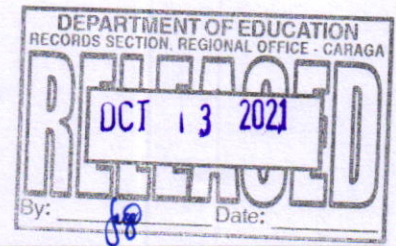




Republic of the Philippines
Department of Education
CARAGA REGION



October 13, 2021

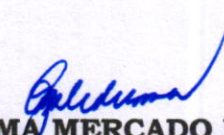
REGIONAL MEMORANDUM

No. 808, s. 2021

To: SCHOOLS DIVISION SUPERINTENDENTS
This Region

REQUEST FOR ASSISTANCE IN THE VALIDATION OF TEACHER PARTICIPANTS
IN THE PROFESSIONAL DEVELOPMENT PROGRAM ON ASSESSMENT
AND EMERGING LITERACIES WITH FOCUS ON PROGRAMME FOR
INTERNATIONAL STUDENT ASSESSMENT (PISA)

1. Please find attached Memorandum from Undersecretary Nepomuceno A. Malaluan to Undersecretary Revsee A. Escobido and all Regional Directors dated October 12, 2021 Re: Request for Assistance in the Validation of Teacher Participants in the Professional Development Program on Assessment and Emerging Literacies with Focus on PISA.
2. The SDO focal persons are requested to facilitate the teacher-participants' official registration with NEAP through <https://tinyurl.com/APDFinalReg> which will be closed on October 15, Friday, 12:00 noon. This link is restricted to pre-registered participants only.
3. Only participants who will accomplish the above registration form by the said deadline shall be enrolled in the appropriate training platforms and will be looped in official communications moving forward.
4. Immediate and wide dissemination of this Memorandum is highly desired.


MA. GEMMA MERCADO LEDESMA
Regional Director

Encl/s.: As stated
Reference/s: None
To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT PROFESSIONAL DEVELOPMENT PROGRAM TEACHERS

HRD/rsr
10/13/2021



Address: J.P. Rosales Avenue,
Butuan City
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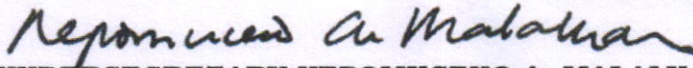


Republic of the Philippines
Department of Education
OFFICE OF THE SECRETARY

MEMORANDUM

TO : **UNDERSECRETARY REVSEE A. ESCOBEDO**
Field Operations, Palarong Pambansa Secretariat, DEACO

All Regional Directors

FROM : 
UNDERSECRETARY NEPOMUCENO A. MALALUAN
Chief of Staff

SUBJECT : **REQUEST FOR ASSISTANCE IN THE VALIDATION
OF TEACHER PARTICIPANTS S IN THE PROFESSIONAL
DEVELOPMENT PROGRAM ON ASSESSMENT AND
EMERGING LITERACIES WITH FOCUS ON PISA**

DATE : 12 October 2021

This pertains to the memorandum sent by my office last 18 August 2021 regarding *Request for the Pre-Registration of Teachers in the Professional Development Program on Assessment and Emerging Literacies with focus on PISA*.

You may recall that the details of the above professional development program were presented during the July 28 Joint Execom-Mancom Meeting. Briefly, in support of the Department's ongoing preparations for its participation in the 2022 cycle of the Programme for International Student Assessment (PISA), my office is currently preparing for the program's implementation in partnership with the Bureau of Education Assessment and the Bureau of Learning Delivery, as well as some Learning Service Providers accredited by the National Educators Academy of the Philippines (NEAP). This program aims to improve teachers' assessment literacy and content knowledge to help them align their classroom practice with the emerging literacies measured by international assessments.

During the pre-registration phase, every public Junior High School has been requested to send three (3) teachers to participate in the said training program, with one teacher each for Math, Science, and English specializations. Further, the said teacher participants must be teaching either in Grade 8 or Grade 9. **We would like to take this opportunity to thank you and your staff for your kind assistance in the engagement of teachers during the pre-registration process.** There are now roughly **24,364 pre-registered teacher participants.**

To facilitate the teacher-participants' official registration with NEAP, we would like to request the assistance of the focal persons of the Schools Division Offices (SDOs) within your jurisdiction. Specifically, we request the focal persons to please send the following registration link to **all the pre-registered participants only**: <https://tinyurl.com/APDFinalReg>.

Teacher participants are requested to accomplish the form on or before **October 15, Friday, 12:00nn**. Only participants who will accomplish the above registration form by the said deadline shall be enrolled in the appropriate training platforms and will be looped in official communications moving forward.

Further, it is requested that the attached **Annex A – Program Overview** and **Annex B - Program Schedule** be disseminated to the participants for their reference.

For any related questions or clarifications, please send an email to assessmentpd.secretariat@deped.gov.ph.

Thank you.

Annex A PROGRAM OVERVIEW

Professional Development Program on Assessment and Emerging Literacies with Focus on PISA

I. Rationale

The Department of Education (DepEd) is committed to engage in various national and international system assessments to guide its efforts to address the challenge of improving the quality of basic education. Towards this end, DepEd participated in the Programme for International Student Assessment (PISA) for the first time in its 2018 cycle. The Department likewise participated in the Southeast Asia Primary Learning Metrics (SEA-PLM) 2019 and in the Trends in International Mathematics and Science Study (TIMSS) 2019.

The results of the participation by the Philippines in these international large-scale assessments (ILSA) bring to light the need to accelerate the efforts to improve education quality. One way to contribute to the improvement of quality of basic education is to enhance the alignment of classroom assessment with ILSAs such as PISA. Studies have shown that proper alignment between formative assessments and subsequent summative assessment is crucial in effective learning and assessment quality. For instance, Gulikers et al. (2013) submit that formative assessments should “change along with summative assessment innovations,” highlighting that teachers’ conceptions must be addressed to ensure the development of formative assessment practices that are aligned to such innovations. Further, according to Care (2018), “It is essential that there is strong alignment, not only between curriculum, assessment and pedagogy, but also across the different assessment levels - from classroom to national system - if stated learning goals and the educational philosophy of the country are to be realised.”

This professional development program, entitled Professional Development Program on Assessment and Emerging Literacies with focus on PISA, will thus aim to improve teachers’ assessment literacy and content knowledge, which should help them align their classroom practice with the emerging literacies measured by international assessments. The ultimate goal is for such alignment to translate to the improvement of the Reading, Math, and Science literacy of Junior High School Students.

II. Program Description

The Professional Development Program on Assessments and Emerging Literacies with focus on PISA aims to improve teachers’ assessment literacy and content knowledge in order to develop the Reading, Math, and Science literacy of Junior High School Students.

Enabling objectives include the following:

- Improve teachers’ basic assessment literacy
- Introduce emerging literacies in Math, Science, and Reading

- Integrate emerging international directions in classroom assessment practice and interventions
- Assess teachers' content knowledge in Reading, Math, and Science in order to inform the direction of future cycles of the PD

The content of this training program covers the following Professional Development Priorities of the National Educators Academy of the Philippines (NEAP): Philippine Professional Standards for Teachers (PPST) Strands 1.5, 3.1, 4.1, 4.2, 4.5, 5.1, and 5.2.

III. Target Participants and Indicative Schedule

The program aims to cater to Grade 8 and 9 English, Science, and Math teachers in the 9,344 public junior high schools nationwide.

The program shall be implemented from October 2021 to April 2022.

IV. Component Courses

Course Title	Brief Description	Topics
Enhancement of Teachers' Assessment Competencies	This course introduces the assessment competencies that teachers are expected to be equipped with based on the national and international standards. It consists of three parts: (1) Assessment Competencies for Teachers, (2) Building Assessment Competence, and (3) Feedback to Inform Learning. The course starts with pre-assessment of the participants' competencies. The teachers will be able to identify their strengths and weaknesses that could serve as their basis in improving their assessment practices. Moreover, this course provides a venue to build the teacher's competence in terms of assessment purposes, planning, evidence collection, interpretation of assessment evidence, use of assessment interpretation, evaluation of assessment processes, and feedback giving to improve student performance.	A. Assessment Competencies Required for Teachers 1. Assessment Competencies from the PPST and other standards 2. Exercise in self-assessment and action plan (Status, gaps, goals, and plans) B. Building Basic Assessment Competence 1. Assessment purposes 2. Assessment planning 3. Evidence collection 4. Interpretation and use of student data during classroom discussions 5. Interpretation and use of student data between lessons

Course Title	Brief Description	Topics
		6. Evaluation of assessment process to inform continuous improvement cycles C. Feedback to improve learning 1. Growth mindset for motivation 2. Self-assessment and metacognition
Assessment of learning in DepEd	This course intends to provide asynchronous and independent learning sessions for teachers to (1) explain the department's existing policies on student learning assessment at different levels (system, national, classroom); (2) improve content knowledge of participants on Assessment of Learning in DepEd as reflected in its policy documents; (3) to review and familiarize participants with different protocols/standards on classroom assessment, national assessments, system assessment, and the interim guidelines on assessment and grading in light of the BE-LCP. An online platform shall be used to implement this course, and the topics shall be delivered through webinars. Moreover, the resource persons shall come from the OUCI bureaus that serve as the process owners of the policies.	A. K to 12 Basic Education Program (DO 21 s.2019) B. Classroom Assessment (DO 8 s.2015) C. National Assessment of Student Learning (DO 55 s.2016) D. System Assessment (DO 29 s.2017) E. Guidelines for Assessment and Grading in Light of the BE-LCP DO 31 s.2020)
The Philippine K-12 Curriculum and the ILSA	This course provides an opportunity for the participants to compare international frameworks in reading, math, and science literacy and the local framework in order to understand the new directions in teaching and assessment of these literacies. The outputs will be an evaluation of tests questions, analysis of publicly available PISA and/or TIMMS questions, and formulation of test questions based on the PISA and/or TIMMS framework. This course also discusses the emerging directions of Reading, Mathematics and Scientific literacies based on PISA and TIMSS. It also provides valuable insights on the noted gaps in the Philippine	A. The different ILSA Frameworks: Emerging international directions for learner literacies/competencies/ proficiency in Reading, Math, and Science and their assessment 1. Reading Literacy 2. Math Literacy 3. Scientific Literacy B. Comparison of the Philippine K to 12 Framework with the

Course Title	Brief Description	Topics
	Curricular Framework through the lens of the ILSA (i.e., PISA and TIMSS). Using the online delivery platform, various assessment activities were designed to facilitate individual and collaborative exercises such as evaluation of tests questions, analysis of publicly available PISA and/or TIMSS questions, and formulation of ILSA-based test items. The course has the end objectives of making the teacher participants to become familiar in the ILSA assessment structures, keen in evaluating quality assessment items that reflect Reading, Mathematics and Scientific literacies and adept at crafting questions that can prepare learners when they join the next PISA and TIMSS.	various ILSA Framework 1. Reading Literacy 2. Math Literacy 3. Scientific Literacy 4. Writing Literacy
Adapting assessment principles and practices to the emerging literacies	This course provides participants with educational technology tools, learning resources, and instructional strategies that can be used to enhance literacy skills or address the literacy gaps identified by the PISA 2018 results. The various components of this course provide participants with the knowledge needed to use these resources and strategies for interventions at the classroom level. Briefly, each component of this course may be described as follows: The first component is the PISA Readiness Toolkit, which intends to orient the JHS teachers of the intervention materials that they could use to improve the mathematics, scientific and reading literacies of the 15-year-old learners based on the proficiency levels set in PISA. The course includes opportunities for the teachers to see a demonstration on how to use the intervention materials for them to be able to use them effectively in the classroom. The second component is the FrontLearners Simulation Training, which aims to equip teachers on the use of PISA-related e-learning materials. This training program will be delivered through self-paced simulation activities that are uploaded in the Learning Management System (LMS).	A. Orienting teachers on the use of the materials from PISA in Action Component 2 (Learning Materials and Practice Tests for Students) - PISA Readiness Toolkit - FrontLearners Simulation Training - Pedagogical Retooling in Mathematics, Languages and Science (PRIMALS) Literacy Learning Across the Curriculum (LLAC) - Teaching and Assessing Reading Literacy

Course Title	Brief Description	Topics
	The third component is the Training of Trainers for the PRIMALS LLAC. Its main objective is to help teachers develop literacy as a foundational and requisite skill in language (English) and content areas (particularly, Science and Mathematics) among their students. Finally, the online training program on Teaching and Assessing Reading Literacy introduces teacher-participants to the important characteristics, components, and strategies for reading comprehension instruction so that adolescent learners will become independent, strategic, and effective readers. It aims to guide participants on the application of the method of direct teaching for comprehension strategy instruction, and to lead them to understand how various assessment strategies can be used to assess the processes and products of reading comprehension.	
Monitored application of assessment practice in the classroom setting	This course will serve as the final requirement for the completion of this program. It aims to provide an avenue for synthesis and integration of learning through the practical demonstration of assessment competencies, principles, methods, and strategies, and will be an important component of the Monitoring and Evaluation evidence.	Preparation of Individual Portfolio and Group Action Research or Assessment Plan

Annex B
PROGRAM SCHEDULE

Module No.	Topics	Inclusive Dates and Time	Delivery	Time Allocation
-	Course Overview	October 23	Asynchronous	1 hour
-	Pre-training Survey	October 23-27	Asynchronous	1 hour
1A	Assessment Competencies from the PPST and other standards	October 30	Synchronous	4 hours
1A	Exercise in self-assessment and action plan (Status, gaps, goals, and plan)	October 30	Asynchronous	4 hours
1B	Session 0: Introduction to Module 1B and Setting Expectations	Science Group: November 2 Math Group: November 22 Reading Group: January 3	Asynchronous	1 hour
1B	Session 1: Assessment and its Purposes Lecture 1: Definitions of Assessment and Assessment Purposes Lecture 2: Types of Formative Assessment	Science Group: November 3 Math Group: November 23 Reading Group: January 4	Asynchronous	2 hours
1B	Session 2: Assessment Planning Lecture 1: Importance of Assessment Planning - Recap of Module 1 - Importance of assessment planning - Overview of assessment process Lecture 2: Factors to consider when planning assessments - Curriculum standards - Curriculum connections - Progression of learning - Timing - Context and resources Lecture 3: How to plan assessments	Science Group: November 5 Math Group: November 25 Reading Group: January 6	Asynchronous	2 hours

Module No.	Topics	Inclusive Dates and Time	Delivery	Time Allocation
1B	Q&A for Sessions 1 and 2	Science Group: November 6 Math Group: November 27 Reading Group: January 8	Synchronous	1 hour and 20 mins
1B	Session 3: Evidence Collection Lecture 1: Progression of Learning as a Tool to Inform Assessment Design Lecture 2: Zone of Proximal Development (ZPD) as a Guiding Principle in Doing Assessment	Science Group: November 8 Math Group: November 29 Reading Group: January 10	Asynchronous	2 hours
1B	Session 4: Interpretation and Use of Student Data During Classroom Discussion Lecture 1: Identifying Students' Current Level of Understanding • Informal Formative Assessment • ESRU Cycle of Ruiz-Primo & Furtak (2007) • Zone of Proximal Development (ZPD) in Action Lecture 2: Reflecting and Using Data during Classroom Discussions to Bridge Learning Gaps • Feedback • Levels of Feedback (Hattie & Timperley, 2007) Lecture 3: Identifying Teacher's Current Level of Formative Assessment Practice • ACTRC's Research on Formative Assessment (Cagasan et al., 2020)	Science Group: November 10 Math Group: December 1 Reading Group: January 12	Asynchronous	2 hours

Module No.	Topics	Inclusive Dates and Time	Delivery	Time Allocation
	Four Levels of Formative Assessment Practice in the Philippines Lecture 4: Interpreting and Using Student Data in Distance Learning in the Philippines			
1B	Q&A for Sessions 3 and 4	Science Group: November 13 Math Group: December 4 Reading Group: January 15	Synchronous	1 hour and 20 mins
1B	Session 5: Interpretation and Use of Student Data Between Lessons Lecture 1: Use of Assessment Interpretation (Between Lessons) (Part 1) - Grading and Reporting - Improving Teaching and Learning - Basic assessment interpretation methods - Assessing with or without Scaffolding - Proportion Correct Lecture 2: Use of Assessment Interpretation (Between Lessons) (Part 2) - Giving Feedback to Learners (in Between Lessons Assessment Cycle) - Three Feedback Questions - Four Levels of Feedback	Science Group: November 15 Math Group: December 6 Reading Group: January 17	Asynchronous	2 hours

Module No.	Topics	Inclusive Dates and Time	Delivery	Time Allocation
1B	Session 6: Evaluation of the Assessment Process Lecture 1: Reflective practice Lecture 2: Considerations in evaluating the assessment process	Science Group: November 17 Math Group: December 8 Reading Group: January 19	Asynchronous	2 hours
1B	Q&A for Sessions 5 and 6 Closing	Science Group: November 20 Math Group: December 11 Reading Group: January 22	Synchronous	1 hour and 40 mins
1B	Post-test and Evaluation of Module 1B	Science Group: November 20 Math Group: December 11 Reading Group: January 22	Asynchronous	40 mins
1C	Feedback to improve learning • Characteristics of good feedback • Different types of feedback: Content, process, and strategy • Using non-verbal cues • Exercise on giving feedback • Growth mindset	Science Group: November 27 Math Group: December 18 Reading Group: January 29	Synchronous	180 mins
	• Feedback on performance and mindset		Asynchronous	180 mins
2	K to 12 Curriculum • Content Standards • Performance Standards • Learning Competencies • 21st Century Skills Classroom Assessment System Assessment	November 1 - January 29	Asynchronous	480 mins

Module No.	Topics	Inclusive Dates and Time	Delivery	Time Allocation
	Interim Guidelines for Assessment and Grading in light of the BE-LCP			
3	PISA and TIMSS Frameworks and Identified gaps with K to 12 Science Curriculum	Science Group: November 29 - December 3	Asynchronous	120 mins
3	Analysis of Sample PISA Items	Science Group: December 4	Synchronous	180 mins
3	Writing PISA items	Science Group: December 6 - December 10	Asynchronous	120 mins
3	Sample PISA Item and critiquing	Science Group: December 11	Synchronous	120 mins
3	Introduction to the PISA Mathematical Literacy Framework	Math Group: January 3	Synchronous	120 mins
3	Analysis of the PISA mathematical literacy framework	Math Group: January 3 - January 7	Asynchronous	120 mins
3	PISA Mathematics Literacy Framework vis-à-vis the K to 12 Mathematics Curriculum	Math Group: January 8	Synchronous	120 mins
3	Analysis of the gaps between the Philippine K to 12 Framework and the ILSA Frameworks	Math Group: January 10 – January 14	Asynchronous	120 mins
3	Analysis of PISA Items	Math Group: January 15	Synchronous	120 mins
3	Writing PISA Items	Math Group: January 17 - January 22	Asynchronous	120 mins
3	PISA Framework Reading Literacy Analysis of PISA Items by Level of Proficiency (1a, 1b, 2)	Reading Group: February 5	Synchronous	240 mins
3	Presentation of sample items from participants for levels 1a, 1b, and 2	Reading Group: February 12	Synchronous	240 mins

Module No.	Topics	Inclusive Dates and Time	Delivery	Time Allocation
	Analysis of PISA Items by Level of Proficiency (Level 3-6)			
4A	PISA Readiness Toolkit	November 28 - April 30	Asynchronous	-
4B	Module 4B (Simulation Learning by FrontLearners)	November 1 - January 22	Asynchronous	-
4C	PRIMALS LLAC by BLD-TLD	Cluster 1 February 14- February 19 Cluster 2 February 21- February 26 Cluster 3 February 14-March 12	Synchronous	20 hours
4D	Teaching and Assessing Reading Literacy by CEM	Group 1 February 14-March 12 Group 2 March 14-April 9	With Asynchronous and Synchronous Sessions	-

*Note: For Modules 4A to 4D, the final schedule of specific activities will be sent to the participants next year.