



Republic of the Philippines
Department of Education
CARAGA REGION



JULY 15 2025

REGIONAL MEMORANDUM

No. 0704, s. 2025

To: Schools Division Superintendents
All Others Concerned

ADOPTION AND ADMINISTRATION OF REGIONAL LEARNING
GAP ASSESSMENT (RLGA)

1. In line with the Education Assessment and Research component of the Department of Education's National Quality Management System (NQMS), DepEd-Caraga adopts the Regional Learning Gap Assessment (RLGA) Framework and Mechanism found in Enclosure 2.
2. The RLGA diagnoses the learning gaps and measures the readiness of the learners for the current grade level and their attainment of the learning standards and 21st-century skills.
3. In accordance with its test development protocol, Phase I pilot testing shall be administered from July 28 to August 1, 2025 (testing window). For the pilot testing, the results will be utilized for the determination of the final test forms and shall not be used in comparing the performance of the learners, schools, and Schools Division Offices.
4. The list of sampled schools is found in Enclosure 1. Each sampled school must schedule 2 days of testing. Each day must be split into 2 sessions: morning and afternoon. Each session must have 30 test takers. Thus, a total of 60 test takers with similar (homogeneous) characteristics must participate in the test.

Example:

School	Grade Level Assignment	Date	Sessions	Subjects	No. of Test Takers	Parallel Test to be Taken
Salvacion NHS	Grade 7 only	July 21, 2025	Morning (8:00 a.m.-12:00 n.n.)	English, Science, Math, and Filipino ^a	Group A (30 Grade 7 Learners) ^c	Parallel Test A ^d
			Afternoon (1:00 p.m.-5:00 p.m.)	Aral. Pan., TLE, MAPEH, VE	Group B (30 Grade 7 Learners)	Parallel Test B
		July 22, 2025 ^b	Morning (8:00 a.m.-12:00 n.n.)	English, Science, Math, and Filipino	Group B (30 Grade 7 Learners)	Parallel Test B
			Afternoon (1:00 p.m.-5:00 p.m.)	Aral. Pan., TLE, MAPEH, VE	Group A (30 Grade 7 Learners)	Parallel Test A

^aEnglish, Science, Math and Filipino must be scheduled in morning sessions only

^bSchools *may* administer the test in 2 consecutive dates

^cGroup A students are different takers from Group B students—a total of 60 takers.

^dIn every learning area per grade level, 2 parallel tests of the same specifications but different questions will be administered. Group A must *always* take Parallel Test A

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5. All DTCs must facilitate the random sampling of test takers and must identify 1 proctor (from neighboring school) and 1 ICT Support Staff (School ICT) per grade level using the template provided by the Regional Testing Coordinator. The accomplished template must be submitted to the RTC on or before July 17, 2025.

6. One school Computer Laboratory or any school facility with at least 33 laptops or tablets and internet connectivity must be identified as testing center (3 buffer computers are included). The technical specifications for the laptops, tablets and internet connectivity must be according to recent DepEd issuances (OUA MEMO 00-0622-0164).

7. The testing personnel are the:

- Schools Division Superintendent
- Regional Testing Coordinator (RTC)
- Division Testing Coordinator (DTC)
- Chief Examiner (School Head)
- School Testing Coordinator (Guidance Counselor)
- Room Supervisor (from neighboring school)
- Room Examiner (from neighboring school)
- Support Staff (School ICT In-charge)

8. The DTCs must identify the room supervisor, examiner, and support staff to be deployed in the sampled schools. The roles and responsibilities of the testing personnel are listed in letter F, Chapter V (Test Administration) of the enclosed manual. All testing personnel shall attend a virtual Orientation on July 21, 2025, 9:00 AM, a meeting link will be communicated by the RTC to the DTCs.

9. All testing personnel must strictly keep the integrity and confidentiality of the digital test materials per DepEd Order No. 55, s. 2016 (Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program). Breach of security in systems assessment are subject to corresponding sanctions in reference to the said policy.

10. All Kao Thi Online test encoders listed in Regional Memorandum No. 0567, s. 2025 (Orientation-Workshop on Comprehensive Management Platform for Measurement and Assessment) are required to attend an Online Finalization of RLGA Phase 1 Grade 7 Test Questionnaire on July 16, 2025, 9:00 AM at **<https://tinyurl.com/RLGPhase1Grade7>**. School heads of participating teachers must assign substitute teachers to ensure that their classes are not disrupted.

11. For monitoring and evaluation (M&E), DTCs shall communicate the specific administration dates of the sampled schools to the RTC on or before July 16, 2025. The the RTC shall provide the M&E tool to CLMD monitors and DTCs on July 17, 2025. A link for the virtual meeting will be communicated. SDOs will be provided with appropriate budget for the M&E to be charged against the Program Support Funds for Improved Learning Outcomes.

12. Expenses incurred in the administration of RLGA shall be charged against the program support funds (OSEC-13-25-00016) and/or local funds subject to government accounting and auditing rules and regulations.

13. For queries and more information, please contact the Curriculum and Learning Management Division (CLMD) through Mr. Kevin Hope Z. Salvaña, Regional Testing Coordinator, via email address at **kevinhope.salvana@deped.gov.ph**

14. Immediate dissemination of this Memorandum is desired.


MARIA INES C. ASUNCION
Director IV
Regional Director

Encls.: As stated.

Reference: DepEd Order No. 55, s. 2016 and OUA MEMO 00-0622-0164

To be indicated in the Perpetual Index

under the following subjects:

ASSESSMENT MANUALS TEST

CLMD/khzs
07/14/2025

Enclosure 1 of RM No. . s, 2025

SAMPLED SCHOOLS FOR THE RLGA PHASE I PILOT TESTING

Schools Division Offices	Grade 7	Grade 8	Grade 9	Grade 10
Agusan del Norte	Agay NHS	Buenavista NHS	Nasipit National Vocational School	Carmen NHS
Agusan del Sur	Agusan del Sur NHS	Agusan del Sur National Science HS	Sibagat NHS of Home Industries	Trento NHS
Bayugan City	Salvacion NHS	Noli NHS	Bayugan National Comprehensive HS	
Bislig City	Tabon M. Estrella NHS	Bislig City NHS	Mangagoy NHS	Maharlika NHS
Butuan City	Taligaman NHS	Butuan City School of Arts and Trades	Doongan IS	Agusan NHS
Cabadbaran City	Cabadbaran City NHS	Del Pilar NHS	Calamba NHS	Cabadbaran City NHS
Dinagat Islands	Albor NHS	Plaridel NHS	Tubajon NHS	Panamaon NHS
Siargao	Siargao National Science HS	Pilar NHS	Dapa NHS	Socorro NHS
Surigao City	Caraga Regional Science HS	Mat-i NHS	Taft NHS	Surigao City NHS
Surigao del Norte	Amando A. Fabio MNHS	Alegria NHS	San Francisco NHS	Surigao del Norte NHS
Surigao del Sur	Cantilan NHS	Carrascal NHS	Hinatuan NHS	San Miguel NHS
Tandag City	Rosario IS	Buenavista NHS	Jacinto P. Elpa NHS	Tandag National Science HS
Total No. of Sampled Schools	12	12	12	12



DepEd
Caraga

REGIONAL LEARNING GAP ASSESSMENT

Framework and Mechanism

CURRICULUM
AND LEARNING
MANAGEMENT
DIVISION

2023



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I. Rationale

In line with DepEd Order No. 55, s. 2016, known as the “Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program”, the Department of Education Caraga Region, through the Curriculum and Learning Management Division (CLMD), shall conduct a Regional Learning Gap Assessment (RLGA) to diagnose the learning gaps and measure the readiness of the learners for the current grade level and their attainment of the learning standards and 21st-century skills.

The RLGA also aims to improve the learners' familiarity when taking national and international assessments. The RLGA results will guide decisions about instructional practices, and inform planning documents, interventions, research, and policy recommendations. The analyzed results will not affect the grades of the test takers and shall not be used in comparing the performance of the schools and Schools Division Offices.

Moreover, the National Quality Management System of the Department articulates an additional core process for the CLMD—the Education Assessment and Research. The said process includes the following sub-processes: Management of Assessment Mechanism Contextualization; Assessment Operation; Data Analysis and Interpretation; Development of Education Research Framework, Design, Procedures, and Instruments; Conduct of Research; and Utilization of Research Data and Information. These sub-processes can be carried out when a region-led assessment is administered, analyzed, and reported.

II. Assessment Framework

A. Philippine 21st-Century Skills Assessment Framework

The RLGA Assessment Framework is anchored to the Philippines' version of the 21CS assessment framework as shown in Figure 1 below. It facilitates the entire development of Filipino learners and purposefully explains the interactions between the strands—Media and Technology, Learning and Innovation, and Communication. Also, by combining these three sets of teachable and learnable talents, an individual is given the necessary knowledge and skills as well as innate and socialized personal values, ethics, and attitudes for life after completing basic education and entering the workforce - Life and Career Skills (LCS).

Both within and outside of the classroom, students can learn LC skills through direct or indirect teaching. Instead of abilities, LC indicators could also be referred to as attributes or characteristics (e.g., flexibility, adaptability, self-direction). The TWG decided to exempt LC from the national assessment due to its nature. Teachers at school are the best people to teach, develop, supervise, and assess LCS.

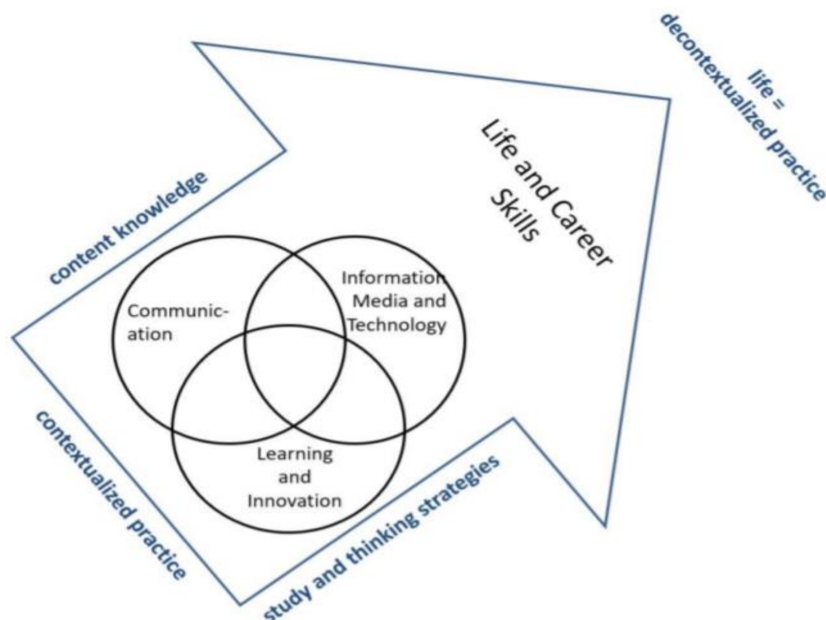


Figure 1. Philippine 21CS Assessment Framework

B. The RLGA Framework

The RLGA focuses on the assessment of learners' 21CS using the contents of the current Kto12 Curriculum of the Department of Education and the contextualized contexts from the International Large Scale Assessments (ILSAs). The framework as shown in Figure 2 below shows the interconnection between the skills, contents, and contexts.

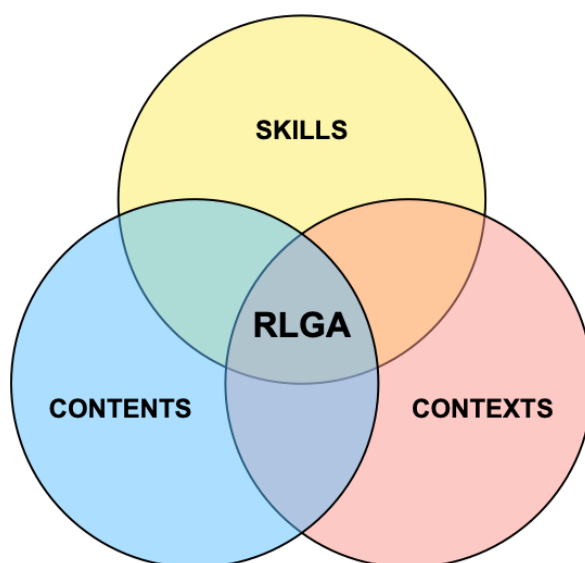


Figure 2. Regional Learning Gap Assessment Framework

Skills. The RLGA assesses the three priority skills included in the national assessment—information literacy, critical thinking, and problem solving. Initially,

seven sub-skills were identified from the three strands (IMT, LI, and CM) as shown in Figure 3 below. But not all could be assessed in a paper-based modality. The nature of the subskills was considered (teachable, learnable, and measurable) and the limitations of a multiple-choice test format.

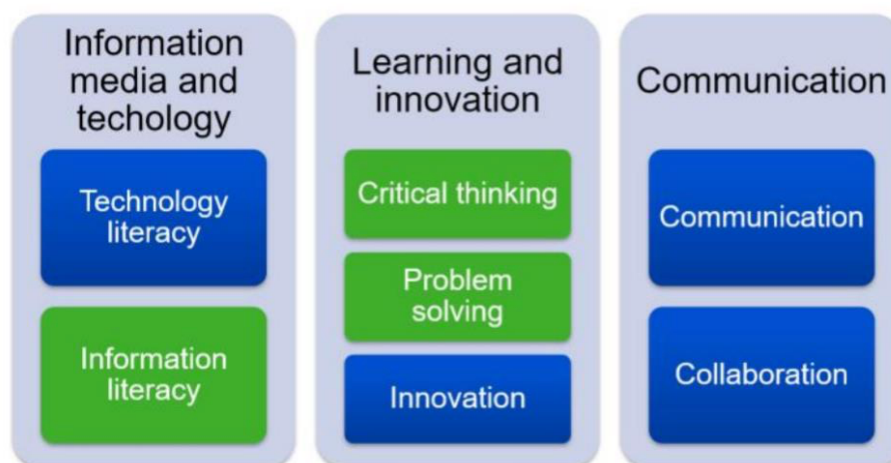


Figure 3. Priority Skills for National Assessment

By embedding the three priority skills in the RLGA, learners will be able to increase their familiarity with the national assessments. Teachers and education leaders can also diagnose the learning gaps and measure learners' attainment of 21st-century skills.

Contents. The RLGA uses the current curricula of the Kto12 Basic Education Program of the Department of Education. These curricula includes English, Filipino, Mathematics, Science, Good Manners and Right Conduct (GMRC), Values Education, Technology and Livelihood Education (TLE), Music, Arts, Physical Education and Health (MAPEH), Araling Panlipunan, and Makabansa. For senior high school (SHS), all core subjects are covered. In the test item development, three standards are analyzed and are reflected in the item cards. These are the content standards, performance standards, and learning competencies. The said standards are aligned to the other four (4) standards of the curriculum-learning area standards, key stage standards, grade level standards, and domains.

Contexts. The use of context in the RLGA enables the presentation of test items to the target test takers in a most familiar way by considering situations that are most relatable to them. The RLGA adapted the contexts from the ILSAs. For example, six (6) contexts from the Programme for International Student Assessment (PISA) were infused. These are personal, societal, occupational, scientific, hazards, and health and disease. The other two contexts like environmental resources and quality, and educational were amalgamated from the other contexts of ILSAs. To properly contextualize the items, descriptions of knowledge utility were operationally defined. Contextualized contents and skills are visible in the overlapping regions of the framework.

III. Test Design

A. Test Type

The Regional Learning Gap Assessment (RLGA) is an objective, linear, and multiple-choice type of test that assesses 21st-century skills using the learning standards of the K to12 Basic Education Program, and operationally defined contexts. The language for the RLGA shall be based on the medium of teaching and learning (MOTL) of the subjects from Key Stages 1 to 4.

B. Coverage

The RLGA shall be administered to Grades 1 to 12 learners. For senior high school, only the core subjects (Oral Communication, Reading and Writing, Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino, Pagbasa at Pagsusuri ng Iba't-Ibang Teksto Tungo sa Pananaliksik, 21st Century Literature from the Philippines and the World, Contemporary Philippine Arts from the Regions, Media and Information Literacy, General Math, Statistics and Probability, Introduction to the Philosophy of the Human Person, Physical Education and Health, Personal Development, and Understanding Culture, Society and Politics) will be covered. The said core subjects will be packaged into seven clusters–Languages, Humanities, Communication, Mathematics, Science, Social Science, and Philosophy. Below are tables reflecting the number of items per grade level:

Table 1. Test length for elementary learners

Subjects	No. of items per grade level					
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
English	30	30	30	50	50	50
Filipino	30	30	30	50	50	50
Math	30	30	30	50	50	50
Science	-	-	30	50	50	50
Makabansa	30	30	30	-	-	-
GMRC	30	30	30	50	50	50
Aral. Pan.	-	-	-	50	50	50
EPP	-	-	-	50	50	50
MAPEH	-	-	-	50	50	50
ELLN	-	-	60	-	-	-

Table 2. Test length for junior high school learners

Subjects	No. of items per grade level			
	Grade 7	Grade 8	Grade 9	Grade 10
English	50	50	50	50
Filipino	50	50	50	50
Math	50	50	50	50
Science	50	50	50	50
Values Ed.	50	50	50	50
Aral. Pan.	50	50	50	50
TLE	50	50	50	50
MAPEH	50	50	50	50

For SHS, each of the seven subject clusters (Languages, Humanities, Communication, Mathematics, Science, Social Science, and Philosophy) will have a test length of 50 items.

The test booklet for elementary, junior high school and senior high school learners will be administered within an appropriate number of days depending on the psychometric properties of the test items which will be analyzed after the pilot testing. Once identified, this section of the manual will be updated.

C. Scoring

The scoring for the RLGA is binary. There shall only be one key alternative among the distractors. The scoring shall be one point per correct item, regardless of the item's level of difficulty. For key stage 1, there shall be three (3) alternatives, while for key stages 2 to 4, there shall be four (4) alternatives. Scores shall be used for the analysis of proficiency levels per 21CS and per learning area. The score weight does not tell how much the student has learned in the learning area; hence, RLGA is a non-graded assessment.

D. Physical Standards for Test Items

In the absence of test writing standards, the RLGA of DepEd-Caraga adapted the physical standards from the Alternative Delivery Mode Learning Resource Standards coherent with the standards for print materials prescribed by the Bureau of Learning Resources (BLR). The said physical standards for RLGA are found in Table 3 below.

Table 3. Typography

Physical Standards	Key Stage 1		Key Stage 2	Key Stage 3	Key Stage 4
	Grades 1-2	Grade 3			
Font Style	Alfabeto	Alfabeto	Bookman Old Style		
Font Sizes	Text 16 pt Heads 20 pt Sub Heads 16 pt Author's Name (passages) 15 pt Sources and name of illustrator 13 pt	Text 14 pt Heads 28 pt Sub Heads 14 pt Author's Name (passages) 13 pt Sources and name of illustrator 11 pt	Text 11 pt Heads 18 pt Sub Heads 14 pt Author's Name (passages) 10 pt Source and name of illustrator 8 pt		
Spacing	Single, with one-space distance every after an item				
Others	- Figures must be properly sized, aspect ratio should not be modified - Referencing is in Chicago Manual of Style - Alternatives must be indented once, and must be arranged vertically - For Peso sign, upper case “P” shall be used.				

IV. Test Development

To ensure that the test measures what it is supposed to measure, it must go through several stages of development. This is shown in the flowchart below:

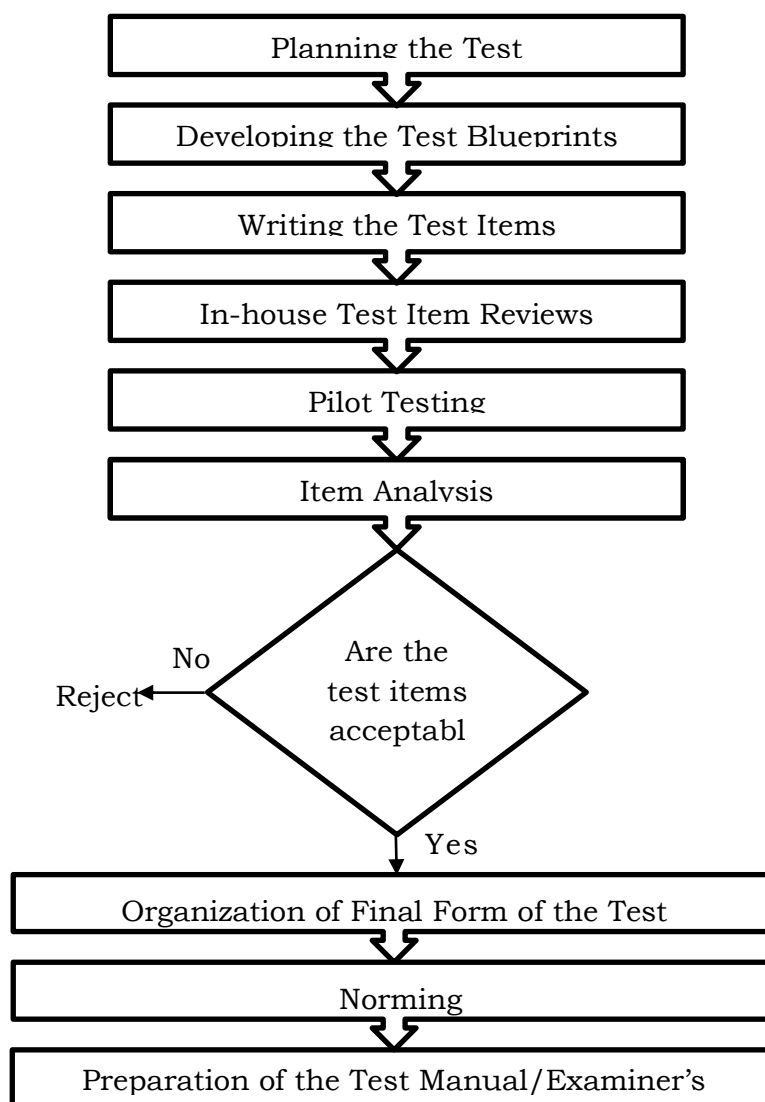


Figure 3. Test Development Process

(Adapted from DO No. 55, s. 2016 or the Policy Guidelines on the National Assessment of Student Learning for the Kto12 Basic Education Program)

Stage 1. Planning the Test

The Planning Stage shall be participated by both the Regional Office and the 12 SDOs. At the Regional Office, the team shall be composed of the Regional Director, Assistant Regional Director, Chiefs of the eight (8) functional divisions, Education Program Supervisors (EPSs) of the CLMD, Regional Information Technology Officer (RITO), and representative/s from the Education Support Services Division (ESSD) in-charge of health and safety.

At the Division level, the team shall be composed of the Schools Division Superintendent, Assistant Schools Division Superintendent, Chiefs of the CID and Schools Governance and Operations Division (SGOD), and EPSs of the CID.

The RO and SDO shall initiate the Planning Phase by determining or developing a contextualized assessment framework, assessment standards, coverage, target test takers, test design and development protocols, timelines, test administration procedures, data collection, analysis, reporting, and utilization. These standards shall be vetted by the CLMD and CID. The vetted standards shall then be articulated in the RLGA manual prior to the creation of the test blueprint.

Stage 2. Developing the Test Blueprint

The CLMD and CID Learning Area Supervisors shall prepare the test blueprint (see Annex A) based on the test design, current curriculum standards, Philippine 21CS Assessment Framework, and RLGA Manual. The Regional Office, through the CLMD Chief, shall organize a core team by learning area composed of CLMD EPSs. In relation to the three elements in the RLGA Framework, skills, contents and contexts, the following must be considered in the development of the test blueprint:

The **skills** to be assessed are based on the following sub-skills and their associated progression indicators:

Table 4. Codes and sub-skills of Problem Solving

Sub-skill	Progression Indicators
Analyzing outcome (AO)	Identify association.
	Identify cause and effect.
	Predict outcome.
Executing strategy/methods (ESM)	Identifies a strategy/method.
	Selects appropriate methods to solve the problem.
	Identifies alternative methods to solve the problem.
Understanding the problem (UTP)	Generates hypotheses about the problem.
	Modifies hypothesis to other problems.
	Generalizes hypotheses to other problems.

Table 5. Codes and sub-skills of Critical Thinking

Sub-skill	Progression Indicators
Analyzing relevance (AR)	Identifying that there is different information.
	Differentiating between relevant and irrelevant information.
	Drawing only on relevant information.
Evaluating sources (ES)	Identifies the source of information.
	Evaluates the credibility of the source.
	Develops the criteria for evaluation of the source.
Using evidence to formulate an argument (UFA)	States evidence.
	Links evidence to the argument.
	Draws a conclusion based on various evidence.

Table 6. Codes and sub-skills of Information Literacy

Sub-skill	Progression Indicators
Ability to manage information (AMI)	Classify information.
	Organize structure of the classification.
	Sequence the information.
Ability to identify types of information (ITI)	Acknowledge different types of information.
	Present required information when explicitly asked
	Interpret questions or forms to provide appropriate information
Ability to communicate information (ACI)	Present information in another medium
	Organize information in another medium
	Re-organize or sequence the information

Each skill must be equally distributed in the blueprint at 100% each. There is a need to separate the weight distribution in three (3) because the subskills are impossible to compare from each other as they originally came from the different strands, and that they are different but important life and career skills. The three (3) subskills per 21CS will be distributed in 40%, 30%, and 30% weights based on their estimated difficulty, **reflected in item 4**

(Estimated Difficulty), part D (RLGA Blueprint). However, there are exemptions to the said percentage distribution. If the curriculum standards do not warrant to have a 40-30-30 distribution such as in the case of affective or psychomotor-dominated learning standards, a different weight distribution might be used subject to the review and approval at the regional office. All approved blueprint appended in this manual shall be considered the final reference for the item writing.

The **contents** to be declared in the test blueprint are the domain or the content (general topic typically found in the first column of the curriculum guide). They presented in an encompassing way in the blueprint. The declared domain or content in the test blueprint has specific weight distribution depending on the nature of more specific learning standards below them. The weight distribution per content in every learning area is found in the appended and approved RLGA Blueprints per learning area/program.

In the blueprint, four (4) **contexts** must be declared. This will be decided by the content experts (CLMD and CID EPSs) based on the conditions in the learning standards. Conditions are signal words for contexts usually found in the learning competencies and/or content standards. Below are the contexts that the content experts can use:

Table 7. Contexts to be used in the RLGA adapted from the ILSAs

Contexts	Description based on knowledge utility
Personal	Relates to the personal experiences (emotional, physical, spiritual) of a learner about himself or herself (sex and age-appropriate), or as a member of his/her family or community. This includes learners' imaginations and perspectives.
Societal	Refers to the social and political dynamics that the learner may observe within the local and international public or society. This includes the culture, traditions, beliefs, and practices.
Occupational	Current occupation of people within or outside the learners' community that shape both local and international economies.
Scientific	Relates to scientific literacies, process skills, theories, natural laws, and phenomena that the learners may experience.
Hazards	DRRR concepts related to Philippine context that the learners have heard or seen. This also includes hazards and mitigation responses from other countries that the learner may have seen or heard from other media. This includes safety protocols and practices.

Health and Disease	Refers to primary and secondary experiences of the learners in terms of health and diseases in a personal, societal, and global scales.
Environmental Resources and Quality	Environmental protection, and current state and quality of the surroundings that the learners have observed in his or her immediate environment and/or seen from other media. This also refers to the renewable, non-renewable, and human resources that the learners have used or experienced from its immediate environment..
Educational	Refers to learners' educational journey related to school dynamics (teacher, school administration, institution, and peers).

In the RLGA blueprint and item card, item difficulty shall be identified. The item difficulty is based on the complexity of the targeted subskill, as seen in Table 8 below:

Table 8. Item difficulty according to the 21st-century skills

Level of Difficulty	Problem Solving	Critical Thinking	Information Literacy
Difficult	Analyzing outcome (AO)	Evaluating sources (ES)	Ability to communicate information (ACI)
Average	Executing strategy/methods (ESM)	Analyzing relevance (AR)	Ability to manage information (AMI)
Easy	Understanding the problem (UTP)	Using evidence to formulate an argument (UFA)	Ability to identify types of information (ITI)

All test blueprints shall be signed by a content expert from the CID (writer), perused by the CLMD EPSs of the same learning area, and approved by the CLMD Chief.

Stage 3. Writing the Test Item

The Regional Office through the CLMD shall organize a Pool of Test Item Writers for the RLGA. This shall be composed of CLMD and CID learning area supervisors. To ensure the confidentiality of the developed test items, all test item writers shall be made to sign a Confidentiality/Non-Disclosure Agreement subject to the provisions of D.O. 55, s. 2016 and RA 10173 or the Data Privacy Act of 2012.

To equip the pool of test item writers, a learning and development activity shall be conducted. Experts from the academe, private institutions, service providers, and relevant offices or bureaus in the Department of Education such as the Bureau of Education Assessment (BEA) may be invited.

Test items shall be developed using the standards for writing a multiple-choice test using an item card (see Annex B). Since items will be subjected to pilot testing, item writers for Key Stage 1, Key Stage 2, Key Stage 3, and Key Stage 4 shall prepare 60, 100, 100, and 100 items, respectively. The Pool of Test Item Writers for the RLGA shall use the approved RLGA Test Blueprints, current curriculum guides, and RLGA manual when writing the test items.

Stage 4. In-house Test Item Reviews

All item cards shall be subjected to two (2) rounds of in-house test item reviews. This shall be facilitated by a pool of validators. Each pool of validators shall consist of a convener (CLMD EPS), two (2) test item experts, four (4) content experts, and two (2) language experts. Each learning area/program shall have two subgroups (pool of evaluators) who shall validate the test items simultaneously. Test cards that have corrections shall be returned to the developer for revision, before subjecting it to round 2 on in-house test item review. CLMD EPSs shall regularly (preferably weekly) monitor the submission and validation of the item cards.

Stage 5. Pilot Testing

After ensuring the validity of the test items in content, skill, context, and language. Two parallel tests will be prepared using the test booklet format (to be developed by the CLMD and CID, and to be validated by QAD and external experts) or computer-based RLGA. The pilot testing shall be administered to randomly selected learners in an open time format and/or two-day schedule.

Stage 6. Item Analysis

The results of the pilot testing shall be processed to determine the reliability and psychometric property of the test items. Test items that are found to be acceptable shall be stored in the test item bank for finalization. In this stage, the psychometric property of the test items shall determine arrangement of the items based on their actual difficulty (which will be the basis of item arrangement in the final form), and in determining the final test durations.

Stage 7. Organization of Final Form of the Test

The learning area supervisors, together with the Regional Core Team, shall organize and finalize the test items vis-a-vis the test blueprint by learning area and the time allotment by grade level. They shall arrange the test items from simple to complex by referring to the actual difficulty of the

test items. They shall then be packaged in test booklet format (prototype) using the approved template for norming or through a computer-based format.

Stage 8. Norming

The finalized test questions shall be subjected to norming. The finalized form of the test by grade level shall be reviewed by external experts from academe/private institutions/service providers vis-à-vis the three psychometric properties: reliability, validity, and norms.

Stage 9. Preparing the Test Manual and Examiner's Handbook

This is the last stage of the Test Development Phase. The Test Manual must clearly articulate the description of each test, its purpose, coverage, administration schedule, time allotment per grade level, exam modality, and general rules and provisions for administering and taking the tests. It shall also contain the preparations that shall be made by the SDOs in terms of the physical set-up of the testing centers, contingency plans in case of power interruptions and internet connectivity issues, and accommodations for learners with Special Educational Needs (LSENs) in accordance with Section 9 of D.O. 55, s. 2016, assigning testing personnel (Section 10 of the same D.O.), provision of meals and snacks for target participants, the health and safety protocols to be observed before, during, and after the test administration, optional dry run, and transportation expenses.

The Examiner's Handbook shall clearly articulate the terms of reference (TOR) of the assigned examiners as well as the specific instructions on how to administer the test and frequently asked questions (FAQs) in case there are system errors or troubleshooting requirements in the TAS, the transmission of the data of examinees, a narrative report, and other details necessary in the conduct of the examination.

V. Test Administration

A. Target Clientele

Learners in sample public and private schools, including those with special needs, shall take the Regional Learning Gap Assessment.

B. Mode of Administration

For Key Stage 1, stratified random sampling shall be used to represent all types of schools and both Mother Tongue Languages, the Sinugbuanong Binisaya and Sinurigaanon. All SDOs must be given the test, but schools shall be sampled. All Key Stage 1 learners in the schools to be sampled shall take the test.

For Key Stages 2 to 4, stratified random sampling and purposive sampling shall be used. Under normal circumstances, stratified random

sampling shall be used to represent all schools in the district and division. However, under special circumstances, such as the existing health crisis, a purposive sampling shall be done. Since the exam shall be administered online, schools to be sampled shall be in low-risk areas with strong internet connectivity. All learners in the sampled school officially enrolled in the target grade level shall take the exam.

C. Schedule of Administration

The RLGA shall be administered at the end of the School Year (EoS) of the current grade level (Grades 1 to 12).

D. Number of Examinees per Testing Room

Under normal circumstances, a maximum of 30 examinees can be accommodated in one testing room. They will be seated alphabetically.

E. Testing Center Requirements

Since the test will be administered in a pen and paper style, sampled schools must have a distribution room for the test materials to ensure the security and confidentiality of the test. There are enough testing rooms to accommodate the examinees. The testing rooms are well-ventilated and well-lighted, and free from any kind of noise that may distract the examinees while taking the test. A comfort room is accessible to the examinees and testing personnel in the area. For computer-based RLGA, the testing center must have good internet connection, and enough computer units that are functional. These requirements shall be monitored prior to the administration of the test.

F. Testing Personnel

The following are the testing personnel involved in the administration and conduct of the RLGA:

1. **Schools Division Superintendent (SDS).** The SDS shall oversee the test administration and shall be responsible for the smooth conduct of the test in the Division. He/she shall also designate the Education Program Supervisors who shall serve as Division Testing Coordinators.
2. **Regional Testing Coordinator (RTC).** He/she shall provide Division Offices with the final list of schools that are to be included in the test administration. He/she shall also prepare a mechanism and a team to monitor the test (either virtually or on-site) in the whole region.
3. **Division Testing Coordinator (DTC).** He/she shall supervise the administration of the test in the SDO.
4. **Chief Examiner (CE).** The School Head shall serve as the Chief Examiner and shall oversee the conduct of the test in the school.
5. **School Testing Coordinator (STC).** The Guidance Counselor/ Department Head shall serve as the School Testing Coordinator whose task is to assist the Chief Examiner in the overall conduct of the test.

6. **Room Supervisor (RS).** Under normal circumstances, teachers from other schools shall serve as Room Supervisors. They shall monitor and supervise the rooms assigned to them. There must be 1 RS assigned in every 10 testing rooms if there are 20 examinees per room. On the other hand, there must be 1 RS in every 5 rooms if there are 30 examinees per room. They shall conduct an ocular inspection the day before the test to familiarize themselves with the layout of the school. However, under special circumstances where travel restrictions are implemented in the locality, a teacher from the same school handling another grade level shall be designated as RS. There shall be 1 RS for every 5 testing rooms with 10 examinees per room.
7. **Room Examiner (RE).** Under normal circumstances, teachers from other schools shall serve as Room Examiners. They shall conduct the test in accordance with the standardized test administration guidelines. RSs and REs must not come from the same school. Transportation and other incidental expenses shall be charged to their school's Maintenance and Other Operating Expenses (MOOE's)/local funds. However, under special circumstances where there is limited mobility, teachers handling classes in another Key Stage shall be assigned as RE. **RE shall preferably have intermediate to advanced ICT skills.**
8. **Support Staff (SS).** Administrative support staff shall provide any test-related assistance to the School Head, such as preparation of testing rooms and assignment of Room Supervisors and Room Examiners.

G. Access to the e-testing package

The RTC in coordination with the Regional ITO shall provide access to authorized testing personnel in the SDOs at least a week prior to the scheduled conduct of the exam. However, the Regional ITO shall ensure that the log-in options for test examiners shall only be accessible during the schedule of the exam.

A regional conference shall be conducted to prepare for the pilot implementation and thereafter the yearly administration of the test and to ensure that the test is administered in accordance with the prescribed standards. It shall also provide an avenue for feedback to and from the field. The details of the test Manual, Examiner's Handbook, and the Test Administration System shall also be discussed during the conference.

VI. Statistical Test Data Processing and Interpretation

Test scores shall be reported as percentage scores in by learning area and 21CS. The proficiency level is at least 75%.

Table 9. Levels of Proficiency

Proficiency Level	MPS	Description
Highly Proficient	90-100	At this level, the students are highly skilled in solving problems. They can analyze and evaluate data to create/formulate ideas. They can effectively use and relate information in various contexts.
Proficient	75-89	At this level. students are skilled in solving problems. They can analyze and evaluate data to apply ideas. They can effectively use information in different contexts.
Nearly Proficient	50-74	At this level, students are able to use basic and procedural skills in solving problems They can analyze and evaluate data to comprehend ideas. They can understand information in a given context.
Low Proficient	25-49	At this level. students are able to use procedural skills and identify strategies for solving problems. They can differentiate and organize the given information.
Not Proficient	0-24	At this level. students are able to use basic skills in solving simple problems. They can classify and identify the source of the given information.

VII. Test Results Utilization

The test results shall be utilized to:

- determine if learners are meeting the grade-level learning standards;
- analyze performance gaps and develop appropriate interventions;
- improve instructional practices;
- identify teacher training needs;
- assess/evaluate effectiveness and efficiency of education service delivery using learning outcomes as indicators; and
- provide empirical information as bases for curriculum, learning delivery, assessment, policy implementation reviews, and policy recommendations formulation.

VIII. Test Data Dissemination and Reporting

Test results will be made available no later than 30 days after the exam for computer-based RLGA, and not later than 60 working days for pen and paper RLGA. The Regional Office through the Records Unit shall release the assessment results/data reports to the SDOs. The SDO will then forward the documents to the schools. These results should not be used to rank schools and SDOs.

External stakeholders may be provided with the assessment results. To safeguard and prevent the misuse, mishandling, misinterpretation, exploitation, and manipulation of these assessment results, they must submit a letter to the Regional Office addressed to the Regional Director through the CLMD, specifying the purpose of their request and the data being requested (year of administration, scope, variables).