



Republic of the Philippines  
**Department of Education**  
 REGION IV-A CALABARZON  
 CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

20 August 2021

DIVISION MEMORANDUM

No. 373 s. 2021

**PROFESSIONAL DEVELOPMENT PROGRAM ON ASSESSMENT AND EMERGING  
 LITERACIES WITH FOCUS ON PISA**

To: OIC-Assistant Schools Division Superintendent  
 Chief Education Supervisors  
 Heads, Public Secondary Schools  
 Heads, Unit/Section  
 All Others Concerned

1. Pursuant to Unnumbered DepEd Memorandum dated 18 August entitled Request for Assistance in the Pre-registration of Teachers in the Professional Development Program on Assessment and Emerging Literacies with Focus on PISA, this Office enjoins all schools to nominate qualified participants to the training program.
2. Attached is the DepEd Memorandum containing the pre-registration process and timelines for this professional development program.
3. Immediate and widest dissemination of this Memorandum is highly desired.

**GERLIE M. ILAGAN, CESO VI**

Assistant Schools Division Superintendent  
 Officer-in-Charge  
 Office of the Schools Division Superintendent



Brgy. Potoj, Tayabas City



(042) 710-0329 or 797-6773



tayabas.city@deped.gov.ph

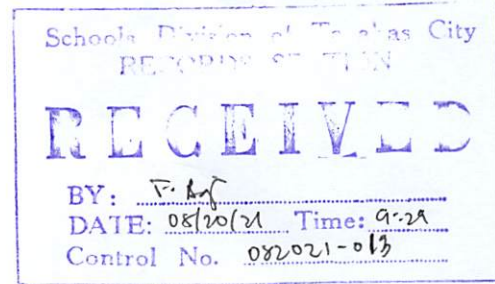


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Republic of the Philippines  
**Department of Education**  
OFFICE OF THE SECRETARY



MEMORANDUM

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

FROM : *Nepomuceno A. Malaluan*  
**UNDERSECRETARY NEPOMUCENO A. MALALUAN**  
Chief of Staff

SUBJECT : **REQUEST FOR ASSISTANCE IN THE PRE-REGISTRATION  
OF TEACHERS IN THE PROFESSIONAL DEVELOPMENT  
PROGRAM ON ASSESSMENT AND EMERGING LITERACIES  
WITH FOCUS ON PISA**

DATE : 18 August 2021

1. As presented during the July 28 Joint Execom-Mancom Meeting, 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 a professional development program for teachers titled *Professional Development Program on Assessment and Emerging Literacies with focus on PISA*, in partnership with the Bureau of Education Assessment and the Bureau of Learning Delivery, as well as some NEAP-accredited Learning Service Providers. 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. **In view of this, we would like to request for assistance of all regional directors in facilitating the urgent pre-registration of teachers in the said PD program, which is set to start by the 3rd week of September.**
2. Every public Junior High School is 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 teacher participants must be teaching either in Grade 8 or Grade 9.
3. To assist in the pre-registration process, it is requested that each Schools Division Office (SDO) and Regional Office (RO) identify one (1) focal person who will be contacted by my office. RO and SDO focal persons are requested to submit their



contact details by accomplishing the following form on or before **20 August 2021, Friday**: <https://bit.ly/APDFocalPersons>.

4. The Pre-registration Process for this professional development program shall follow the following steps:

a. School level

- i. Upon review of the details of the professional development program in **Annex A – Program Details**, teachers who are interested to participate must express their interest by informing their respective school heads. SDO Focal Persons are requested to ensure that **Annex A** shall be disseminated to teachers within their SDO.
- ii. If more than three (3) teachers are interested in each school, the school head may set up an internal selection process to meet the criteria in Item No. 2 of this memorandum.
- iii. Once the final list of participants for the school is determined, the school head is requested to accomplish the **Annex B - Endorsement of Participants (School Level)** and submit it to their SDO focal person. The soft copy of this form may be downloaded from <https://bit.ly/AnnexBSchoolLevel>.
- iv. The deadline for the submission of **Annex B** to SDO Focal Persons is on **25 August 2021, Wednesday**.

b. Division level

- i. Upon receipt of **Annex B** from the school heads, the SDO focal person shall encode the names and details of teacher participants in **Annex C - Endorsement of Participants (School Level)**, which is a Google Sheet that will be sent directly to the SDO focal person upon confirmation of their contact details.
- ii. SDO focal persons are requested to validate the qualifications and contact details of the participants before encoding in their respective Google Sheets.
- iii. The deadline for encoding the details of the participants is on **31 August 2021, Tuesday**.
- iv. Upon completion of **Annex C**, the SDO focal person shall download a copy of their form and submit it to the RO focal person.

c. Regional level

- i. The RO focal person shall consolidate all **Annex C** submissions for their region and subsequently endorse the same to the National Educators Academy of the Philippines at the Central Office by sending them in one e-mail thread through [askneap@deped.gov.ph](mailto:askneap@deped.gov.ph), copy furnish my office through [oucos@deped.gov.ph](mailto:oucos@deped.gov.ph).
- ii. The deadline of endorsement to NEAP CO is on **3 September 2021, Friday**.

5. For any related questions or clarifications, please send an email to [oucos@deped.gov.ph](mailto:oucos@deped.gov.ph).

Thank you.

## **Annex A**

### **PROGRAM DETAILS**

#### **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 September 2021 to March 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.	<p>A. Assessment Competencies Required for Teachers</p> <ol style="list-style-type: none"> <li>1. Assessment Competencies from the PPST and other standards</li> <li>2. Exercise in self-assessment and action plan (Status, gaps, goals, and plans)</li> </ol> <p>B. Building Basic Assessment Competence</p> <ol style="list-style-type: none"> <li>1. Assessment purposes</li> <li>2. Assessment planning</li> <li>3. Evidence collection</li> <li>4. Interpretation and use of student data during classroom discussions</li> <li>5. Interpretation and use of student data between lessons</li> </ol>

		<p>6. Evaluation of assessment process to inform continuous improvement cycles</p> <p>C. Feedback to improve learning</p> <ol style="list-style-type: none"> <li>1. Growth mindset for motivation</li> <li>2. Self-assessment and metacognition</li> </ol>
Assessment of learning in DepEd	<p>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.</p>	<ol style="list-style-type: none"> <li>A. K to 12 Basic Education Program (DO 21 s.2019)</li> <li>B. Classroom Assessment (DO 8 s.2015)</li> <li>C. National Assessment of Student Learning (DO 55 s.2016)</li> <li>D. System Assessment (DO 29 s.2017)</li> <li>E. Guidelines for Assessment and Grading in Light of the BE-LCP DO 31 s.2020)</li> </ol>
The Philippine K-12 Curriculum and the ILSA	<p>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.</p> <p>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 Curricular Framework through the lens of the ILSA (i.e., PISA and TIMSS). Using the online delivery platform, various</p>	<ol style="list-style-type: none"> <li>A. The different ILSA Frameworks: Emerging international directions for learner literacies/competencies/ proficiency in Reading, Math, and Science and their assessment <ol style="list-style-type: none"> <li>1. Reading Literacy</li> <li>2. Math Literacy</li> <li>3. Scientific Literacy</li> </ol> </li> <li>B. Comparison of the Philippine K to 12 Framework with the various ILSA Framework</li> </ol>

	<p>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.</p>	<ol style="list-style-type: none"> <li>1. Reading Literacy</li> <li>2. Math Literacy</li> <li>3. Scientific Literacy</li> <li>4. Writing Literacy</li> </ol>
<p>Adapting assessment principles and practices to the emerging literacies</p>	<p>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:</p> <p>The first component is the <b>PISA Readiness Toolkit</b>, 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.</p> <p>The second component is the <b>FrontLearners Simulation Training</b>, 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).</p> <p>The third component is the <b>Training of Trainers for the PRIMALS LLAC</b>. Its main objective is to help teachers develop literacy as a foundational and requisite skill in</p>	<ol style="list-style-type: none"> <li>A. Orienting teachers on the use of the materials from PISA in Action Component 2 (Learning Materials and Practice Tests for Students) <ol style="list-style-type: none"> <li>a. PISA Readiness Toolkit</li> <li>b. FrontLearners Simulation Training</li> <li>c. Pedagogical Retooling in Mathematics, Languages and Science (PRIMALS) Literacy Learning Across the Curriculum (LLAC)</li> <li>d. Teaching and Assessing Reading Literacy</li> </ol> </li> </ol>

	<p>language (English) and content areas (particularly, Science and Mathematics) among their students.</p> <p>Finally, the online training program on <b>Teaching and Assessing Reading Literacy</b> 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.</p>	
Monitored application of assessment practice in the classroom setting	<p>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.</p>	Preparation of Individual Portfolio and Group Action Research or Assessment Plan



**Annex B<sup>1</sup>**

**ENDORSEMENT OF PARTICIPANTS (SCHOOL LEVEL)**

<b>Name of School</b>	
<b>School ID</b>	
<b>Division</b>	
<b>Region</b>	

	<b>Complete Name (Last, First, Middle)</b>	<b>Position</b>	<b>Subject area specialization</b>	<b>Grade level represented</b>	<b>Contact No.</b>	<b>DepEd Email Address</b>
1			Math			
2			Science			
3			English			

Endorsed by:

\_\_\_\_\_  
School Head

\_\_\_\_\_  
<sup>1</sup>The soft copy of this form may be downloaded from <https://bit.ly/AnnexBSchoolLevel>

## Annex C

### ENDORSEMENT OF PARTICIPANTS (DIVISION LEVEL)

Tawi-tawi Pre-registration of Participants

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	A	B	C	D	E	F	G	H	I	J
	Complete Name (Last, First, Middle)	School (Please do not abbreviate)	School ID	Division (Please do not abbreviate)	Position	Subject area specialization	Grade level represented	Contact No.	DeptID	Email Address
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3										
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Instructions SDO Tawi-Tawi Participants