



Initiatives Complementing BEA Reforms & EDCOM2 Recommendations

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Context

EDCOM 2 Recommendations

- rationalize key stage assessments
- introduce learning progression assessments
- modernize testing through computer-based modalities to address the learning crisis.

ACTRC Initiatives

- Professional development programs on assessment at all levels to improve
 - teaching practices
 - learning outcomes
 - utilization of assessment results
- Introducing learning progressions

Professional Development Initiatives

Building Assessment Competence Across Regions

DepEd-NCR in Partnership with PBSP

Building Assessment Competence for the Region, Division & District Supervisors of DepEd-NCR (2020)



400 Region, Division, and District Supervisors participated in synchronous Zoom sessions



6 modules delivered via webinar with breakout rooms for small-group discussions; quiz & individual reflection



To shift the mindset from "giving tests" to using assessment for continuous improvement cycles

Assessment and Emerging Literacies with Focus on the Programme for International Student Assessment (PISA)

- *Consortium-led training for JHS Math, Science, and English teachers (Nov 2021 to Jan 2022)*
- One of the goals: to improve teachers' assessment literacy

Target Reach: **28,032 JHS teachers**

Actual Reach: **17,122 JHS teachers**

Despite reaching 61% of the ambitious target, the program successfully delivered the "Building Basic Assessment Competence" module to over 17,000 teachers nationwide.

Building Basic Assessment Competence for SERG Teachers

Sustaining Education Reform Gains (SERG): a collaborative initiative between Save the Children, DepEd, and Australia's DFAT

Focus regions: **651 teachers** from Bicol, Western/Central Visayas, and Northern Mindanao.

Hybrid Delivery: 6-week program combining asynchronous tasks with synchronous YouTube Live sessions (June-Aug 2022)

Key Outcome: Teachers were equipped to choose and utilize tools most suitable for their learners' specific contexts.

BARMM In-Service Training of Trainers

Nov 29-Dec 2, 2022 & Jan 24-27, 2023

171

teachers trained
(Key Stages 3 & 4)
Junior & Senior HS

207

teachers trained
(Key Stage 2)
Grades 4-6

The Assessment Process

Across all four PD programs conducted, ACTRC emphasized a unified process to inform the continuous improvement cycle:

- Planning
- Evidence Collection
- Interpretation & Use of Student Data
- Using assessment evidence
- Evaluation: Reviewing the assessment process itself
to ensure efficacy

The Essential Assessment Cycle



Introducing Learning Progressions

Teaching and Assessing at the Right Level

Learning Progressions



It's not enough to *teach at the right level*; we must also *assess at the right level*.

Design assessments based on **clear learning progressions**—like a ladder that shows how learners move from simple to more complex skills. Each step is linked to specific evidence that shows progress toward proficiency.

Learning Progressions

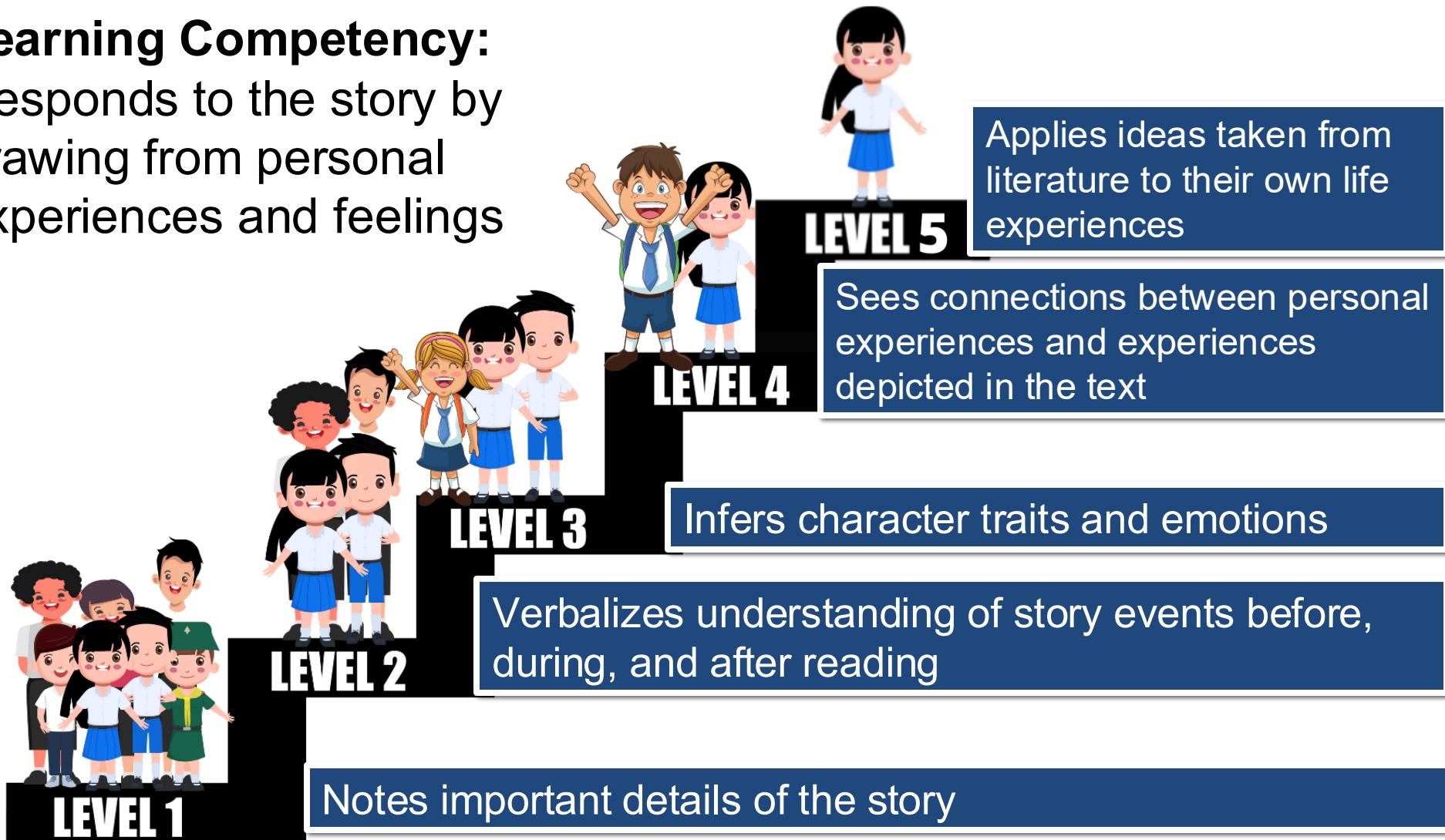


When teachers analyze students' responses through this lens, they can see where learners are on that ladder and decide what kind of support or intervention will help them reach the next step.

Example: Hypothetical (Teacher-made) Progression of Learning for Grade 2 English, Responding to a Text Read

Learning Competency:

Responds to the story by drawing from personal experiences and feelings



Research evidence

Studies at ACTRC show that many teachers still use assessments mainly for grading, rather than to inform instruction.

So through professional development, we help them see that assessment results are not just reports—they are feedback for both learners and teachers.

Mindset shift called for

- Testing is no longer about scores, rankings, or compliance. It is about empowerment—helping learners understand their own progress and take ownership of it. This is when assessment becomes truly transformative.
- How do we enable this shift?
 - Teachers, school leaders, and education stakeholders need to see assessment **not as a one-time event**, but as a **continuous, cyclical process** of collecting, interpreting, and using evidence to improve teaching and learning.

Connecting Policy to Practice

Objective: To bridge the gap between **system accountability** (National Assessment) and **formative feedback** (Classroom Assessment).

The practical dilemma: Educators must balance the demands of **high-stakes assessment** with methods that ensure **high-impact teaching and learning**.

Creating a coherent picture of student learning outcomes

*For the entire assessment system
to be transformed,
classroom assessments and system
assessments need to complement each other.*

Thank you!

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