Basic Education Assessment Reform Roadmap

Building a World Class Learning Assessment System

in 10 Years (2025-2035)

2025 PHILIPPINE EDUCATION CONFERENCE

Transforming the National Assessment System

December 4, 2025

Road to here

- EdCom2 Reports
- Movement of the BEA from CI Strand to StratMa
- 28 February 2025 roundtable discussion, hosted by PBEd
- 12 March 2025, internal DepEd consultation meeting
- Comparative research (March – May)
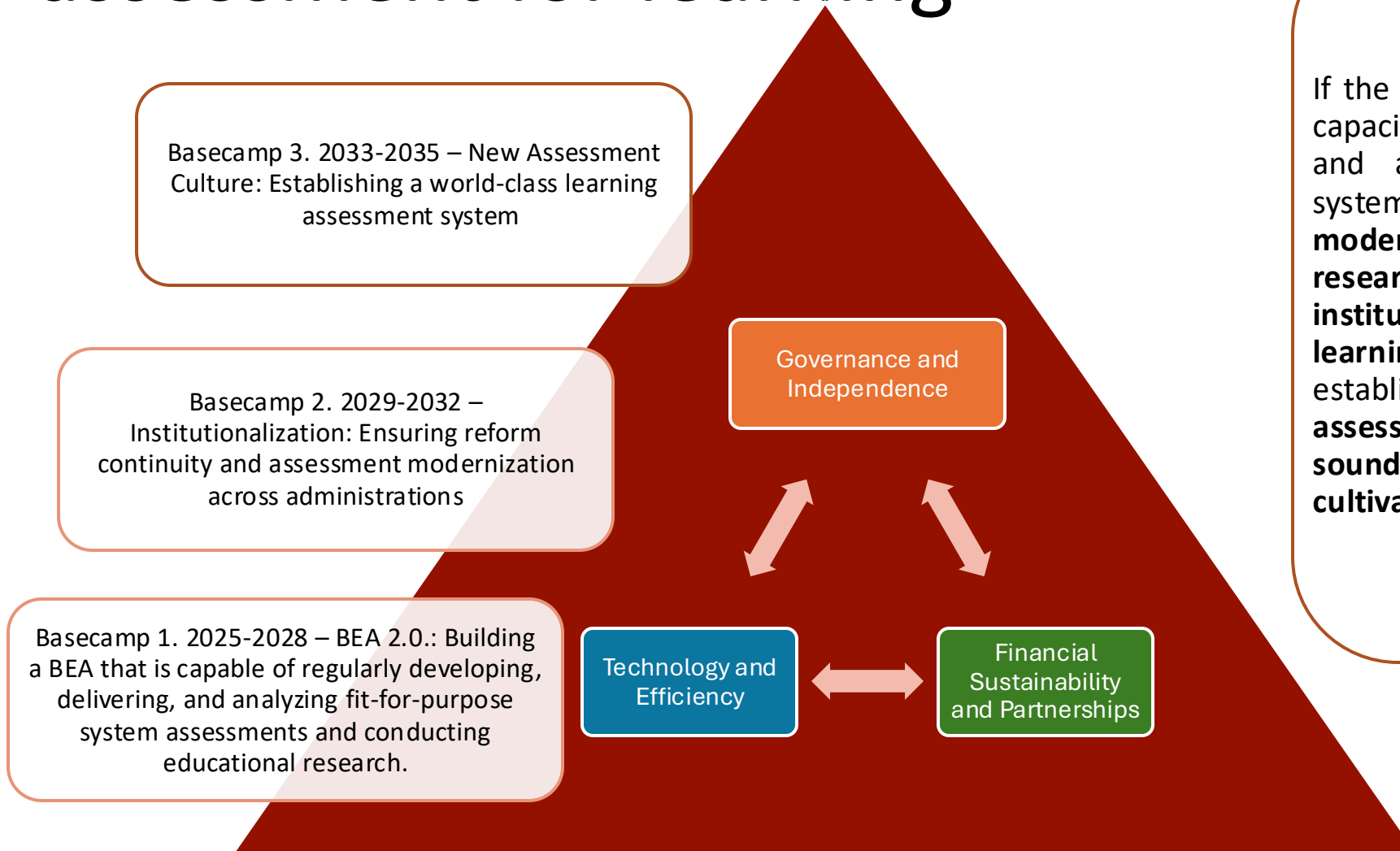- 15 April – 1st draft
- 15 May – 2nd draft
- June & July Peer review and consultation

Theory of Change: Towards a culture of assessment for learning

Basecamp 3. 2033-2035 – New Assessment Culture: Establishing a world-class learning assessment system

Basecamp 2. 2029-2032 – Institutionalization: Ensuring reform continuity and assessment modernization across administrations

Basecamp 1. 2025-2028 – BEA 2.0.: Building a BEA that is capable of regularly developing, delivering, and analyzing fit-for-purpose system assessments and conducting educational research.

Governance and Independence

Technology and Efficiency

Financial Sustainability and Partnerships

If the **BEA is strengthened** and given the capacity to consistently develop, deliver, and analyze an effective assessment system and research; and if **reforms to modernize learning assessments and research** are implemented and **institutionalized**; and if a **world-class learning assessment system** is established, THEN **a culture of assessments for enhanced learning and sound education governance will be cultivated**.

Reform Roadmap Overview

BASECAMP (Reform Areas)	BEA 2.0 2025-2028	INSTITUTIONALIZATION 2029-2032	NEW ASSESSMENT CULTURE 2033-2035
Governance and Independence	• National Assessment Architecture • National Basic Education Assessment Framework and National Basic Education Assessment Governing Board • Assessment Communication and Transparency Policy • PIDS and UP partnership • Commitment to ILSAs	• Decentralized Test Administration • New Comms, Outreach, and MEL Unit within BEA 2.0 • Feasibility study on National Agency for Education Assessments and Research • GPE's ANLAS	• Improved use of assessment data in national planning • High public perception of good governance and independence • *Potential National Agency for Learning Assessments and Research
Technology and Efficiency	• Enhanced NCAE Framework • Computer-based testing • Online training for test administrators • Partnership with SUCs for NAT12 Administration	• Computer Adaptive Testing	• Context-specific, coherent, and quality learning assessments enabled by the latest technology (e.g. AI)
Financial Sustainability and Partnerships	• Focus on System Assessments and rolling schedule of assessments • Simplified procurement • BEA Staff Training and MA funding • Research partnerships (local) • New BEA Unit: Finance and Admin	• Increased outsourcing of test administration • New International Partnerships	• International Learning Partnerships

Basecamp 1. 2025-2028 – BEA 2.0.

Building a BEA that is capable of regularly developing, delivering, and analyzing fit-for-purpose system assessments and conducting educational research.

EdCom2 Findings and Recommendations

1. As a temporary measure, DepEd streamline the current assessment landscape in basic education.

2. National assessments need to be more explicitly aligned with K-12 Curriculum

3. Modernizing test administration, emphasizing investment in essential components such as infrastructure, staffing, and training that are vital for the successful implementation of computer-based assessments.

4. Regular reporting of assessment results.

5. Expansion of the staffing complement within BEA and emphasizes the need for implementing comprehensive training and mentoring programs.

6. Study proposals to create an independent body that can oversee the development, administration, and reporting of education assessments.
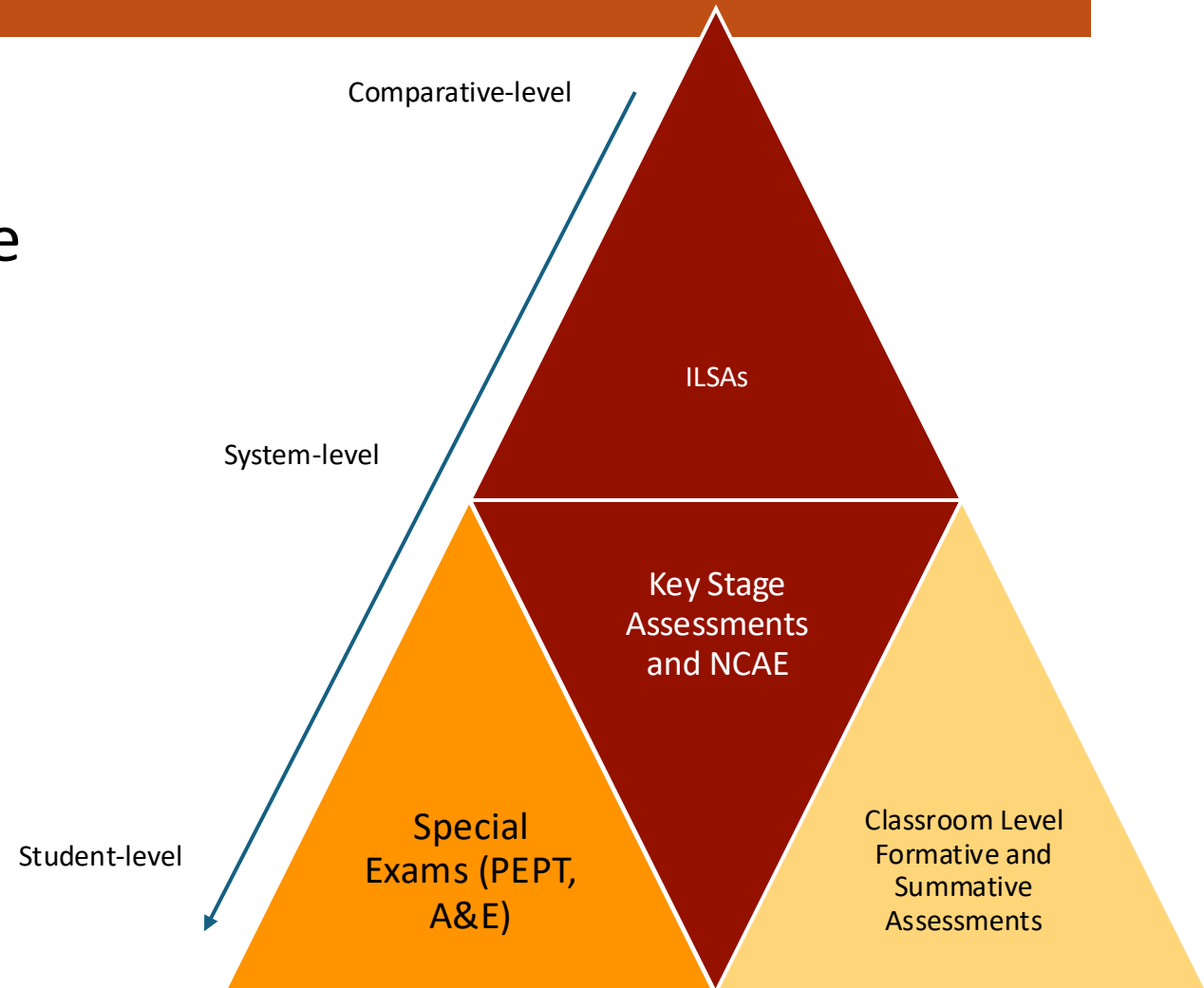
Basecamp 1 Key Results

1. National Assessment Architecture

2. National Basic Education Assessment Framework and Governing Board

3. ILSAs Commitment

4. Assessment Communications Policy

5. Assessment Tools Dev't

6. Research partnerships

7. BEA Staff Training and New Finance and Admin Unit

National Assessment Architecture

- BEA Diamond – these system-level assessments are BEA's core function. BEA is both responsible and accountable.

- Two triangles flanking the diamond are decentralized assessments that are demand-driven. Regional and division offices, and schools are responsible and accountable, while BEA is consulted and informed.

Comparative-level

System-level

Student-level

ILSAs

Key Stage Assessments and NCAE

Special Exams (PEPT, A&E)

Classroom Level Formative and Summative Assessments

National Basic Education Assessment Framework (By 2026-Q2)

- What?
  - A blueprint that guides the development of the KSAs and the content to be assessed
  - Ensures comparability, i.e., users can compare KSA scores even if the scores were obtained at different times, in different places, or using variations in assessment content and procedures
  - Contributes towards greater regularization of test administration
- Who?
  - A **NBEAF Governing Board**, composed of DepEd OULS, TEIs reps, and research partners, shall regularly review and update the NBEAF
  - Available resources for implementation: ADB/OECD TA

Assessment Communications Policy (By 2026-Q4)

- What?
  - Guides levels of data disclosures and access
  - Provides regularity of learning data releases (Annual Learning Reports)
  - Guides the development of public awareness and transparency mechanisms for greater stakeholder engagement/utilization of learning assessment data
- Who?
  - BEA – with technical assistance, shall oversee its development

Commitment to International Large-scale Student Assessments (ILSAs) (By 2026)

- Why?
  - Provides globally comparable data on learning outcomes
  - Useful in measuring how Filipino learners track against their peers, internationally
  - Informs national assessments

- Who?
  - BEA to conduct research on ILSAs to enhance their utility to education governance

New and Enhanced NCAE (By 2025-Q4)

- What?
  - Reinforced National Career Aptitude Test Framework and test design in line with the full rollout of the new SHS curriculum
  - Align the NCAE with NatPlan
- Who?
  - BEA – with technical assistance shall oversee its development

Increased Test Administration Capacity (By 2028-Q2)

- What?
  - Online training for test administrators
  - Updated testing center requirements to allow for SUCs/HEIs to be used as NAT12 testing centers
- Who?
  - BEA

Teacher Assessment Tools Development (By 2027-Q4)

- What?
  - Design tools for assessing teachers' subject-matter knowledge and competencies in assessment literacy
  - Aligned with PPST
- Who?
  - BEA to provide technical guidance to BHROD

Pen and Paper to Computer-based Testing (By 2027-Q1)

- What?
  - Item-writing training
  - Procurement of equipment/technology
- Who?
  - BEA – with technical assistance for item-writing

Training and Research Partnerships (By 2026)

- What?
  - Development of a National Educational Assessment Research Agenda: Prioritization of areas of research
  - Research partnership with PIDS
  - Identification of research partnerships with Teacher Education Institutions (TEIs)

BEA Staffing Enhancements (By 2025-Q3)

- What?
  - BEA staff training in test development
  - Funding for Certification Program in Educational Measurement, and Educational Research Methods for BEA staff (Gokongwei Brothers Foundation)
  - Additional staff for BEA (finance and admin, communications and outreach)
- Who?
  - Urgent alignment meeting with OULS, OSec, and OUHROD
  - In partnership with TEIs

Basecamp 2. 2029-2032 – Institutionalization

Ensuring Continuity and Modernization Across Administrations

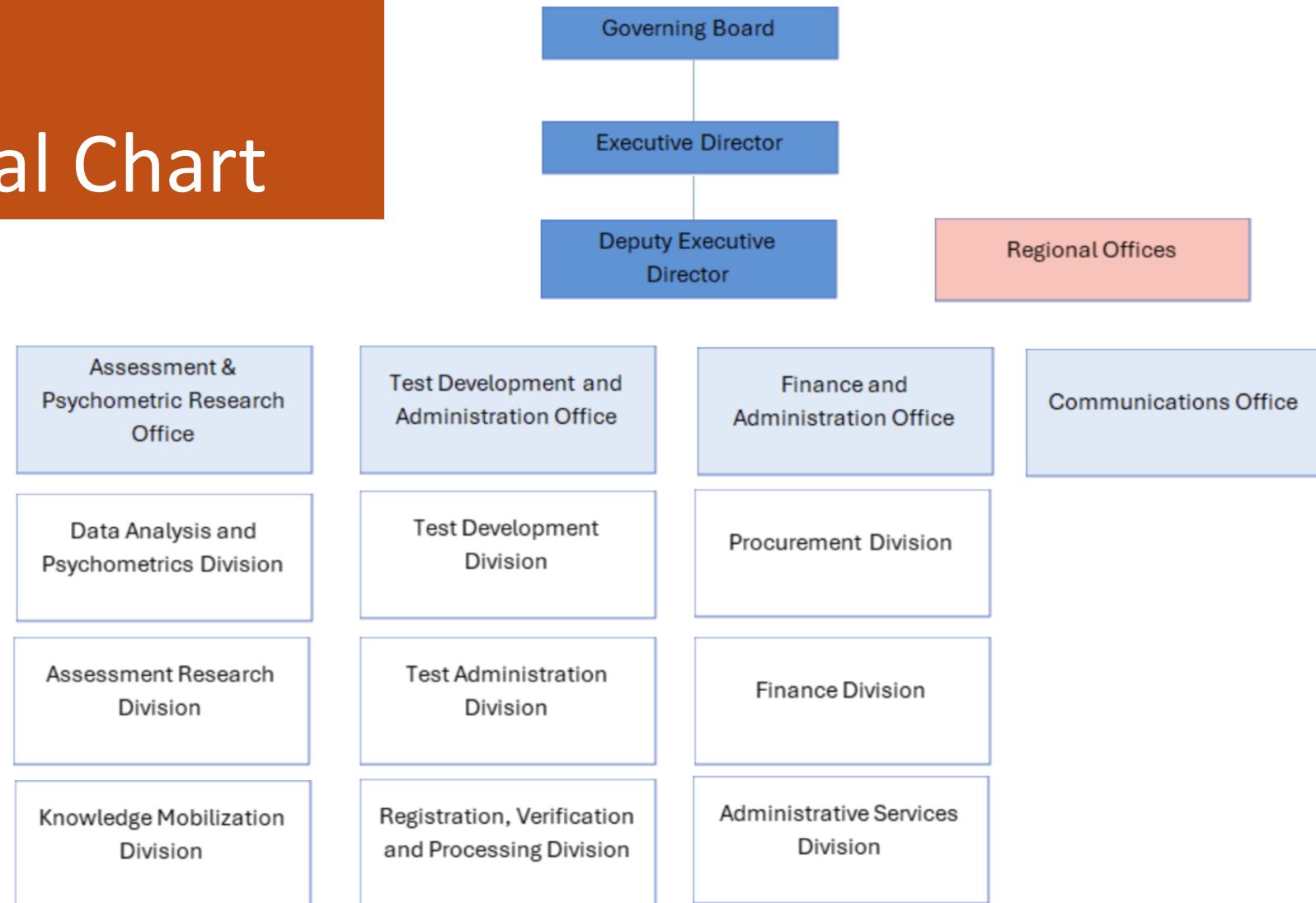# EdCom2 Findings and Recommendations

1. National assessments need to be more explicitly aligned with K-12 Curriculum
2. Modernizing test administration, emphasizing investment in essential components such as infrastructure, staffing, and training that are vital for the successful implementation of computer-based assessments.
3. Regular reporting of assessment results.
4. Expansion of the staffing complement within BEA and emphasizes the need for implementing comprehensive training and mentoring programs.
5. Study proposals to create an independent body that can oversee the development, administration, and reporting of education assessments.

Basecamp 2 Key Results

1. BEA 2.0
2. Decentralized Test Administration
3. Transition from Computer-based testing to Computer adaptive testing
3. Continued training and research partnerships
4. New unit within BEA: Comms, Outreach, and MEL
5. Feasibility study on Independent Agency for Education Assessments and Research
6. Deliberations on the institutionalization of independent agency

Progress Check and Institutionalization of Good Practices

- Participate in GPE's Analysis of National Learning Assessment System (ANLAS)
- Feasibility study on National Agency for Educational Assessments and Research

Decentralized Test Administration

- Capacity building for regional, division, and school assessment personnel
- Decentralizing some parts of test administration (e.g., marking) and BEA's role will largely be QA and ensuring integrity of testing procedures

From Computer Based Testing to Computer Adapted Testing

- Development of test items, item banks, and security infrastructure
- Training of staff

Partnerships and Outsourcing for Greater Efficiency

- New international partnerships for research and evaluation
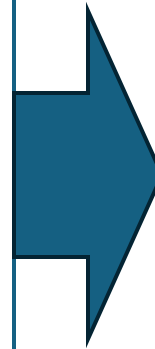- Outsourcing of test administration

Basecamp 3. 2033-2035 – New Assessment Culture

Establishing a world class learning assessment system

EdCom2 Findings and Recommendations

1. Assessment Agenda for Learning

Basecamp 3
Key Results

1. National Agency for Learning Assessment and Research*

2. Regular, context-specific, coherent and quality learning assessments powered by latest technology

3. International Learning partnerships

Assessment Data in Education Education Governance

- Improved use of assessment data in national planning
- High public perception of good governance and independence

*World-class National Agency for Learning Assessment and Research

- Legislated and institutionalized
- Is fit for context and coherent with overall educational development and learning objectives
- Provides quality learning assessments
- Is a learning organization and an international best practice

Assessments Powered by Latest Technology

- AI-powered item development, marking and analysis

A humble note on this Roadmap

ENHANCED QBEDP ALIGNMENT AND OTHER REFORM ROADMAPS

DESIGNED TO BE SUBJECTED TO ONGOING REVIEW AND REVISIONS

EFFECTIVENESS OF THIS STRATEGY DEPENDS ON LEADERSHIP COMMITMENT AND EXECUTION OF RELEVANT STAKE HOLDERS

Thank you.