impact on education systems worldwide, with billions of learners affected in almost every country. As a result, efforts in monitoring the quality of learning and ensuring inclusion and equity have also become more challenging than ever. For instance, many countries have postponed, rescheduled or altogether cancelled examinations and other standardized assessments. And with a change in education delivery and setting (e.g. the shift to remote/distance learning through TV, Radio, Satellite, online learning platforms, home-based learning, etc.) education systems need to be able to respond to changes in monitoring learning. This presentation will provide an overview of some of the global responses over the past year to high-stakes examinations, what impacts and challenges remain, and explore some alternatives to the reliance on high-stakes examinations.

## Abstracts: Panel Discussion 1

### International Large-Scale Assessments in the New Normal

Day 1, May 26, 01:30 - 02:45 PM

Moderated by Dr. Violeta Valladolid & Dr. Marilyn Balagtas



**Mr. Isy Faingold**  
UNICEF Philippines

#### **UNICEF's Support in International Large-Scale Assessment: Southeast Asia Primary Learning Metrics (SEA-PLM)**

The findings of the Southeast Asia Primary Learning Metrics (SEA-PLM) suggest the alarming trends of low-quality learning in the Philippines. The average scores of the Philippines in reading, writing, and mathematics are all below the average scores of the other six participating countries. The results also show that inequality in learning persists in the Philippines where boys and students from lower socio-economic status and in rural areas are far more likely to fall behind in acquiring foundational skills.

However, according to the study, favorable school resources and environment as well as children's positive perception toward school may contribute to their better academic performance. Moreover, preschool education and early skills and school readiness may differentiate children's learning achievement in their later years. At the same time, student academic performance is also associated with other factors beyond schooling. Students with supportive parents are more likely to outperform their peers. In this sense, it is imperative to engage parents in better education delivery. Furthermore, children's learning should be investigated in a more holistic manner by looking at the roles of nutrition, safety, and well-being of children on their academic and psychosocial development.

The available evidence only provides a glimpse of student learning outcomes. As SEA-PLM has a potential for generating more evidence of the barriers that hinder quality learning as well as success factors of children's academic performance, it is crucial to conduct more research and data analysis for towards inclusive quality learning for all children.



**Dr. Nelia Benito**  
Department of Education

#### **Situating Philippine Education in the International Large Scale Assessments (ILSAs)**

The presentation provides the background of ILSAs—specifically, the Trends in International Mathematics and Science Study (TIMSS) 2019 and Southeast Asia Primary Learning Metrics (SEA-PLM) 2019, its target population, sampling design, assessment cycle, assessment delivery and data collection period and its proficiency scale/benchmark. The national results in terms of cognitive measures, school and community type, gender are discussed including those based on the context questionnaires such as educational resources at home and in the school, student speaking test language at home, school discipline, student bullying, academic, career success expectation, student motivation and teacher preparation. Recommendations to address key findings based on DepEd's Sulong Edukalidad program are also presented.



**Dr. Luz Bay**  
The College Board USA

#### **International Assessment in the New Normal**

Everywhere in the world and in every field of interest, the new normal has been dictated by the pandemic. It is unfortunate, but it is reality. In educational assessment it has highlighted two issues: how we test and what we test. With everything needing to be done remotely, computer-based testing was ahead of its time. But even for computer adaptive testing (CAT) programs that are touted for their robustness against test security infractions additional measures were put in place for assurance of test score validity so that decisions made based on test results lead to correct conclusions.

On the learning side, the pandemic caused students to suddenly find themselves having to take classes remotely leading some schools to think that this could be the new normal – maybe students do not need to go back to the classroom. But even for students who have the technology resources, not everyone thrived. Assessing whether students have what it takes to succeed in an online classroom should be part of the educational assessment landscape. At the intersection of the two issues is the concept of multiple measures – high stakes decisions should not be made based on the results of one test alone, not even if it is PISA. As a product of public education in the Philippines, I endeavor that other metrics be considered when discerning whether the country is on the right path.



**Dr. Carlo Magno**  
Center for Learning  
and Assessment  
Development-Asia

#### **High-Stakes Examinations and Large-scale Learning Assessments in Times of Emergencies and Crises**

The COVID-19 pandemic has disrupted education across the globe leading countries to adapt how they administer and manage high-stakes examinations and large-scale learning assessments. This thematic review describes the measures that countries have taken, in terms of policies and practices, when learning assessments are disrupted by emergencies and crises. The review explains the specific adjustments made in the conduct of large-scale assessments that includes scheduling arrangements, modality of the assessments, safety measures and precautions and content modifications. Full report can be accessed at <https://neqmap.bangkok.unesco.org/resource/neqmap-2020-thematic-review-high-stakes-examinations-and-large-scale-learning-assessments-in-times-of-emergencies-and-crises/>

## Abstracts: Panel Discussion 2

### Assessment for Flexible Learning Deliveries

Day 1, May 26, 03:30 - 04:45 PM

Moderated by Mr. Pedrito Aton



**Asec. Alma Ruby Torio**  
Department of Education

#### Interim Guidelines for Assessment and Grading in light of the Basic Education Learning Continuity Plan

The Department of Education (DepEd) believes that basic education cannot be overwhelmed by the COVID-19 Pandemic. Thus, the DepEd developed the Basic Education -Learning Continuity Plan (BE-LCP). The BE-LCP provides guidance to all levels of governance of DepEd (Central Office, Regions, Divisions, and Schools), and to education partners, in fulfilling our responsibility to provide learning opportunities to our children. But since face to face instruction is not yet possible during this time, lessons were delivered to our students in the safety of their homes, through the following methods: 1) Modular Learning – through print or digitized; 2) Online Distance Learning ; 3) Educational TV /Radio Based Instruction, and 4) Blended Distance Learning – which is a combination of two or more sub-categories of distance learning. The Department understands that the changes in how teaching and learning are delivered have brought a rapid shift in the landscape of educational assessment. This prompted the Department of Education to issue DepEd Order No. 031, s. 2020, also known as the “Interim Guidelines for Assessment and Grading in light of the Basic Education Learning Continuity Plan”. DepEd wants its system to be relevant, and resilient. So whatever changes made in the interim guidelines for assessment, it was done so in collaboration with the school leaders and teachers, and making sure that reasonable leniency to the learners but does not compromise the integrity and principles of assessment and grading.



**Dr. Victor C. Cañez Jr.**  
Biliran Province State  
University

#### Assessment for Flexible Learning Deliveries

The Eastern Visayas Higher Education Flexible Learning Management System Consortium (EVHEIs-FLMSC), a regional consortium aimed at addressing different concerns in the implementation of flexible learning deliveries in the region spearheaded by the Biliran Province State University, recognizes the importance of assessment in the implementation of its different plans and programs. One of its major objectives includes the monitoring and assessment of the implementation of FLMS in Eastern Visayas where different standards were crafted in terms of content development, training and capacity building, technology infrastructure and support, monitoring and assessment and policy development and agreement. These standards were reviewed and presented to the different committees, as well as the executive board of the consortium and was used to assess the respective HEIs. The findings of these assessments were used by the HEIs and the consortium in general to improve their policies and programs towards an effective FL implementation.



**Mr. Joseph R. Jintalan**  
Far Eastern University

#### Assessment of Flexible Learning Deliveries

The pandemic paved way for distance and digital education to be utilized in full scale. However, this also opened many challenges in the conduct of teaching, learning, and assessment. Thus, this discussion explores the link between assessment and role of teachers as instructional designers in providing flexible learning options. Further, this would discuss academic viewpoints on constructive alignment, learning outcomes, and instructional design in the context of assessment for wired and non-wired flexible learning.



**Dr. Dennis Alonzo**  
University of New  
South Wales  
Sydney, Australia

#### Trustworthiness of Assessment in Flexible Learning

Assessment is an integral part of effective learning and teaching. The quality of assessment and the inferences drawn from assessment results are important considerations in making highly contextualised, fair and assessment decisions. In this talk, I will critically analyse various factors that influence teachers' assessment practices and decision-making in the context of flexible learning. I will use the concept of trustworthiness to extend the psychometric and “classroometric” principles to account various factors that would allow teachers to assess students' “true” learning. I will conclude by presenting a framework for ensuring trustworthiness of assessment and assessment decisions.

## Abstracts: Concurrent Learning Sessions

Day 2, May 27, 04:30 - 05:30 PM



**Dr. Carlo Magno**  
Center for Learning  
and Assessment  
Development-Asia

### **Learning Session 1 :Providing Effective Feedback for Learning**

Moderator: Ms. Toni Rose Piñero

This learning session engages participants to use appropriate feedback to help students learn better. The presentation includes how feedback is integrated with instruction, when to give feedback, techniques in giving feedback, and the kinds of feedback. Scenarios are shown to participants, and they will be providing the appropriate feedback given a sample of student performance.



**Ms. Ma. Rhodora Santos**  
Amicus Koi Solutions

### **Learning Session 2 : Getting Started with Data Collection and Assessment using Microsoft Forms, Excel, and Sway**

Moderator: Dr. Marilyn Balagtas

This learning session will allow participants to explore the Microsoft applications in creating formative assessments that focus on student learning, provide a glimpse into how their students think, and support students as individual learners while they are in the process of gathering knowledge and skills. Tools such as Forms, Excel and Sway can give students a platform to highlight their procedural thinking, learning progressions, and outcomes



## Abstracts: Panel Discussion 3

### Research, Development, and Policies on Educational Assessment in the New Normal: Challenges and Directions

Day 3, May 28, 09:30 - 10:30 AM

Moderated by Dr. Marilyn Balagtas



**Dr. Max Walsh**  
Education Consultancies  
Australia

#### Challenges and Directions of Developments in Educational Assessment in the New Normal

The pandemic has had a significant impact on education services and one important area that is of special interest to everyone is that of assessment. What sort of developments might we expect as we continue to deal with the effects of the pandemic on teaching and learning or consider what we will do as we emerge from COVID and get back to face-to-face teaching.

In this presentation, I will suggest that rather than restricting assessment processes we need to expand them to consider other factors beyond simply measuring a learner's cognitive performance on some form of test. The teacher is not only measuring the cognitive progress of each learner but needs to understand the social, emotional, language, and physical development of each learner as well as the very important adaptive behaviors of self-care and self-direction.

We will consider why these data are so important in this current context.



**Dr. Bill Atweh**  
Philippine Normal  
University /  
De La Salle University

#### Research Agenda for Uncertain Times: A Necessary Oxymoron?

In this session, I will take a stand that the traditional rationality of educational measurement and research that was questioned from the margins of educational thought in the middle of the last century, needs to be taken seriously more than ever before if we are to face the uncertainly amplified by the current pandemic. The "faith" in evidence-based education posited education as a technical endeavor based on the determination of a set of desirable outcomes, the discovery of rationale laws discovered by rigorous and systematic research that gives rise to action whose outcomes are predictable and can be accurately ascertained. Such views of education are challenged on many grounds. First, Michael Apple raised the question of the curriculum as a political act thus unmasking it from the veneer of objectivity and universality. Second, Thomas Popkewitz argued that educational and social psychologies are intellectual inventions for normalizing and governing the child's conduct, relationships, and communications, thus raising the question whether education is designed to fabricate the child. Third, this view of education leads into what Biesta eloquently questioned as "do we value what we can measure, rather than measure what we value". Where does this leave us? Following Emmanuel Levinas, the challenge is to reconstruct education as an ethical encounter in which education responds to the needs of the child.

What about research in/for uncertainties, the topic of this session? Here I argue that an appropriate agenda for research much include critically reflecting on what we have taken as "truth" and practices in the past, exposing the hidden unfavorable results of past practices and envision alternatives, and pursue them with an ethical openness.



**PHILIPPINE EDUCATIONAL MEASUREMENT & EVALUATION ASSOCIATION**

# **STUDENT CONGRESS 2021**

**LIFE SKILLS DURING & AFTER A PANDEMIC:  
SOCIAL AND EMOTIONAL LEARNING  
COMPETENCIES FOR STUDENTS**



**WITH DR. ELIZABETH RANDOLPH**

SENIOR EDUCATION RESEARCH ANALYST  
RTI International

PhD, College of Health and Human Sciences  
Ohio University, USA

Dr. Randolph has 26 years of experience in applied research and statistics in education and health fields, 23 of which have been in developing countries. She works within RTI International Development Group: International Education.

She is based in Capetown, South Africa.



May 28, 2021 1:30-4:00 PM (GMT +8)  
via Microsoft Teams Live

## Paper Presentation Abstracts

### Concurrent Session A1: Assessment of Learning During the Covid-19 Pandemic

Day 2, May 27, 10:45 - 11:45 AM

Session Chair: Ms. Toni Rose Piñero

Moderator: Dr. Richard DLC Gonzales

#### A1-1 From Face-to-Face to Virtual Assessment: Changes in Student Assessment Practices during COVID-19 among Filipino Teachers

Richard DLC Gonzales

*Inno-Change International Consultants, Inc.*

The COVID-19 global pandemic has affected changes in all facets, including education. The government's decision to close schools due to the pandemic forced changes in teaching and learning delivery. Teachers have to move from face-to-face to online or blended delivery modes within a short period. They were also compelled to learn new tools in teaching, assessment, and classroom management. Since student assessment is indispensable education practice to both teaching and learning, this paper aims to explore student assessment changes during COVID-19 in the Philippines. The study used the SurveyMonkey, which is an online survey software, a 15-item questionnaire to about 300 teachers using social media and email. Four hundred thirty-six responses were collected and analyzed using descriptive statistics. The findings highlight that 99% of teachers initiated some changes in the assessment. However, 82% of them were not concerned that the changes made in response to COVID-19 would negatively impact assessment culture. Additionally, 72% reported that they used both formative and summative assessments. Among the significant assessment changes reported are being more flexible, working with teachers for integrative assessments, and giving more performance-based assessments. The paper ends with some implications to conducting assessments during the pandemic and how teachers will maintain reliable and valid student assessment.

#### A1-2 Student Assessment Changes During COVID-19: A Sample Case from Selected Teachers of Gattaran East and Central Districts

Charito G.Fuggan

*Gattaran East District, Department of Education*

Rogelio C. Lazaro, Jr., Rhoda C. Lazaro

*Gattaran Central District, Department of Education*

The COVID-19 pandemic has triggered massive changes to the education landscape globally. Schools were forced to close or delay opening as part of the governments' call worldwide to stop the spread of the virus. The unprecedented closure of schools forced the education system to make an unexpected change of learning and assessment delivery mode. Most schools decided to go on online learning. However, in the two districts in Gattaran, Division of Cagayan opted to make a blended modular approach of learning delivery. Consequently, applied changes in conducting student assessment. This qualitative study included selected 20 teachers, ten from Gattaran East District and ten from Gattaran Central District. These selected teachers were asked to respond to two questions – "What changes did you make in assessing students during the COVID-19 pandemic?" "Are you concerned that the changes will negatively impact the culture of assessment?" Results revealed that all the respondents provided at least two changes that they introduced during the COVID-19 pandemic. Among the key changes in student assessments revealed are - i) modified the questions and tasks according to the modules; ii) gave more assignments rather than online tests; and iii) explored other alternative assessments such as writing, projects, and reflections. However, about one-fourth (26%) of the respondents believed that in some aspects, the changes in assessment have negatively impacted the culture of assessments; this was mainly of more accommodation entertained and more flexibility allowed in submitting and completing assessment tasks. The paper ends with some suggestions to improve assessment culture during a pandemic and when delivering instruction and assessment in a flexible learning environment.

#### A1-3 Reconfiguring Assessment in Online Education: Lens from Teachers and Learners during Pandemic

Jason V. Chavez

*Zamboanga City State Polytechnic College*

The rise of the COVID-19 pandemic has led to the overhaul of the conduct of teaching and learning particularly on the assessment of the learners during a time of crisis trapped in many structural and practical challenges. This study aims at examining the assessment practices in the delivery of teaching and learning among higher education students in Zamboanga City State Polytechnic College. This research employs a comprehensive validated survey questionnaire on the assessment practices, strategies, and effectiveness. A total of 200 students were purposively selected for the study in areas of science and technology and social sciences courses. The study expects to yield the current practices of instructors in assessing the academic performances of the students, strategies to execute their assessment practices that comply with the health protocols, and the effectiveness of these assessments in spite of the difficulties in the learning environment. The findings will be vital in identifying the next best thing in assessments as the academic community is navigating the conduct of assessments in online education.

## Paper Presentation Abstracts

### Concurrent Session A2: Development of Non-Cognitive Measures

Day 2, May 27, 10:45 - 11:45 AM

Session Chairs: Ms. Marie Antoniette Aliño / Mr. Pedrito Aton

Moderator: Ms. Norliza M. Nordan

#### A2-1 Development and Validation of the Social Awareness Competency Scale (SACS)

Chona T. Chin, Christine Joy A. Ballada

*De La Salle University*

Social awareness, described as the abilities to understand the perspectives of others and to demonstrate empathy and compassion, is an important skill for adolescents. Using the Social and Emotional Learning framework, this study developed and validated a scale to measure the social awareness competency of college students. The study generated items corresponding to the four domains of social awareness: perspective-taking, empathy, appreciating diversity and respect for others. The scale was administered to 680 college students (50.7% females, ages 16 to 22 years old,  $M = 17.71$ ,  $SD = 0.90$ ). After exploratory factor analysis, two factors, labeled identifying thoughts and feelings and nonjudgmental awareness, were added to the four original factors. The new six-factor model was tested with a separate sample consisting of 1,275 college students (47% females, ages 17 to 23 years old,  $M = 18.65$ ,  $SD = 0.75$ ). Confirmatory factor analysis yielded adequate goodness-of-fit indices that supported the six-factor model:  $\chi^2 = 2050.57$ ,  $df = 362$ ,  $p < .001$ ,  $\chi^2/df = 5.66$ ,  $CFI = .912$ ,  $RMSEA = .06$ , 90% CI [.058, .063],  $SRMR = .049$ .

#### A2-2 Development and Validation of Perceived Academic Stress Scale

Diezer Nerwin A. Dimaano, John Jonathan L. Lazaro, Don Johnson C. Zabala

*Philippine Normal University*

The objective of this study is to develop a self-reported academic stress scale that is contextualized for the use of high school students. As per previous studies suggested, high level of stress among students may cause unwarranted effects on. There are 894 total participants for this study, and it followed the standard scale development procedures. The participants were asked to answer three instruments: The Perceived Stress Scale (PSS10), the Rosenberg Self-Esteem Scale, and the instrument to be developed. Cronbach's alpha, and the tests of validity (convergent and divergent) suggest that the intended scale demonstrates the qualities of a good scale. Moreover, exploratory factor analysis (EFA) was used to determine the structure of the instrument. As a result, 8 out of the 65 items from the EFA will make the final form of the Academic Stress Scale. Likewise, the findings on the EFA suggest that the instrument is unidimensional in nature. Given this, the researchers conclude that the instrument is consistently measuring academic stress since it is consistent with previous studies that also measured the level of stress.

#### A2-3 Teachers' Roles in Focus: Factor Analysis of Captures from Student Evaluation of Teaching (SET)

Maria Ellen DLR. Alcomendras

*Cebu Technological University*

Norliza M. Nordan

*Pamantasan ng Lungsod ng Maynila*

Assessment of the teachers' roles in the classroom is crucial especially in higher education institutions in the country. As a basis for this, student evaluation of teaching (SET) is used where students rate their teachers using a SET questionnaire or scale. With the current flexible learning set-up due to the pandemic, this could mean that the use of SET brings interesting areas to explore including the factors to be considered when realigning SET scales to the new normal. As such, this paper examines the dimensions of teachers' roles in the classroom as reflected in the SET scale used in a university and the possible use of the same instrument in the new normal. The sample size  $N=500$  was randomly selected from the university's data bank and conducted during AY 2017-2018 in the 2nd semester period. The instrument includes twenty items divided into two parts labeled as Management Questions (MQ) and Performance Questions (PQ). EFA and CFA yielded two factors. From the initial ten items for each factor, the final model in the CFA included 10 indicators for Factor 1 and eight for Factor 2. These factors are labeled as "Facilitating Learning" and "Building Rapport". As to reliability and item analyses, the results were found satisfactory. In other words, the two-factor model best represents the structure of the SET.

## Paper Presentation Abstracts

### Concurrent Session A3: Innovations in Classroom Assessment

Day 2, May 27, 10:45 - 11:45 AM

Session Chair: Dr. Jennie Jocson

Moderator: Dr. Milano Torres

#### A3-1 Assessing Students' Reflections on Historical Narratives through Meme Making

Araibo Jose D. Elumba

*Philippine Science High School-Zamboanga Peninsula Region Campus*

Meme making characterizes the depth of learners' understanding of a particular topic. It demands mental and creative connections in order to convert plain knowledge into something interesting and funny. These features make meme making a potential assessment tool. This study looks into the engagement, productivity, creativity and understanding of students on World War II and Holocaust lessons as measured by meme making. Engagement and productivity were generated using qualitative data while creativity and understanding were measured through the use of rubric. The study revealed that meme making activity involved greater engagement and productivity as more time, trials and reading were needed in order to convert historical narratives into thought-provoking and funny art pieces. Quantitative data showed that students were able to grasp valuable contents of the two historical episodes. Implications are discussed in terms of the viability of meme making as a creative assessment tool.

#### A3-2 Learning Map Framework and Logical Reasoning in Contextualized Physics Problem Solving

Giovanni T. Pelobillo

*University of Mindanao*

Semi-structured problems are quality-rich and less mathematical in context. This study aimed to design a learning map framework and explain logical reasoning in intermediate physics in the formative and diagnostic instruction. This process used the integration of exploratory and triangulation research design. The analysis in convergence of expert (4) and students' (8) responses revealed 4 core ideas such as dyadic instruction, problem solving requirements, and cognitive problem solving ability. Its attributes were surveyed among 370 students to establish the scale and network of cognitive problem ability via rating scale-graded response model (RS-GRM) and Bayesian analysis. Series of quality iterations via RS-GRM confirmed the four core ideas. The resulting model established a 3-ordered response category in problem solving ability. Triangulation of 35 students' responses via ill-structured problem solving toolkit and think-aloud protocol explained the quality of the response category with theoretical considerations in students' observed learning outcomes (SOLO) taxonomy and cognitive load. It paralleled the construction of assessment task using ordered-multiple choice that is tied to the treatment of cognitive problem solving attributes as learning outcomes. Explaining the logical reasoning required the use of Bayesian network analysis to completely design the learning map framework to visualize learning progression. Overall this study could strengthen refinement of expert-opinion, and strongly support the outcomes-based education (OBE) assessment system in physics— a solutions-based approach.

#### A3-3 Framework for Assessing Student Metacognition in the 21st Century Science Learning: A Mixed Methods Perspective

Milano O. Torres

*Bicol State College of Applied Sciences and Technology*

Antriman V. Orleans

*Philippine Normal University*

Josephine M. Ramos

*De La Salle University*

This study examined Flavell (1979) and Brown's (1980) two-component metacognition aimed at developing a science learning framework. Sequential explanatory mixed methods design was employed in this two-phase study. The first phase of the study involved a survey of learners using Schraw and Dennison's (1994) Metacognitive Awareness Inventory (MAI). Using structural equation modeling (SEM), quantitative data were analyzed to examine the goodness-of-fit indices of the metacognitive factors of learning. The second phase entailed interviews to a subset group of volunteer learners. Applying Braun and Clarke's (2006) six-phase thematic analysis framework, codes and themes were generated. The process identified context of a priori metacognitive factors of science learning. The hypothesized SEM of the metacognition in science learning indicated that the eight factors were significant predictors of the corresponding latent constructs, i.e., learners' knowledge about cognition (LKCOG) with 3 factors, and learners' regulation of cognition (LRCOG) with five factors. Further, there was an indication of good fit between the hypothesized metacognition in the science learning model and the observed data suggesting that the model is acceptable. Qualities of metacognitive learning were manifested by the learners. They exhibited their knowledge about cognition to be (1) diverse and unique, (2) positive attitude towards science learning and (3) highly-motivated. Additionally, learners advance strategies using regulative mechanisms to (1) successfully construct their own knowledge through meaningful learning thru demonstrate strategy and calibration in learning, (2) take advantage of being critical, social, and visual learner, (3) engage in reflection and self-assessment, and (5) adeptly float needed correcting strategies and (5) ultimately, find science to be substantially connected to real life. Finally, a metacognition in the 21st science learning model capitalizes on integrating the quantitative base and contextualized a priori of eight-factor metacognition was developed.

## Paper Presentation Abstracts

### Concurrent Session A4: Language Assessment

Day 2, May 27, 10:45 - 11:45 AM

Session Chair: Dr. Marilyn Balagtas

Moderator: Dr. Jocelyn Gagalang

#### A4-1 Employers' Perspectives on English-Major Graduates' Attributes, Skills, and Personal Qualities

Jocelyn L. Gagalang

*University of Rizal System-Pilillia Campus*

Concerns over job applicants' deficient work skills continuously circulate among employers as the need for competent and work-ready graduates persists. To gather current feedback, this study investigated what attributes, general skills, specialized skills, and personal qualities the employers of English-major graduates judge as important and satisfying along job performance. A mixed-methods approach was utilized. Researcher-made questionnaires were administered to 21 employers in various career sectors. The data collected were analyzed using SPSS version 26.0 software. Interviews were analyzed qualitatively. Results showed that employers put high regard on personal qualities, primarily determination and persistence, self-discipline, and specialized skills, namely communicating in English fluently, accurately, and creatively, and producing well-written texts for various academic and professional purposes. Least satisfaction was on specialized skills such as the graduates' capability in facilitating English language learning in diverse social, cultural, academic, and professional settings; and general skills, namely planning and organizing, and the ability to manage or demonstrate leadership qualities, thus, confirmed the enhancement needs. The further development of communicative competence in English was viewed as an impetus in empowering the graduates.

#### A4-2 Exploring ESL Teachers' Assessment Practices on Grading and Feedback

Eden Grace Irag Conopio

*De La Salle University*

The need for increased use of assessment to improve educational outcomes is vital; yet there is little understanding in the research literature of various assessment practices. This paper explored the ESL teachers' assessment practices on grading and feedback. The survey focused on the teachers' use of the scoring system, student involvement in assessment decisions and activities, and reporting procedures. It was revealed that most of the teachers prepare their own marking criteria for assessing their students' learning prior to the discussion and completion of the tasks. Thus, informing their students of the scoring criteria increases the transparency of the assessment criteria and/or learning expectations. The fact that most teachers provide feedback suggests that they were mainly concerned with students' mastery of the tasks. Seen in this light, it could be claimed that these teachers' practices were sound and in the best interests of their students.

#### A4-3 Written Corrective Feedback and Learner's Motivation Towards English Performance Tasks in Modular Distance Learning

Rogelio D. Emralino II

*Talangan Integrated National High School*

One among the causes of the decreasing language learning motivation is the teacher's lack of corrective feedback towards the tasks they implement. This paper determined whether giving of written corrective feedback can motivate learners towards the accomplishment of English performance tasks in modular learning. The respondents were 100 selected grade seven learners whose level is Approaching Proficiency (80-84%) in their first quarter. They were sent a checklist questionnaire. Based on the results, all the respondents already knew about written corrective feedback. All of them also said that written corrective feedback was helpful to the accomplishment of their performance tasks and they were happy receiving feedback for they know they were being guided by their teacher. Lastly, the majority of the respondents were motivated to answer their English performance tasks if the teacher gives them written corrective feedback. With this, it can be claimed that written corrective feedback is significantly related to learners' motivation towards English performance tasks in modular learning.

## Paper Presentation Abstracts

### Concurrent Session B1: Learning in the New Normal

Day 2, May 27, 01:00 - 02:00 PM

Session Chair: Ms. Toni Rose Piñero

Moderator: Dr. Janneth Ong

#### **B1-1 Challenges and Issues Faced by Science Educators on the Implementation of Printed Modular Distance Learning in Roxas, Palawan**

Ronia Melecia R. Mosaso, Catherine Genevieve B. Lagunzad, Maria Isabel P. Martin  
*Ateneo de Manila University*

The continuous state of change in the educational setting forces academic institutions to constantly find effective interventions and solutions. Due to the coronavirus pandemic, the delivery of instruction shifted from traditional face-to-face instruction to distance learning. This was to ensure that there is a continuity in the education of Filipino students. However, it raised major concerns such as the incapability of implementing online classes in rural areas due to issues in the availability of gadgets and Internet connectivity. As a result, the Department of Education resorted in utilizing printed modules as one of the alternative modalities of instruction delivery. Through a qualitative approach, this study will investigate the current situation of public high school Science teachers in a printed modular distance learning environment. Specifically, it aims to determine the teachers' perceptions and beliefs on the implementation of distance learning and examine the modular set-up in a public high school through a series of faculty observations, focus group discussions and interviews. This is to determine issues, concerns, and challenges that the teachers are currently facing. It is hoped that the data gathered in this study will aid stakeholders and policymakers in improving the implementation of distance education in the Philippines.

#### **B1-2 Teaching Critical Thinking Skills in the New Normal**

Janneth Ong, Jovelyn Delosa  
*Xavier University*

Critical thinking skills is one of the most important 21 st century skills. Teaching critical thinking skills has become more difficult now when schools are facing transition in the new normal setting. Critical thinking skills must be developed so that learners can make decisions during challenging times at school, work, and life. Thus, teaching of critical thinking skills needs to be highlighted in the teaching-learning process in every course in every curriculum. Today's society, more than ever, needs active learners who are meaning makers, and responsible learners. This implies more innovative pedagogical approaches in teaching critical thinking. This study explored how the use of Accountable Talk enhanced critical thinking among preservice teachers in the new normal setting. The study made use of qualitative data taken from the students' narrative and portfolio entries. Accountable Talk is a pedagogical tool leading the learners to student-centered conversation and healthy argumentation. In Accountable Talk, every student is given the opportunity to be heard as he or she agrees, disagrees, builds on a classmate's (or teacher's) ideas, challenges a claim, reflects upon their own reasoning; proposes alternative solutions or explanations. In this study, the students reported that Accountable Talk has developed their critical thinking skills as they followed the standards of "three accountabilities": accountability to knowledge, accountability to reasoning, and accountability to the community. Furthermore, students expressed through self-reports that their confidence increased. It is therefore recommended that Accountable Talk will be used by other courses. Further research may investigate the most effective ways to implement this model in the new normal setting.

#### **B1-3 Virtual Case Study Analysis Method: Module, Rubric and Reflection**

Emerson G. Cabudol  
*Centro Escolar University*

This article is about the implementation of the case study analysis method in business management education and the proper measurement and evaluation of graduate candidates' outputs in a virtual environment (e.g. Canvas and Blackboard Learn). It is aimed to address the low motivation and engagement, surface and inauthentic learning of MBA/Ph.D. candidates and develop a rubric that is consistent to the learning taxonomic level of the graduate school, that is, more on analyzing, evaluating and creating (Anderson, 2001) for the Professors. The case study method has long been used in the teaching and learning of business (and other disciplines), the discussion of its execution to be elaborated carefully in a modular format, emphasizing the end product to be consistent to the teaching purpose and learning goals. Consequently, suggesting a guide for Professors to integrate variations and extensions in case development focusing on the Collaborative Learning Technique (CLT) despite no physical interactions, that is the new normal. Finally, an evaluation of a proposed action plan that is based on a sound Key Performance Measurement (KPM) reflected on an online course designed rubric.



## Paper Presentation Abstracts

### Concurrent Session B2: Validation of Non-Cognitive Measures

Day 2, May 27, 01:00 - 02:00 PM

Session Chair: Ms. Marie Antoniette Aliño / Mr. Pedrito Aton

Moderator: Mr. Benedict Antazo

#### B2-1 Psychometric Evaluation of the COVID Stress Scales in a Filipino Sample

Benedict G. Antazo

*Jose Rizal University*

Christine Joy A. Ballada

*De La Salle University*

More than a year after the World Health Organization's pronouncement of the ongoing health crisis as a global pandemic, experts around the world have built a substantial body of knowledge on COVID-19. Among the different instruments developed to determine the psychological impacts of COVID-19, The Covid Stress Scales (CSS) was the first pandemic-specific scale that was developed to measure features of stress and anxiety related to the ongoing health crisis. A year after its initial development however, there exists a dearth of literature that explores the psychometric properties of the CSS despite being one of the most used COVID-specific instruments. The present study was one of the first to examine the psychometric properties of the CSS beyond its initial sample. Using a large sample of secondary and tertiary Filipino students ( $n = 1,729$ ), findings suggested a suboptimal model fit for the conceptualized five-factor model. Adequate model fit was observed for the six-factor model, while the bifactor model presented the best model fit. Evidence provided strong support for high internal consistency while complete measurement invariance was observed across sex and community types for the six-factor and bifactor solutions.

#### B2-2 Exploring the Factor Structure of the Exercise Dependence Scale-Revised among Filipino Fitness Enthusiasts

Edith G. Habig

*University of Santo Tomas*

David Paul R. Ramos, Jessica May Guillermo

*Pamantasan ng Lungsod ng Maynila*

More and more people are motivated to be physically fit and healthy around the globe. But while lack of regular physical activity can be a barrier to a healthier lifestyle, too much or excessive exercise may lead to exercise dependence and may pose some serious concerns. Excessive exercise or exercise dependence refers to a physical activity that is extreme in frequency and duration, often coupled with an overwhelming urge to exercise despite injury, illness, and fatigue. The Exercise Dependence Scale-Revised (EDS-R) by Hausenblas and Symons-Down was one of the most widely used measures to explore exercise dependence. This study attempted to examine the factor structure of the EDS-R and determine if the seven criteria of exercise dependence as operationalized by the DSM-IV represent seven distinct factors. The measure was administered to 400 Filipino fitness enthusiasts aged 18 years and above. Results suggest that a three-factor model characterized by Time, Desired effect, and Positive Reward best reflects the experiences of Filipino fitness enthusiasts. The seven-factor model was not supported.

#### B2-3 Factor Analysis of the Technology Readiness Survey (TRS) in the Pursuit of Digital Curriculum

Joanna Marie A. de Borja, Adonis P. David

*Philippine Normal University*

This study examined the factorial and the structural validity of the Technology and Readiness Survey (TRS) developed by Al-Awidi and Aldhafeeri (2017). Likewise, the level of perception of Filipino teachers regarding readiness to implement the digital curriculum was also computed. The instrument was administered to 345 Filipino teachers using convenient sampling, particularly an online survey. The factorial validity of TRS was determined using confirmatory factor analysis and exploratory factor analysis while reliability estimates were attained through Cronbach alpha. Results showed that respondents have a higher level of pedagogical readiness as compared to technical readiness. The instrument established a high Cronbach alpha ( $\alpha = 0.95$ ). CFA results using the two hypothetical factors (technical and pedagogical) revealed that multiple indices did not fit the data while the Oblimin Rotation of EFA resulted in a four-factor structure. Overall, TRS is a valid and reliable measure of the perceived technology readiness of Filipino teachers.



## Paper Presentation Abstracts

### Concurrent Session B3: Assessment Practices in Schools

Day 2, May 27, 01:00 - 02:00 PM

Session Chair: Dr. Jennie Jocson / Dr. Adonis David

Moderator: Ms. Alelie Diato

#### B3-1 A Review of the Performance Assessment System at FEU-IE

Sandra Co Shu Ming

*Far Eastern University*

This paper reviewed the performance assessment system at FEU-Institute of Education (IE) based on Clark's quality drivers. These include the following: enabling context, system alignment and assessment quality. Survey forms were administered to the respondents which included IE students, faculty and the department chair. Under enabling context, FEU-IE is conducive and supportive of assessment. Under system alignment, all the respondents agree with how assessment practices within the institute are aligned with the curriculum. Under assessment quality, both students and teachers generally agree with the good quality of assessment at FEU-IE. Thematic analysis of student suggestions to improve assessment included more performance-based and authentic assessment. They also wanted assessment that's more focused on higher-order thinking skills. In this time of emergency remote teaching, the students wanted to be able to still build a relationship with their professors. Lastly, they suggested adding mental health as a consideration for assessment. A proposed redesign was developed based on the findings. Recommendations to improve the performance assessment in IE were made.

#### B3-2 Evaluation of School's Performance Assessment System: Towards Achieving Standards

Alelie B. Diato

*Cavite State University-General Trias City Campus*

Evaluation of performance assessment systems ensures that worthwhile experiences are provided to students to prepare them in the real world. With the changing demands of time, it enables administrators and faculty to identify what should be improved with regards to the three quality drivers- enabling context, system alignment and quality assessment (Clarke, 2012), while always adhering to the cohesiveness of the three elements in the education system- curriculum, instruction and assessment. This study evaluated the perceptions of 49 students, 6 teachers and a campus administrator on the performance assessment system specific to the BS Education program in Cavite State University -General Trias City Campus. Performance assessment is focused on three types: (1) classroom assessment or continuous assessment; (2) examinations; and (3) large scale assessment. Through online evaluation, the respondents were able to share their perceptions on how performance assessment is implemented in the campus, and what forms of assessments are being utilized. It can be deduced from the data that while high-stake examinations are in place as evident on the remarkable turnout of previous Board Licensure Examination for Professional Teachers (BLEPT), the classroom assessment should be looked into as well as there is high utility of selected-response tests (i.e., multiple choice, true or false, matching type), as perceived by the students. On the other hand, teachers highly agree that providing students with course syllabi is important so students are aware of what the learning outcomes will be. Further, both students and teachers perceived that there is scarcity of materials that facilitate learning such as reference books and teaching aids. Lastly, the administrator emphasized that the task of identifying and designing an assessment are based on standards such as the ones stipulated in CMO no. 75 (CHED, 2017), and CMO No. 46 (CHED, 2012). To conclude, evaluation based on the three quality drivers is proven to be a worthwhile and useful undertaking in order to know the strengths and weaknesses of the institution's performance assessment system.

#### B3-3 Assessment Practices of Teachers Implementing Philippines and Singapore Elementary Mathematics Curriculum

Joy Therese L. Villon

*Southern Luzon State University*

Marilyn U. Balagtas

*Philippine Normal University*

This study aimed to conduct an analysis of the Assessment Practices of Teachers Implementing Philippines and Singapore Elementary Mathematics Curricula in terms of formative assessments and summative assessments. This study used descriptive-comparative qualitative methodology to describe the similarities and differences the assessment practices used by the teachers from three (3) schools in the Philippines that made use of the Philippine Elementary Mathematics Curriculum and another three (3) schools that made use of the Singapore Elementary Mathematics Curriculum. In determining the assessment practices of the teachers implementing the two curricula in terms of formative assessment and summative assessment, the researcher utilized document analysis, in-depth interviews, and observations of 32 elementary mathematics teachers. Results revealed that in terms of formative assessments, most of the elementary teachers that made use of the Philippine Elementary Mathematics Curriculum set proficiency level at 75% for their quizzes. However, mathematics journals are common for teachers implementing Singapore Elementary Mathematics Curriculum. Meanwhile, both teachers implementing the two curricula are using oral questioning, seat work, workbook, group work and differentiated activities. In terms of summative assessments, periodical tests are centralized from the division office for teachers implementing Philippine Elementary Mathematics Curriculum. However, team planned quarterly tests are common for teachers implementing Singapore Elementary Mathematics Curriculum. Additionally, multiple choice tests are common in whatever curriculum a school is exposed to. Assessment tools are designed based on the appropriateness to the content and skills and best interest of the learners whether the intention is formative or summative. Considering the results, it was concluded that both Philippines and Singapore Elementary Mathematics Curriculum have similarities and differences when it comes to assessment practices. Inputs to the K-12 Mathematics Education in the Philippines are discussed.

## Paper Presentation Abstracts

### Concurrent Session B4: Innovations in Pedagogy

Day 2, May 27, 01:00 - 02:00 PM

Session Chairs: Dr. Marilyn Balagtas

Moderator: Ms. Joannalyn Guba

#### B4-1 A Phenomenological Study of Gamification in an ESL Class

Joannalyn A. Guba

*Pedro Tuason Senior High School*

Among the emerging approaches to gamification is the integration of games for entertainment towards games for education. Gamification is the use of game-like elements in non-game contexts and is gaining its momentum in the fields of language learning to augment L2 acquisition. This paper focuses on the lived experiences of Filipino ESL students in a gamified language classroom. Using a phenomenological approach to data gathering and analysis, a two-phased in-depth interview was conducted with the goal of gaining a rich insight on how participants make sense of their experiences in a gamified ESL class. Five main themes (pre-gamification worldview, gamified ESL Class Structure, ESL learners' autonomy over L2 acquisition, meaningful interactions in the ESL class, and ESL learners' flow experiences) were identified. Based on these findings and the existing literature review, the researcher proposed the GASLL instructional model for gamification. Based on this student-centered instructional model, several principles were produced to provide guidance for the gamification of ESL classrooms.

#### B4-2 Game Based Learning: Effects to Student's Motivation and Interest in Learning

Glen Mangali, Niña Khielle N. Abao

*Colegio De San Juan De Letran*

Margie M. Lepangge, Nobelen Joy M. Marsonia, Adrian Ote

*Rizal Technological University*

Technology has become a part of the daily lifestyle of people around the world. In the field of education, teaching creativity seeks to educate a new generation of students to develop their talents and strengthen their skills. Games are associated with learning theory, in particular the concepts of constructivist learning environments where knowledge building can be the product of learners' attempts to use current values and practices to create knowledge. In this meta-analysis, a thorough and systematic search was conducted using PRISMA Model digging published journals through online databases such ERIC (Educational Research Information Centre), Research Gate, Sage Journal, Science Direct, and Semantic Scholar. Based on meta-analysis, games are one of the best ways of educating students. Games definitely keep students engaged as well as motivated to learn more. It challenges students and allows them to progress through various difficulty levels by overcoming different types of problems/tasks. The findings suggest that a game-based learning approach might be effective in facilitating students' 21st century skill development. The paper also provides valuable insights for researchers, game designers, and educators in issues related to educational game design and on delivery of instruction. The study can provide information to the future research on game based learning and its effect on student motivation and interest.

#### B4-3 Improving Student's Engagement in Online Class Using Digital Exit Tickets

Melandro D. Santos, Christian M. Gonzalez

*Tondo High School*

This study aimed to assess the effect of digital exit tickets in online class engagement based on the perception of Grade 9 students of Tondo High School. It examined the feasibility and functionality of utilizing digital exit tickets to stimulate students' reflection on their own learning, to obtain a quick perspective on students' understanding on the content of the lesson, and to enhance student-teacher communication. To measure the level of students' perception on the effect of exit tickets, an instrument was adapted based on 13 indicators set by Prieto and Escobar (2016). This research advocated the utilization of weekly exit tickets to improve monitoring of students' performance as well as enhance the contact time with the student during online class. After accomplishing the 7 exit tickets in the first quarter of SY 2020-2021, the students assessed their perception on the effectiveness of the exit tickets based on the mentioned indicators. Data were collected from the accomplished weekly exit tickets and survey form on the effect of using digital exit tickets. Findings revealed that students-participants strongly agreed that exit tickets boost their motivation to learn, improves their online classroom behavior, attitude towards learning, understanding of the subject content and communication with the teacher. They also strongly agreed that exit tickets help them to reflect on subject concepts, to identify difficulties in understanding subject concepts and to analyze and summarize the contents explained in the class. The results support the functionality of utilizing digital exit tickets in conducting online class, in addition to the other forms of formative assessment. Primarily, it was observed that digital exit tickets enhance the student-teacher communication which facilitates students' performance monitoring, responding to students' needs in a very large class size, and improve student's engagement in online learning.

## Paper Presentation Abstracts

### Concurrent Session C1: Assessment in the New Normal

Day 2, May 27, 02:10 - 03:10 PM

Session Chair: Ms. Toni Rose Piñero

Moderator: Dr. Jovelyn Delosa

#### C1-1 The Role of Performance-Based Assessment in the New Normal Classroom

Jovelyn Delosa, Janneth Ong

*Xavier University*

Assessment is an important component in the teaching and learning process. Assessing learning outcomes is all the more challenged during the transition to flexible learning. Teaching and learning in the new normal calls for certain assessment frameworks and practices. This study looked into how performance-based assessment plays a crucial role as a tool of determining student learning outcomes during the disruptive times. The study answered the question on how students perceive the characteristics of a performance task. Furthermore, it explored how these criteria can be utilized in the new normal setting. The study uses descriptive design. Additionally, the study utilized researchers-made questionnaires on determining the students' perception of their performance task; an interview was conducted, and an observation was done. The tool was subjected to Rasch analysis. Results showed that a performance task must fulfill these characteristics: congruence to class activities, authenticity and clarity of rubrics. For congruence, this means that careful planning of the activities is needed. For task authenticity, a performance assessment should bridge the classroom experience to the real world and for clarity of rubrics, students were clear on how they were marked and what criteria were used to measure their performance. These three characteristics are essential especially now that there is a shift on traditional tests to performance-based assessment during module-based learning, distance learning and flexible modes of delivery. Teachers have to decide on the frequency of performance tasks, weights, rigor and accommodations given to students who are affected by issues of access to resources. Further research can also investigate how teachers facilitate performance tasks to be more authentic and meaningful and to what extent these three characteristics can be achieved considering the conditions of the new normal.

#### C1-2 Accessible Resource, Augmented Learning (ARAL) Assessment System: A State University Perspective in the New Normal

Frankie Aspira Fran

*Romblon State University*

Learner assessment is one of the most essential components of teaching and learning for any learning modality. It changes and varies depending on the needs and conditions of teachers and learners. This paper intends to develop an assessment system for College of Education, Romblon State University. Since then, the college, even the university as whole, don't have any assessment system to guide teachers and learners in assessment-related concerns and policies. It suggests an assessment plan for the college based on principles of assessment which centralizes on students' welfare and stakeholders' involvement. Additionally, it presents the roles and functions of the assessment personnel of the College of Education Assessment Center, one of the innovations of the proposed assessment system. Thus, as the college transitions from F2F to remote online teaching, it is indeed timely and vital that an assessment system be crafted and proposed. The proposed assessment system is founded on the principles of assessment for online teaching and learning. Moreover, it discusses in detail the suggested assessment strategies, policies, implementation schemes and issues that would assist the college in developing an appropriate assessment plan as it transitions from F2F to remote online teaching.

#### C1-3 The Assessment of Decoding, Oral Reading Fluency, and Reading Comprehension in Sinugbuanong Binisaya, Filipino, and English during the COVID-19 Pandemic

Kathrina Lorraine M. Lucasan

*University of the Philippines Center for Integrative and Development Studies*

Christine Joy A. Ballada

*De La Salle University*

Learning to read and write in one's own mother tongue facilitates the ability to read and write in other languages. In the Philippines, literacy skills are developed following the design of the Mother Tongue-Based Multilingual Education program of the Department of Education. The mother tongue is used as Language (L)1, with Language L2 and L3 gradually introduced from Kindergarten to Grade 3. In this study, decoding, oral reading fluency, and reading comprehension in Filipino and English were assessed using the Multi-Literacy Assessment Tools for Filipino Children developed by the University of the Philippines Center for Integrative and Development Studies – Education Research Program, while decoding, oral reading fluency, and reading comprehension in Sinugbuanong Binisaya were assessed using researcher-made tools. Assessment sessions were done at the height of the COVID-19 pandemic through video calls with n=120 Grade 3 learners from Iligan City, Lanao del Norte. Decoding and oral reading fluency skills in L1 were found to significantly predict reading comprehension in L2 and L3. Lessons learned regarding the conduct of assessments online are also discussed.

## Paper Presentation Abstracts

### Concurrent Session C2: Development of Non-Cognitive Measures 2

Day 2, May 27, 02:10 - 03:10 PM

Session Chair: Ms. Marie Antoniette Aliño / Mr. Pedrito Aton

Moderator: Dr. Teresita Rungduin

#### C2-1 The Development of a Ginhawa Scale: An Initial Validation

Darwin C. Rungduin

*Colegio De San Juan De Letran*

The investigation of well-being has proliferated in the past decades. Previous studies, however, lead to confusion on how Asians often yield lower scores than their Western counterparts. It is necessary, therefore, to contextualize the said construct that is reflective to one's culture. In the Philippines, it has been previously hypothesized that ginhawa is a construct that depicts Filipino quality of life which encompasses well-being. This study intended to develop a ginhawa scale that is consistent with the ginhawa framework of Rungduin (2020). The model articulates that ginhawa is composed of two factors: ginhawang panloob and ginhawang panlabas. Initial item pools were generated based on these factors. Items were analyzed using inter-item reliability and factor analysis. Lastly, initial impressions about the ginhawa scale were made by correlating it with the constructs hypothesized to have a relationship with ginhawa. The 6-item total score and its relationship with convergent and divergent factors were consistent with the assumptions of the said ginhawa model.

#### C2-2 Confirmatory Factor Analysis of the Self-Awareness Competency of Social and Emotional Learning Theory

Archibald S. Siason

*De La Salle University*

This study focused on assessing one of the five core competencies of Social and Emotional Learning theory (SEL) which is the Self-Awareness. The construct of Self-Awareness is described as the ability to accurately recognize one's emotions, thoughts, and values and how they influence behavior. It also emphasizes one's strengths to assess limitation with a well-grounded sense of confidence, optimism, and "growth mindset". Using SEL as a framework in developing and establishing items that focus on the sub-competencies of Self-Awareness: self-confidence, accurate self-perception, recognizing strength, self-efficacy, and identifying emotions was determined as a valid construct. In addition, exploratory factor analysis was employed and the five domain were retained as well as items that are admissible in measuring the psychological construct. The said scale was administered to 680 college students that consisted of 345 female and 335 male respondents, with age range between 16 to 22 years old, and mean age of 18 years old. After the validation using EFA, the self-awareness instrument was tested with a separate sampling consisting of 1,302 college students (46.93 females, ages 17 to 23 years old, and 52.4% for male while 0.61% preferred not to indicate their gender). Furthermore, the five-factor structure of the Self-Awareness is supported by a confirmatory factor analysis results where it yielded adequate good-of-fit indices with  $\chi^2 = 658.781$ ,  $df = 160$ ,  $p < .001$ ,  $\chi^2/df = 4.11$ ,  $CFI = 0.093$ ,  $GFI = 0.95$ ,  $RMSEA = .049$ , 90% CI [.045, .053],  $SRMR = .051$ . As a result, the collective evidence suggested that the instrument includes relevant items for its target population and can be a reliable and valid measure for the population of interest.

#### C2-3 The Development of Filipino Seeking and Granting Forgiveness Inventory (FIL-SAGFI)

Teresita T. Rungduin

*Philippine Normal University*

Aside from being guided by a theory, one consideration in exploring a psychological phenomenon is the availability of an instrument that provides an objective measure of a construct. Forgiveness is a construct that continuously attracts scientific attention and as a measurable construct it requires a systematic and empirical analysis involving a theory and an instrument. The study aims to develop a forgiveness instrument showing various dimensions of forgiveness including the forgiveness-seeking and forgiveness-granting tendencies among Filipinos. Items were generated and tested for both dimensions with intrapersonal and interpersonal motivations as subscales. Factor analysis revealed the subscales were defined with some minimal items removed due to weak factor loading. SAGFI garnered an internal consistency ranging from .690 to .865. The components and their respective subscales significantly correlated with existing forgiveness scales. This study further contributes to the limitations in the availability of forgiveness assessment in research and offers a culturally-sensitive measure to assess various dimensions of forgiveness.

## Paper Presentation Abstracts

### Concurrent Session C3: Assessing Educational Outcomes

Day 2, May 27, 02:10 - 03:10 PM

Session Chair: Dr. Jennie Jocson / Dr. Adonis David

Moderator: Dr. Glen Mangali

#### C3-1 Measuring Quality Education in Teaching Inclusive Education: A Systematic Review

Glen Mangali

*Colegio De San Juan De Letran*

Angelika F. Cajurao, Louise Anne M. Cuysona, Jenny T. Paredes, Danilo R. Relles

*Rizal Technological University*

Education is a system that provides learning; acquire knowledge, skills, values, beliefs, habits. It is the process of receiving or giving systematic instruction, especially at a school or university. The study aimed to determine if quality education in inclusive classrooms has been promoted, not just for typical students but also for those with special needs. The study used secondary data through technology driven journals from 2010-2020 using the PRISMA Model. A total of 62 loci were considered in this meta-analysis conducted in European, Asian countries, African, American countries, and African/Oceanian countries. This meta-analysis found that diversity can affect the institution as well as students in a school community. Moderate to clear quality of evidence says that there is a lack of quality education in most of the country around the world particularly in inclusive education which requires adequate teacher training skills development and collaboration of school development and management to support inclusive education programs.

#### C3-2 Coping Behavior, Non-Academic and Academic Performance of Teenage Parents at NIPSC

Lennie S. Malubay

*Northern Iloilo Polytechnic State College*

Being a parent is not an easy task, how much more in the case of a teenage parent whose teenage pregnancy and parenthood are serious social problems in our society of today. One issue arising during adolescence is the early pregnancy which results in young parenthood. Most of teen pregnancies may end in abortion or adoption. Teenagers undergo dramatic changes both biologically and culturally, much more among schooling-teenage parents who assume their role as parents at home, when they should be still under the care of their own parents, and as a student in school, seems to be stressful. The occurrence of premarital pregnancy and teen parenthood among the students of today seems evident elsewhere specifically in the tertiary level, the reason why this study was conducted. This research intended to study the relationship of coping behavior towards academic and non-academic performance of teenage parents of Northern Iloilo Polytechnic State College, Estancia, Iloilo.

#### C3-3 Learning Mindsets and the Challenge of Academic Achievement among Filipino Students

Jason Alinsunurin

*De La Salle University*

The 2018 PISA assessment has revealed the severe underperformance of Filipino students in science, mathematics, and reading literacy. The Philippines' placement at the bottom of the recognized league table calls for empirically driven insights about the factors and contexts which shape learning outcomes. Combining school-level and student-level information from PHL's PISA 2018 results, we unpack inequalities in academic achievement using estimates from balanced repeated replication (BRR, RepEst) techniques. We focus on the role of growth mindset and its association to academic achievement. Public schools performed worse than private schools and the extent of regional variation is persistent and worrying. The low levels of growth mindset are robustly associated with underperformance in academic achievement, particularly between lower-SES vs higher-SES students. There are cues that poor mathematics and scientific achievement among Filipino students is possibly comorbid with poor reading skills. Furthermore, higher order thinking skills (HOTS) in reading tasks are associated with improved test scores, not just in reading, but also in science and math. Non-HOTS reading tasks are mainly statistically insignificant. Findings highlight the potential role and the actionability of growth mindset and HOTS, as well drawing DepEd's attention towards its inclusion within its educational improvement processes and strategies. Learning comorbidities indicate that learning interventions need to focus on developing learner-centered approaches, sustained by a robust curriculum. Long-term tractable policy responses by DepEd may be coupled with parents' involvement with schools and cultivating teacher and school rapport.

## Paper Presentation Abstracts

### Concurrent Session C4: Educational Interventions

Day 2, May 27, 02:10 - 03:10 PM

Session Chair: Dr. Marilyn Balagtas

Moderator: Mr. Mark Dasa

#### C4-1 A Model for Intervention Materials in Preparing Junior High School Students in the Program for International Student Assessment

Marilyn Ubiña- Balagtas

*Philippine Normal University*

This paper describes a proposed model in designing intervention materials to contribute to preparing the Junior High School students when the Philippines participates again in the Program for International Student Assessment (PISA). The model was designed to capture the competencies targeted in seven proficiency levels in Mathematics, Science, and Reading Literacies defined in PISA 2018 through use of computer-based developmental practice sets where PISA-like items with increasing levels of cognitive demand are prepared for would be 15-year old students in year 2022 for practice in the classroom. The model also includes a coaching guide for students' self-learning and additional support from parents and teachers for students who have difficulty in attaining mastery of the competencies set in every proficiency level. The model includes the need for a pre-and post-assessment to have basis in gauging the effectiveness of the intervention materials. The model is recommended for use by producers of learning materials like the Department of Education, publishing or testing companies to support the needed preparation of the Filipino learners in public and private sectors who could be sampled when the Philippines participate again in PISA 2022.

#### C4-2 Enriching Learning Modules in Basic Education through Integration of ILSA Features

Dexter C. Ngo, Obed Edum U. Baybayon

*Rex Institute for Student Excellence*

Marilyn U. Balagtas

*Philippine Normal University*

This paper presents a model in enriching existing learning modules in selected areas and levels in basic education based on the analysis of the features of the items in International Large-Scale Assessments (ILSAs) like PISA, TIMSS and SEA-PLM. The model is applied in existing learning modules designed by the publishing company to support teachers in basic education on their need to familiarize their students with the features of ILSAs as part of their classroom formative assessment. The company hopes that through the integration of ILSA-like items in different learning solutions for basic education for use in public and private schools that they are responding to the call of the Department of Education for stakeholders' engagement and collaboration and improvement of learning resources in its quality reform program called Sulong EduKalidad. Through this model, the company sees hope for the Filipino learners to show not just an improved performance when the Philippines participate again in ILSAs but for them to gain the 21st century skills to become locally and globally competitive citizens.

#### C4-3 Research Competence and Productivity of Public School Teachers and Administrators

Mark T. Dasa

*Northern Iloilo Polytechnic State College*

Research had played a significant role in the development of every profession or field of study. A qualitative and quantitative data analysis was used. Using individual standardized questionnaire and focus group discussion, data were collected from 296 respondents composed of public school elementary and secondary teachers and school administrators of the Schools Division of Roxas City. The research productivity of DepEd teachers and schools' heads is evaluated as low. In terms of the outcomes, rarely does DepEd personnel proposed research problems and undertake related activities, only few researches implement their researches and only a number of these implemented projects were published or even disseminated in various platforms such as symposia, fora or even in school-based learning action cells (LAC). The level of research competence of the respondents is not significantly affected by their academic rank/position and professional development but it is affected by their educational attainment and length of stay. Moreover, it was found out that there is a significant relationship between research competence and productivity of the public-school teachers and administrators in the Division of Roxas City. The result reveals that there is a substantial, positive, and significant relationship between the research competence of the respondents and their productivity.



## Paper Presentation Abstracts

### Concurrent Session D1: Assessment in Flexible Learning

Day 2, May 27, 03:15 - 04:25 PM

Session Chair: Ms. Toni Rose Piñero

Moderator: Dr. Merlita C. Medallon

#### D1-1 Assessment of Readiness for Online Learning of Senior High School Students

Ryan Ray M. Mata

*Manila Adventist College*

The impact of the Covid-19 pandemic in the field of education creates a drastic change in the delivery of learning methods. In this regard, educational institutions see the opportunities to change the teaching modality from the face-to-face method to online-based learning. Given this scenario, there are few studies that focus on K-12 education especially the senior high school students who are now utilizing the online form of learning. This descriptive cross-sectional study aimed to assess the readiness for online learning of senior high school students from a private school institution. It utilized the Unified Theory of Acceptance and Use of Technology as the guided framework. The census method was used to collect data from 76 senior high school students who consented and participated by answering an online survey. Results revealed that respondents have high readiness for online learning ( $M = 3.68 \pm .77$ ) including its dimensions on computer/internet self-efficacy ( $M = 3.70 \pm .94$ ), self-directed learning ( $M = 3.58 \pm .82$ ), learner control ( $M = 3.45 \pm .81$ ), motivation for learning ( $M = 4.01 \pm .79$ ), and online communication self-efficacy ( $M = 3.61 \pm .90$ ). In conclusion, readiness for online learning of senior high students may be seen in this group. Providing assistance in the online learning of students is a must and future studies may include qualitative design.

#### D1-2 Development and Validation of a Faculty Performance Evaluation in a Flexible Learning Environment

Merlita C. Medallon

*Lyceum of the Philippines University-Laguna*

A faculty performance evaluation instrument was developed in response to the changing modalities of delivering the lessons to students. Flexible learning is adapted to design and deliver programs, courses, and interventions that address a learner's unique needs in terms of pace, place, processes and products of learning. Faculty performance evaluation provides formative and summative feedback to administrators as a guide for decision making and the faculty for career development. Guided by the institutional framework for organizational excellence, Fink model of integrated course design, Chickering and Gamson's seven principles of effective teaching the study followed a modified Biner's model. The items were developed from literature, previous instruments and a focus group discussion with stakeholders. The initial draft of questionnaire consisted of 47 items and was reduced to 32 items after two validation rounds with students, administrators and faculty. The developed instrument consists of 32 items covered in four identified dimensions, course design and content, instructional delivery, relational expertise and monitoring learning. The faculty performance evaluation instrument is considered as acceptable having a reliability index of .870.

#### D1-3 Redesigning the Philippine Educational Placement Test to Accommodate the Assessment Needs of Filipino Learners

Mary Anne Delavin, Danilyn Joy Pangilinan, Nelia Benito

*Bureau of Education Assessment, Department of Education*

To support the operationalization of the Basic Education Learning Continuity Plan of the Department of Education (DepEd), the Bureau of Education Assessment redesigned the delivery of its assessment services to accommodate hundreds of learners who were scheduled to take the Philippine Educational Placement Test (PEPT) at the DepEd Central Office in 2020. This paper itemizes the step-by-step process of the development and validation of the computer-based PEPT, which resulted in the formulation of standardized online test administration guidelines via live remote proctoring. These guidelines were subsequently adopted for implementation to pending PEPT examinees in the context of the existing public health emergency. Also, this paper highlights the findings of the exploratory study conducted by the Bureau's Education Assessment Division to appraise the capacity of the Moodle Learning Management System in delivering the goals of the PEPT program consistent with the Covid-19 health protocols and standards. These findings have implications on the Bureau's planning, programming, and resource allocation for the said program. Key results of the Online Examination Readiness Survey that was administered to the PEPT test takers at the onset of project development are also reported.

#### D1-4 Online Learning: Assessment in the New Normal at a Maritime University

Victor B. Jaleco, Rolando A. Alimen, Agustin A. Bedia, Cynthia R. Querimit, Jonathan R. Rosale

*John B. Lacson Foundation Maritime University-Molo*

The study evaluates the extent of online-learning among maritime students at the maritime university during the new normal in the Philippines. The study utilized the five hundred (500) marine engineering students enrolled in the maritime university situated in Western Visayas, Philippines for school year 2020-2021. Participants of this study were classified according to gender, residence, department, age, internet connection, and number of hours used. The researchers used quantitative and qualitative research designs. The quantitative research design utilized a Likert -type data instrument and statistical tools used were mean, t-test, and ANOVA. Moreover, qualitative data and information were gathered through interviews. The qualitative design process was guided by the research-qualitative experts and was based on a qualitative framework by Creswell (2012). Quantitative results revealed that online learning using JEL (John B E-Learning) was "very high". The qualitative information and views testified by the respondents regarding the online learning using JEL at maritime university in the Philippines were the following: (1) easy to access and flexible, (2) helpful and useful to the students, and (3) encourage participation. However, some participants expressed also their concerns and problems such as: (1) online is very challenging and give the students much pressure, (2) expensive and give burden to some of the students, and (3) online is not enough for learning especially in dealing with laboratory activities.



**Paper Presentation Abstracts****Concurrent Session D2: Psychometrics**

Day 2, May 27, 03:15 - 04:25 PM

Session Chair: Ms. Marie Antoniette C. Aliño / Mr. Pedrito Aton

Moderator: Ms. Paula Ferrer Cheng

**D2-1 Psychologist in a Pocket: Determining Principal Components of Depression via Text Analysis Data**

Paula Ferrer Cheng

*De La Salle University*

Roann Munoz Ramos

*RWTH University Hospital*

Language provides insight into mental states. Using lexical analysis in exploring depression, negative schema and self-focusing tendencies may be depicted. Being integrated in daily routine, mobile devices have the capacity for ecological momentary assessment (EMA), where behavior is captured real-time in one's natural environment. Extending it to psychological health could augment clinical assessment of mood, particularly depression via language use. We present Psychologist in a Pocket (PiaP), a mobile app designed to screen signs of depression through text analysis, and its lexicon's development and determination of principal components. Words related to depression and its symptoms were gathered from the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) and in the ICD-10 Classification of Mental and Behavioral Disorders, focus group discussions with Filipino college students, interviews with mental health professionals, and review of established depression scales. A total of 793, 553 keywords comprise the test-run version, stratified into 13 categories based on the DSM-5 and ICD-10. To further reduce dimensionality Principal component analysis (PCA) was used to find new variables, defined by the dataset, not a priori. A validated mobile health app, PiaP may help augment a more effective and early detection of depressive symptoms.

**D2-2 A Multidimensional Examination of Filipino Family Involvement in High School: Validation of the Philippine-Cebuano Version of the Family Involvement Questionnaire**

Joseph C. Pasco

*Casisang National High School*

This study initially examined the multiple dimensions of Filipino family involvement across demographic variables through a pilot translation and validation of Filipino-Cebuano version of Family Involvement Questionnaire of Grover (2015) for use in high school. The participants were the parents/guardians ( $N=400$ ,  $\bar{M}$  age=37.72, 73.03% female) of grade 7 to 12 high school students enrolled in Casisang National High School for school year 2020-2021. The confirmatory factor analysis revealed that the original FIQ-HS is not applicable with the current Filipino sample, as evidenced by the poor goodness-of-fit indicators. Furthermore, exploratory factor analysis revealed a three-factor structure across 34-items similar to the original FIQ-HS: home-school communication, home-based activities, and school-based activities. However, the 34-item hypothesized model of Philippine-Cebuano Family Involvement Questionnaire (FIQ-P) was assessed through confirmatory factor analysis and obtained a clean moderately fit 23-items nested model. An acceptable moderate to high levels of internal consistency of the three scales of FIQ-P-23 with Cronbach's alpha coefficients of .68, .81 and .90. were demonstrated. Among the scales, home-based activities yielded the highest involvement ratings ( $M=3.41$ ;  $SD=.550$ ). Moreover, one-way MANOVA indicates significant differences in the family involvement among parents based on students' grade level and separate univariate ANOVAs revealed that Grade 7 families/guardians were logged to be more involved in their teenager's education than families/guardians in higher years.

**D2-3 Psychometric Analysis of a Mathematics Achievement Test based on the Most Essential Learning Competencies**

Sherwin Vill S. Soto

*Ateneo de Manila University*

The purpose of the study is to perform a psychometric analysis on a mathematics achievement test. The study compared the logit measure and in fit mean square of the items based on the Most Essential Learning Competencies (MELCs) and the items based on the competencies not included in the MELCs. The results of the study showed that most of the MELC-based items are easy. The percentage of easy MELC-based items in Number and Number Sense, Patterns and Algebra, Measurement, and Statistics and Probability are 71%, 80%, 67%, and 67%. All the out of bound items involve problem-solving. Moreover, the study verified the reliability and validity of the mathematics achievement test. For the reliability, the results showed that the mathematics test is reliable with a split-half correlation of  $r=.56$ , Spearman-Brown of 0.71, and Cronbach's alpha of 0.65.

## Paper Presentation Abstracts

### Concurrent Session D3: High-Stakes Assessment

Day 2, May 27, 03:15 - 04:25 PM

Session Chair: Dr. Jennie Jocson / Dr. Adonis David

Moderator: Dr. Maryfe Roxas

#### D3-1 Using a Learning Management System Platform in Developing the Computer-Based English Proficiency Test

Jerreld Romulo, Danilyn Joy Pangilinan, Nelia Benito

*Bureau of Education Assessment, Department of Education*

One of the challenges faced by the Department of Education (DepEd) during the Covid-19 pandemic is the hiring of additional teachers who will be the key implementers of the Basic Education Learning Continuity Plan. As part of the hiring process, the teacher-applicants need to take the English Proficiency Test (EPT) which was conducted then in a paper-based modality. To mitigate the limitations of face-to-face testing activities, DepEd's Bureau of Education Assessment developed the computer-based EPT (CB-EPT) with the resources of and technical assistance from DepEd's Information Communications Technology Service. This paper presents the features of Moodle, a Learning Management System, and how these were used in creating a secured testing platform for more than 100 Schools Division Offices that availed the CB-EPT in 2020. Also, this paper reports the pilot testing process and the adjustments on test administration guidelines and testing center requirements to adapt to the public health crisis. Results discuss the advantages and disadvantages of conducting a national-level computer-based assessment amidst the Covid-19 societal restrictions as well as recommendations for further improvement.

#### D3-2 Design and Validation of the College Readiness Test (CRT) for Filipino K to 12 Graduates

Antonio Tamayao, Rudolf Vecaldo, Jay Emmanuel Asuncion, Maria Mamba, Febe Marl Paat, Editha Pagulayan

*Cagayan State University*

Designing and validating a college readiness test addresses the absence of standardized Philippine-based College Readiness Test (CRT) congruent with the College Readiness Standards (CRS) set by the Philippine Commission on Higher Education (CHED). It also resolves the varied and arbitrary indices used by Higher Education Institutions (HEIs) to measure the preparedness of K to 12 Filipino graduates to enter college. In this regard, this study establishes the validity and reliability of the CRT to measure the combination of knowledge, skills, and reflective thinking necessary for the K to 12 graduates to be admitted and to succeed without remediation in the General Education courses in HEIs. Using multi-stage sampling in a select province of the Philippines and with due consideration of the district, type of school, and academic tracks offered in senior high school, the study has generated that the 200-item CRT has desirable difficulty index (65.64), reasonably good discrimination index (0.22), and large functioning distractors (68.91% distractor efficiency). Notably, there is a significant positive relationship between discrimination and difficulty indices as well as the distractor efficiency and difficulty index of the CRT items. Also, the CRT is reliable as it possesses inter-item consistency ( $r=0.796$ ). Thus, it is a valid and reliable instrument to measure the college readiness of Filipino K to 12 graduates with its features of being contextualized, gender-fair, and criterion-referenced.

**Paper Presentation Abstracts****Concurrent Session D3: High-Stakes Assessment**

Day 2, May 27, 03:15 - 04:25 PM

Session Chair: Dr. Jennie Jocson / Dr. Adonis David

Moderator: Dr. Maryfe Roxas

**D3-3 Making the Case for Universal School-Based Mental Health Screening in the Philippines**

Carmelo Callueng

*Rowan University*

Maryfe M. Roxas

*Philippine Normal University*

Violeta Valladolid

*De La Salle University*

Benedict G. Antazo

*Jose Rizal University*

Francis Ray D. Subong

*Iloilo National High School*

The World Health Organization (WHO) reported that suicide ranks third among the causes of death during adolescence, while depression is the top cause of illness and disability for aged 10 to 19 years old students. Half of mental health also starts by age 14, with most cases go unrecognized and untreated (WHO, 2014). In the Philippines, it was reported that 11% of students aged 13-15 years have seriously considered attempting suicide while 16% have actually attempted suicide (WHO, 2015). With an increasing number of adolescents experiencing mental health problems, it is important that at-risk students be identified and given the appropriate intervention early. Schools play a crucial role in providing comprehensive and systemic support services. However, support services for at-risk students remain one major concern, particularly in public schools. Universal screening is recognized as one basic component of an effective school mental health program and is recommended by The National Association of School Psychologists (2009) in identifying behavioral and emotional problems before they become severe and needing referral to and intervention by experts. It is different from psycho-educational evaluation, rather it is used by teachers to all students in identifying those who may need monitoring or intervention (Center for School Mental Health, 2018). The overarching goals of this presentation are twofold: to discuss the best practices of universal mental health screening in schools, and to describe a current project funded by Unilab Foundation aimed at developing and validating universal mental health screening measures for K-12 public school students.

**D3-4 Do it and do it well: Assessment of Online Teaching in the New Normal at Selected Universities in the Philippines**

Rolando A. Alimen, Victor B. Jaleco

*John B. Lacson Foundation Maritime University-Molo*

Ma. Cecilia D. Alimen

*University of San Agustin*

Perlita Israel

*Aklan State University*

The study evaluates the extent of online teaching among instructors at the selected universities in the Philippines. The study utilized the 120 faculty members from the maritime university and state university in the Philippines for 2020-2021. Participants of this study were classified according to gender, type of residence, number of years in teaching, highest educational attainment, and department. The researchers used quantitative and qualitative research designs. The quantitative research design utilized a Likert -type data instrument and statistical tools used were mean, t-test, and Analysis of Variance (ANOVA). The study was submitted and evaluated for its contents by the experts of qualitative research. Moreover, qualitative data and information were gathered through interviews. The qualitative design process was guided by the qualitative and qualitative experts and was based on a qualitative framework by Creswell (2012). Results revealed that online teaching using JEL was &quot;very high.&quot; The challenges derived from the qualitative views and statements experienced by the respondents were the following: (1) interrupted and unstable signal, (2) technical issues in the middle of using, (3) unpreparedness of the respondents as they shared that they need more training and hands-on, and (4) frequent maintenance of JEL.





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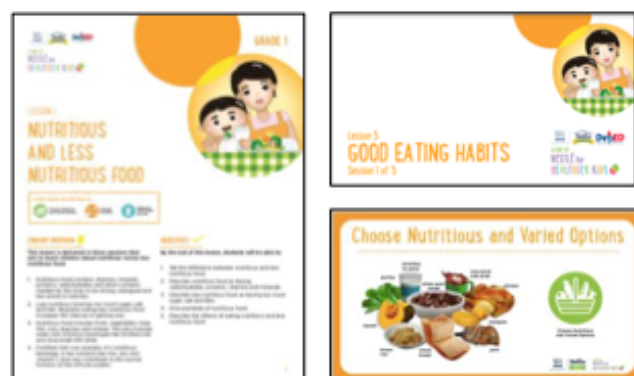
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Established in 2013, Nestlé Wellness is the flagship nutrition education program of Nestlé Philippines, Inc. (NPI) that aims to address the problem of stunting and obesity by helping children choose healthier food and lifestyle through the promotion of seven healthy habits.



NPI has prepared modules that teach Grade 1 to 10 students about how to practice habits that will keep them and their families safe and healthy. Co-developed with experts based on the DepEd's Most Essential Learning Competencies, these modules are currently being used in five regions nationwide



Moreover, NPI produced a “dancercise” video to make staying active more fun for the students.

An exclusive Nestlé Wellness Campus Facebook Group for Teachers has also been set up to support the public school teachers in navigating this new normal in education.

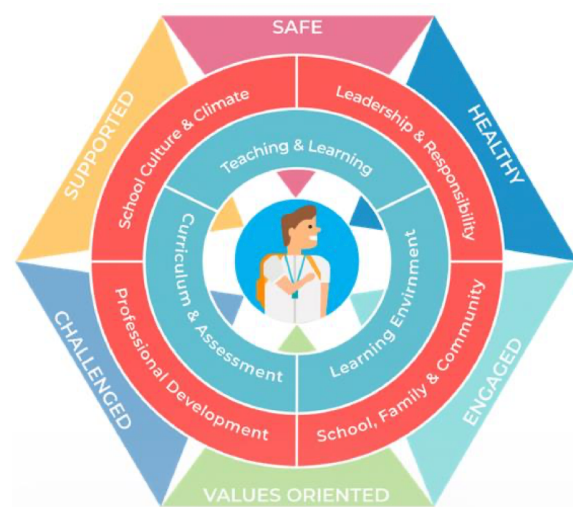
To assess the knowledge and practice of the seven Healthy Habits, NPI partnered with the Philippine Educational Measurement and Evaluation Association, Inc. (PEMEA).

PEMEA has developed online assessments for Grades 4 to 10, in both English and Filipino, to determine how well students know and practice the Seven Healthy Habits included in the Nestlé Wellness Campus Modules.

The results of this study will be used by NPI to improve the Wellness Campus Modules and by DepEd NCR to strengthen their health and wellness programs for students.



Offhand, a champion for education is somebody who works and speaks publicly in support of education. An Edukampyon is a champion for education who works with the best interest of the Filipino Whole Learner in mind.



	<p><b>Healthy</b></p> <p>Every learner comes to school ready and better able to focus and receive learning. He/she is healthy, happy, nurtured and develops to become a Filipino with 21 st century skills.</p>		<p><b>Safe</b></p> <p>Every learner is secured in the knowledge that his best interest and welfare are being looked after. He/she learns better and more actively participates in a learner-friendly environment where he feels safe, supported, stimulated, and respected.</p>
	<p><b>Engaged</b></p> <p>Every learner finds venues and spaces for nurturing his/her, individual interests, aspirations. He/she works collaboratively with teachers and other learners in productive and creative undertakings to develop his/her full potential as a well-rounded person.</p>		<p><b>Supported</b></p> <p>Every learner relates confidently and comfortably with everybody in the school and in the general community who recognizes and respects his/her unique traits, abilities and experiences for learning and growth.</p>
	<p><b>Challenged</b></p> <p>Every learner can relate and apply what he/she is learning to real world problems and issues, and understands the importance of the same to his/her goal of pursuing higher education, employment, entrepreneurship, or middle-level skills development. He/she develops into smart lifelong learners with initiative and self-direction to improve his quality of life and help in nation-building</p>		<p><b>Values-Oriented</b></p> <p>Every learner develops a clear understanding of his/her duties to self, family, community and country. He/she has a balanced view of the physical, psychological, social and spiritual dimensions of human existence</p>

# EVALUATE EDUCATIONAL GOALS AND LESSON STANDARDS USING THE ASSESSMENT SOLUTIONS FROM REX EDUCATION



The Philippine Resource Book for Project-based Learning

**Laro, Likha, Linang**, the Philippine Resource Book for Project-based Learning (PBL) is a "glocalized" material that fuses international perspectives in PBL and actual or designed classroom practices from K to 12 in the Philippines. **Available for Kinder to SHS.**



**My Skill Builder** is a compilation of comprehensive practice worksheets developed to enable students to acquire the desired competencies as aligned with the Dep Ed's K-12 curriculum. **Available for the ff:**

- **Mathematics (Grades 1-3, 7-10),**
- **Science (Grades 7-10)**
- **Selected Core, Applied, Specialized Subjects (SHS)**



**TestPro** is a digital exam builder tool for Mathematics teachers which provides support in making customized, formative, and summative exams for students. **Available for Grades 1-10.**



**21C Performance Tasks** is a compilation of activities that students can perform to demonstrate their understanding of a subject matter. **Available for Grades 1-10.**



Offhand, a champion for education is somebody who works and speaks publicly in support of education. An Edukampyon is a champion for education who works with the best interest of the Filipino Whole Learner in mind.

REX Assessment Solutions are anchored on the 6 facets of Edukampyon:

## HEALTHY

Support and reinforce the health and well-being of learners, teachers, parents, and communities

## ENGAGED

Consist of age-appropriate active learning strategies that help learners deepen their understanding

## CHALLENGED

Provide learners with experiences relevant to prepare learners for the next educational stage

## SAFE

Ensure that learners' voice is valued, promoted, and advocated

## SUPPORTED

A range of assessment tasks to monitor learner progress, provide timely feedback, & adjust teaching-learning activities to maximize learner progress

## VALUES- ORIENTED

Promote safe spaces that can be utilized for nourishing one's existential well-being

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**Top 5 Consultants from the Philippines Involved in Consulting Services Contracts under ADB Loan, Grant, and Technical Assistance Projects, 1 January 2016–31 December 2020**

Consultant	Sector	Contract Amount (\$ million)
Renardet S.A. Consulting Engineers	TRA	13.68
Pacific Rim Innovation & Management Exponents Inc.	ANR, EDU, HLT	12.16
International Technology Management Corp.	EDU	8.63
Inno-Change International Consultants Inc.	EDU, IND	3.13
Save the Children Philippines	PSM	2.85
Individual Consultants		66.27
Others		26.27
<b>Total</b>		<b>132.99</b>

ANR = agriculture, natural resources, and rural development; EDU = education; HLT = health; IND = industry and trade; PSM = public sector management; TRA = transport.

## Our Values

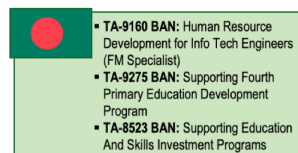
- Integrity
- Commitment
- Respect for Diversity
- Quality
- Innovation



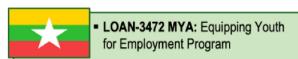
## INNO-CHANGE INTERNATIONAL CONSULTANTS, INC. GLOBAL DEVELOPMENT FOOTPRINT 11 Countries, 18 Projects/Programs, 4 Sectors since 2016



• **GRANT-0553 KGZ:** Skills for Inclusive Growth Sector Development Program



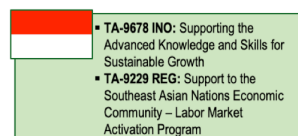
• **TA-9160 BAN:** Human Resource Development for Info Tech Engineers (FM Specialist)  
• **TA-9275 BAN:** Supporting Fourth Primary Education Development Program  
• **TA-8523 BAN:** Supporting Education And Skills Investment Programs



• **LOAN-3472 MYA:** Equipping Youth for Employment Program



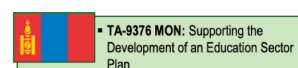
• **TA-8253 SRI:** Human Capital Development Capacity Implementation Support



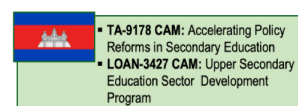
• **TA-9678 INO:** Supporting the Advanced Knowledge and Skills for Sustainable Growth  
• **TA-9229 REG:** Support to the Southeast Asian Nations Economic Community – Labor Market Activation Program



• **TA-7997 REG:** Strengthening Knowledge Driven Development in South Asian (National Coordinator)  
• **TA-6337 REG:** Development Partnership Program for South Asian: Innovative Strategies  
• **TA-9971 REG:** Southeast Asia Agriculture, Natural Resources and Rural Development Facility - Phase II - Consultants for PHI: Mindanao Agro-Enterprise Development Project (54002-001)



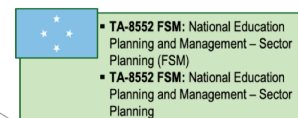
• **TA-9376 MON:** Supporting the Development of an Education Sector Plan



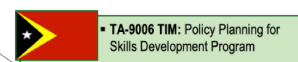
• **TA-9178 CAM:** Accelerating Policy Reforms in Secondary Education  
• **LOAN-3427 CAM:** Upper Secondary Education Sector Development Program



• **TA-8552 REG:** National Education Planning and Management – Sector Planning (RMI)



• **TA-8552 FSM:** National Education Planning and Management – Sector Planning (FSM)  
• **TA-8552 FSM:** National Education Planning and Management – Sector Planning



• **TA-9006 TIM:** Policy Planning for Skills Development Program

As of March 2021



website: [www.inno-change.org](http://www.inno-change.org) • email: [info@inno-change.org](mailto:info@inno-change.org)

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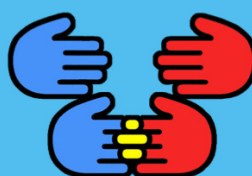
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### K-12 LEARNING ASSESSMENT PACKAGE

*It determines the students achievement in English, Math and Science in the K-12 Curriculum.*

### SHS PLACEMENT TEST

*It determines the academic track appropriate for the student in Senior High School. It includes an Achievement test, Aptitude test and Basic Interest Marker.*



### SHS LEARNING ASSESSMENT PACKAGE

*It determines how well the student achieved in the core subjects based on the K-12 Curriculum.*

### COLLEGE READINESS TEST

*It determines the course appropriate for the student in College. It includes an Achievement test, Aptitude test and Occupational Interest Inventory.*



### OTHER TESTS

- Resource for Educational Assessment Dynamics-Industry
- Scholastic and Mental Ability Test
- Aptitude Test
- Social and Emotional Learning Scale
- Aptitude Test
- Critical Thinking Test
- Academic Learning Strategy
- Mental Health Checklist
- Basic Interest Markers
- Personality Markers
- Inventory for School Motivation



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5th International Conference on Educational Measurement and Evaluation

Thank you!

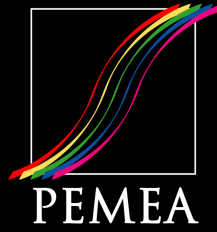
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