



Republic of the Philippines
Department of Education
CARAGA REGION



February 16, 2023

REGIONAL MEMORANDUM
No. 0121, s. 2023

To: SCHOOLS DIVISION SUPERINTENDENTS
This Region

RESULTS OF THE MONITORING AND EVALUATION ON THE ADMINISTRATION
OF THE NATIONAL ACHIEVEMENT TEST FOR GRADE 12, SY 2022-2023

1. The field is hereby informed of the enclosed summary results of the monitoring and evaluation (M&E) on the Administration of the National Achievement Test for Grade 12 (NATG12), SY 2022-2023.
2. The release of these M&E results aims to:
 - a. inform the teachers, education leaders, and researchers on the results of the administered pre- and post-test using the NATG12 Primer, and the summary of observed preparations of the schools on the Administration of NATG12, SY 2022-2023; and
 - b. recommend improvements on schools' preparation during national assessments.
2. The enclosed M&E results contain the following:
 - a. Summary of observed preparations of the schools on the Administration of NATG12, SY 2022-2023 in four areas – Testing Center Requirements, Test Accommodations for Learners with Special Needs, Test Administration, and Retrieval of the Test Materials;
 - b. Proficiency levels, and comparison of the pre-test and post-test results using the NATG12 Primer;
 - c. NATG12 Regional Summary; and
 - d. Recommendations.
3. For concerns and clarifications, you may email the Regional Testing Coordinator Mr. Kevin Hope Z. Salvaña at kevinhope.salvana@deped.gov.ph.
4. Immediate dissemination of this Memorandum to all concerned is highly desired.


MA. GEMMA MERCADO LEDESMA
Regional Director

Encl/s.: As stated.

Reference/s: RM Nos. 0049 and 0068, s. 2023

To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT DATA MONITORING AND EVALUATION

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02/16/2023



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2023-02-02064

Doc. Ref. Code	RO-ASD-F107	Rev	00
Effectivity	02.01.23	Page	1 of 1

**M&E RESULTS ON THE ADMINISTRATION OF
NATG12, SY 2022-2023**

I. Summary of observed preparations of the schools on the Administration of NATG12, SY 2022-2023

The Regional Monitoring Team monitored 153 schools (public, private, and higher education institutions) in the region during the NATG12 administration on January 30-31, 2023. The percentage (%) of observance below is only true within the monitored schools, and does not necessarily represent all SHSs in public, private, and higher education institutions.

A. Testing Center Requirements

Parameters		% of Observance		
		Met	Not Met	N/A or Unobserved
1	There is a distribution room for the test materials to ensure the security and confidentiality of the test.	98.68%	0.66%	0.66%
2	The distribution room is accessible to all testing rooms to facilitate the release and retrieval of test materials.	97.37%	1.32%	1.32%
3	There are enough testing rooms to accommodate the examinees.	97.37%	1.97%	0.66%
4	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.	99.34%	0.66%	0.00%
5	The List of Actual Examinees are posted in each testing room the day before the exam reflecting learners' LRN.	99.34%	0.66%	0.00%
6	The list posted are in alphabetical order, regardless of gender.	98.03%	1.97%	0.00%
7	The first and last rows of seats are close to the classroom walls to ensure enough spacing in between rows.	99.34%	0.66%	0.00%
8	Seats of absentees are left vacant.	98.03%	0.66%	1.32%
9	A comfort room is accessible to the examinees and testing personnel in the area.	98.03%	1.97%	0.00%
10	Instructional materials/aids posted on the classroom walls are covered.	87.50%	4.61%	7.89%
	Each testing room have the following materials:			
11	a. Test materials are enough for all examinees in the room in sealed boxes/packs	81.58%	18.42%	0.00%

12	b. Table and chair for the Room Examiner	100.00%	0.00%	0.00%
13	c. Enough seats for the examinees	100.00%	0.00%	0.00%
14	d. Name grid	100.00%	0.00%	0.00%
15	e. Board work	100.00%	0.00%	0.00%
16	f. Pencils	100.00%	0.00%	0.00%
17	g. Extra sheet of paper for computation	98.03%	0.66%	1.32%
18	There is visible presence of PTA Officials/Barangay Officials/Barangay Tanod or PNP to provide assistance, support and security.	74.34%	25.00%	0.66%

B. Test Accommodations for Learners with Special Needs

Parameters		% of Observance		
		Met	Not Met	N/A or Unobserved
1	There is a separate, accessible testing room for learners with special needs (those with difficulty in seeing, hearing, remembering/ concentrating, walking/ moving/ climbing steps, communicating) situated at the ground floor near clean and accessible restrooms	1.97%	0.66%	97.37%
2	There is a designated personal assistant to help those with difficulty walking/ moving/ climbing steps.	3.95%	0.00%	96.05%
3	There is a qualified sign language interpreter who shall ensure that all spoken instructions during testing are adequately interpreted to those who have difficulty hearing.	3.29%	0.00%	96.71%
4	There are alternative test formats (Braille, large print, audio, electronic).	1.32%	0.66%	98.03%
5	There are alternative response formats such as oral type wherein an examiner reads the test items and ascribe the answers in the scannable Answer Sheet for examinees with seeing difficulty.	2.63%	0.66%	96.71%
6	There are appropriate test furniture such as table and chair.	3.95%	0.66%	95.39%

C. Test Administration

Parameters		% of Observance		
		Met	Not Met	N/A or Unobserved
1	The test is administered to target learners in the public and private schools.	100.00%	0.00%	0.00%
2	Examinees are alphabetically arranged regardless of gender.	99.34%	0.66%	0.00%
3	Each examinee has a Learner Reference Number (LRN).	100.00%	0.00%	0.00%
4	Rooms are arranged with six rows by five lines of armchairs.	99.34%	0.00%	0.66%
5	A maximum of 30 examinees per testing room is seated in alphabetical order.	98.03%	1.97%	0.00%
6	The school has implemented swapping and/or batching strategies in the administration to maximize the limited TMs	89.47%	0.00%	10.53%
7	The seats are spaced far enough from each other to discourage unnecessary talking among examinees.	100.00%	0.00%	0.00%
8	To monitor the going in and out of the testing room, only one door is kept open.	94.08%	5.92%	0.00%
9	All examinees are provided with their own test booklet and answer sheet.	100.00%	0.00%	0.00%
10	The examinees used pencils and blank sheets of paper for computation purposes.	98.68%	0.00%	1.32%
11	All belongings of the examinees are placed in front/back.	94.08%	5.92%	0.00%
12	Electronic devices such as calculator and mobile phones are not allowed in the testing room.	98.03%	1.97%	0.00%
13	The room examiner conducts orientation in taking the test to the examinees.	92.11%	0.00%	7.89%
14	The room examiner allows the examinees to go out of the testing room to attend to personal needs, if necessary, before distributing the test materials.	90.79%	0.00%	9.21%
15	The examinees received two sheets of AS with the same serial number.	94.74%	0.00%	5.26%
	The following form is in the possession of the room examiner:			
16	Form 1-List of Examinees	100.00%	0.00%	0.00%
17	Form 2-Seat Plan	100.00%	0.00%	0.00%

18	Form 3-Test Materials Accounting Form	92.11%	7.89%	0.00%
19	Form 7-Room Examiner's Test Administration Evaluation Report	100.00%	0.00%	0.00%
20	Information in the room Examiner's Transmittal Report Envelope (ETRE), e.g. number of registrants and actual examinees	98.68%	0.66%	0.66%
21	Time record (copy of the board work with the actual time record)	100.00%	0.00%	0.00%
22	Used ASs are arranged consecutively by Examinee Number and are placed inside the original plastic bags.	97.37%	0.00%	2.63%

D. Retrieval of the Test Materials

Parameters		% of Observance		
		Met	Not Met	N/A or Unobserved
	The Chief Examiner does the following:			
1	Collects and accounts all ETREs with the assistance of the School Testing Coordinator/Room Supervisor.	90.79%	0.00%	9.21%
2	Arranges and bundles the ETREs accordingly.	90.79%	0.00%	9.21%
3	Accounts all TBs returned by the Room Examiners.	90.79%	0.00%	9.21%
4	Requires the Room Examiners to affix their signature in the Form 3 after the Test materials have been accounted for.	90.79%	0.00%	9.21%
5	Accomplishes Form 5- TB Quantity and Completeness Verification Sheet and Form 6-AS Quantity and Completeness Verification Sheet.	90.13%	0.00%	9.87%

On Testing Center Requirements, 25.0% of the schools failed to tap their GPTA and/or Barangay LGUs which roles are critical in providing assistance, support and security. 18.42% of the monitored schools mentioned that test materials are not enough which have caused them to implement swapping and/or batching schemes as authorized by the BEA. 4.61% of the monitored schools have not covered the instructional materials/aids posted on the walls of the testing rooms.

On Test Administration, 7.89% of the monitored schools were observed to have their Form 3-Test Materials Accounting Form in the possession of the Exam Supervisors. 5.92% of the schools did not observe the strict security protocol of situating the personal belongings of the test takers in front/back of the classroom. It was during the ocular monitoring that the Regional Monitors reminded the room examiners to follow the said security protocol.

II. Pretest and Post-test Results Using the NATG12 Primer

Covered learning areas	Pre-test Results			Post-test Results			Comparison	
	Mean Score	MPS	Proficiency Level	Mean Score	MPS	Proficiency Level	SD	p-value
English	3.22	36%	Low Pro.	5.09	57%	Nearly Pro.	0.75	0.000
Math	3.57	40%	Low Pro.	5.50	57%	Nearly Pro.	0.50	0.000
Science	3.47	39%	Low Pro.	5.36	60%	Nearly Pro.	0.67	0.000

Before the full implementation of the NATG12 Preparation Plan of the schools, test takers scored 3.22, 3.57, and 3.47 in English, Mathematics, and Science during the pre-test which are all described under the “Low Proficient” level (25-49% MPS). At this level, the students are able to identify strategies in solving problems, differentiate and organize information. After the full implementation of the NATG12 Preparation Plan, learners scored 5.09, 5.50, and 5.36 in English, Mathematics, and Science which fall under the “Nearly Proficient” level (50-74% MPS). At this level, students met the minimum level of skills in solving problems, managing and communicating information, and analyzing and evaluating data to comprehend ideas.

Based on the computed mean comparison test at 0.05 significance level, there is a significant improvement in the performance of the test takers before and after the NATG12 Preparation Plan was implemented. The p-values at 0.000 in English, Mathematics, and Science reveal that the post-test scores of the test takers are significantly higher than their pre-test scores. However, these statistics do not guarantee that the test takers will have a homologous performance in their actual NATG12. The numbers herein are only limited to what has DepEd-Caraga prepared for the students to become ready and familiar to the NATG12 using the NATG12 Primer.

III. NATG12 Regional Summary (report required by the BEA)

Schools Division Office (SDO)	No. of students who used the 2023 scannable AS	No. of students who used the 2023 photocopied AS*	No. of students who used the 2019 AS (additional from BEA)*	Total no. of students	Date/s of Test Administration
Agusan del Norte	3,630	1,561	N/A	5,406	January 30-31, 2023
Agusan del Sur	7495	0	2471	10,221	January 30-31, 2023; February 2-3, 2023
Bayugan City	2,021	930	N/A	3,349	January 30-31, 2023; February 2-3, 2023
Bislig City	1,882	301	N/A	2,193	January 30-31, 2023
Butuan City	4911	2720	N/A	7631	January 30-31, 2023
Cabadbaran City	1,580	227	N/A	1,807	January 30-31, 2023

Dinagat Islands	1,529	712	N/A	2,294	January 30-31, 2023
Siargao	1,744	701	N/A	2,445	January 30-31, 2023
Surigao City	2429	29	N/A	2458	January 30-31, 2023
Surigao del Norte	4,552	1,756	N/A	6,196	January 30-31, 2023; February 2-3, 2023
Suriago del Sur	6,659	1,404	N/A	8,063	January 30-31, 2023; February 2-3, 2023
Tandag City	30	1624	N/A	1705	January 30-31, 2023
TOTAL (CARAGA)	38462	11965	2471	53768	

IV. Recommendations

Based on the M&E results, the following recommendations are drawn for the different governance levels:

Regional Level

- The schedule for the pre-test using the NAT primer should be set in earlier dates (preferably at the date of the crafting of the Test Preparation Plans);
- Integrate applicable parameters of the BEA M&E Tool in the Regional M&E Tool for National Assessments;
- Pool more sound assessment materials that the field offices can use in the implementation of their Test Preparation Plans; and
- Design and implement learning and development programs that will upskill teachers' test writing skills by considering the 21st-century skill nomenclature found in the NAT Primer.

Division Level

- The Regional M&E Tool and its parameters must be communicated to the concerned schools during the division orientations;
- Conduct an M&E before the NAT administration dates focusing on Testing Center Requirements, and Test Accommodations for Learners with Special Needs ensuring that findings in Part I of this Enclosure are observed;
- Create online dashboard for realtime encoding of relevant reports that require regional monitoring and consolidation; and
- Design and implement learning and development programs that will upskill teachers' test writing skills by considering the 21st-century skill nomenclature found in the NAT Primer.

School Level

- Conduct self- or school-assessment using the M&E Tools designed for the National Assessments prior to the M&E activity of the higher offices;
- Ensure the involvement of the GPTA and Barangay LGU in the administration of NATG12 especially that untowards events caused by weather disturbances, and the like may happen anytime during the administration periods;
- Utilize school assessment tools during the implementation of Test Preparation Plans; and

- Design and implement school learning action cells that will retool teachers' skills on assessment and test writing.