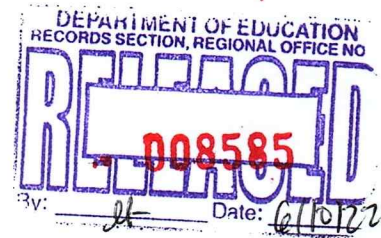




Republic of the Philippines
Department of Education
Region I



Office of the Regional Director

JUN 10 2022


REGIONAL MEMORANDUM

No. 623, s. 2022

REGIONAL GUIDELINES ON THE CONDUCT OF THE REGIONAL SUMMATIVE TEST

To: Schools Division Superintendents

1. The Department of Education Regional Office I through the Curriculum and Learning Management Division, issues this Regional Guidelines on the conduct of the Regional Assessment Test (RST) pursuant to DepEd Order No. 29 s. 2017 which provides the Policy on System Assessment in the K to 12 Basic Education Program.
2. These guidelines shall provide clarity to the rationale and direction of the institutionalized regional assessment program when implemented under regular or normal teaching-learning circumstances.
3. For more information or queries, contact the CLMD through telephone number (072) 682-2324.
4. For information, guidance, and compliance.


TOLENTINO G. AQUINO
Director IV

Encl.: None

Reference: As stated

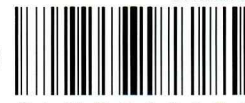
To be included in the Perpetual Index
Under the following subjects

GUIDELINES
REGIONAL SUMMATIVE TEST

CLMD/magd/RM_RSTGUIDELINES
June 9, 2022



DepEd R01



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Flores St., Catbangan, City of San Fernando, La Union
(072) 607-8137 / 682-2324
region1@deped.gov.ph | Website: www.depedro1.com



GUIDELINES ON THE CONDUCT OF REGIONAL SUMMATIVE TEST (RST) FOR GRADES 6 and 10 FOR SY 2021-2022

I. RATIONALE AND BACKGROUND

Assessment is a fundamental part to assess and quality assure the learner's progress in the attainment of the learning standards as prescribed in the Enhanced Basic Education Act of 2013 of the K to 12 Curriculum. It is in this light that the Department of Education Region 1 has continuously assessing the efficiency and effectiveness of education service delivery using learning outcome as indicator.

Evaluation of learning is a necessary activity which assists in determining learners' academic successes. Department Order No. 8, s. 2015, as temporarily amended by DepEd Order No. 31, s. 2020, or the Interim Guidelines for Assessment and Grading considering the Basic Education Learning Continuity Plan (BELCP), emphasized the importance of assessment as a process and tool for evaluating teachers' effectiveness in delivering instruction, as well as to measure learners' acquisition of knowledge and skills.

Based on the rationale of assessment, DepEd Region 1 through the Curriculum and Learning Management Division (CLMD) shall conduct a Regional Summative Test (RST) for Grades 6 and 10 learners this School Year 2021-2022 across learning areas.

As assessment measures performance and to quantify judgment on academic performance of learners, the results of the Regional Summative Test shall serve as the basis in research studies, decision - making, planning, resource allocation, policy formulation, and development of intervention programs at the regional, division, district, and school levels.

II. OBJECTIVES

The Regional Summative Test (RST) shall be utilized to:

- a. gauge learners' mastery level of the Most Essential Learning Competencies (MELCs);
- b. evaluate effectiveness and efficiency of education service delivery using learning outcome as indicator;
- c. provide information to improve instructional practices; and
- d. formulate evidence-based policies, plans, intervention programs that impact learning outcomes.

The Regional Summative Test results shall not be a requirement for graduation/moving up. In addition, the result shall not be used to rank schools, districts or school divisions. Instead, results shall be used to focus on developing intervention programs which can further enhance the learners' skills and help create an impact in achieving higher quality learning outcomes.

III. SCOPE

These implementing guidelines aim to guide the Regional Office and provide the Schools Division Offices concrete basis for the development and administration process of the Regional Summative Test (RST). Moreover, it presents the test design, test data processing and interpretation, test data dissemination and reporting, and test results utilization.

The RST shall be conducted as in-school activity. The public-school learners shall take the RST through the Paper-pen Assessment. A safe school environment shall be established before, during, and after the test

IV. DEFINITION OF TERMS

1. **Assessment refers** to the wide variety of methods or tools that are used to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of learners.
2. **Assessment Program** refers to any systematic activity that determines if learners are meeting the learning standards of the curriculum.
3. **Evaluation** refers to a systematic measurement of performance of an on-going project or program at certain interval or completed project or program.
4. **Instructional Practices** refers to broad range of strategies to support the needs of the learners.
5. **Intervention Program** refers to specific programs or set of steps to address academic gap/needs.
6. **Learning Outcomes** refers to the totality of attitudes, behaviors, competencies, information, knowledge, skills, understanding, values that a learner is expected to master upon completion of an educational program.

7. **Learning Standards** refer to the content standards, performance standards and learning competencies that are articulated in the curriculum.
8. **Monitoring** refers to systematic process of collecting, analyzing, and using information to track a program's progress toward reaching its objectives and to guide management decisions.

V. POLICY STATEMENT

The Department of Education Regional Office I (DepEd RO1) is committed to continuously assess the efficiency and effectiveness of education service delivery by making use of the learning outcome as indicator.

The conduct of the Regional Summative Test seeks to gauge learners' mastery level of the Most Essential Learning Competencies (MELCs) among Grade 6 and 10 learners in the fourteen (14) SDOs. This is to establish baseline data and initiate action through the issuance of policy guidelines that would address the current teaching and learning condition and impact learning outcomes.

VI. GUIDELINES AND PROCEDURES

1. Identification of Sample Schools

Selection of schools to be tested shall be done by the Curriculum and Learning Management Division (CLMD) based on the data provided by the Schools Division Offices.

2. Test Administration

2.1 Target Clientele

Grades 6 and 10 learners from the schools to be sampled shall take the test. Examinees to be tested are grouped according to the Learning Delivery Modalities (LDMs).

2.2 Mode of Administration

2.2.1. Stratified random sampling shall be used in the identification of sample schools representing the preferred LDMs in the region. The administration of the test shall be used by teachers in the determination of test takers with parents/guardians' consent.

2.2.2. Areas to be tested

The following learning areas are to be tested with the dates of administration and time allotment.

		Grade 6	
Date	Allotted Time	Set A (Booklet 1)	Set B (Booklet 2)
Monday, June 20, 2022	60 min	English	Science
	60 min	Filipino	Mathematics
	60 min	Araling Panlipunan	MAPEH
	60 min	Edukasyon sa Pagpapakatao	TLE
Tuesday, June 21, 2022	Allotted Time	Set A (Booklet 2)	Set B (Booklet 1)
	60 min	Science	English
	60 min	Mathematics	Filipino
	60 min	MAPEH	Araling Panlipunan
	60 min	TLE	Edukasyon sa Pagpapakatao

		Grade 10	
Date	Allotted Time	Set A (Booklet 1)	Set B (Booklet 2)
Monday, June 20, 2022	60 min	English	Science
	60 min	Filipino	Mathematics
	60 min	Araling Panlipunan	MAPEH
	60 min	Edukasyon sa Pagpapakatao	TLE
Tuesday, June 21, 2022	Allotted Time	Set A (Booklet 2)	Set B (Booklet 1)
	60 min	Science	English
	60 min	Mathematics	Filipino
	60 min	MAPEH	Araling Panlipunan
	60 min	TLE	Edukasyon sa Pagpapakatao

2.2.3. The following are the Learning Delivery Modalities (LDMs) which were utilized by the learners to be tested:

- a. Printed Modular Only Distance Learning (DL)
- b. Printed/Digital Modular DL
- c. RBI and TVI DL
- d. Online DL
- e. Blended Learning
 - e.1. Modular with online
 - e.2. Modular with RBI
 - e.3. Modular with TBI
 - e.4. Modular with online and RBI
 - e.5. Modular with online and TVI
 - e.6. Modular with online and TVI
 - e.7. Modular with RBI and TVI
 - e.8. Modular with three (3) or more modalities

2.2.4. Test Design

The Grade 6 and 10 RST shall cover the Most Essential Learning Competencies (MELCS) with the integration of the 21st Century Skills (Information, Media and Technology Skills, Learning and Innovation Skills, Communication Skills, and Life and Career Skills) using all learning areas as content.

The test design is progressive in nature wherein test items are of varying levels of skills. The language of the assessment tools for Grades 6, and 10 shall be English and Filipino. The tests shall be in Multiple-Choice type format.

2.2.5. Test Development

The Most Essential Learning Competencies (MELCs) covering all the four quarters shall be considered. Table of Specifications (TOSs) in all learning areas shall be prepared by the regional EPSs-In-Charge.

A 50-item multiple choice type of test in printed form shall be prepared by each of the regional EPSs-In-Charge of their own assigned learning area.

The textbooks and other print and non-print learning resources shall be used for the crafting of the tests. However, the DepEd CO Alternative Delivery Mode (ADM) Modules in for Science, Mathematics, English, Filipino, Araling Panlipunan, MAPEH, TLE, Edukasyon sa Pagpapakatao shall be the main reference.

In validating the tests, there shall be five (5) validators per learning area, two (2) from DepEd RO1 and three (3) from Higher Education Institutions (HEIs).

The soft copy of the crafted Regional Summative Test in Grade 6 and 10 per learning area shall be sent to each of the five (5) validators; 3-5 days shall be given to validate the test with the use of a Content Validation Tool.

To finalize the Regional Summative Test in Grades 6 and 10, all the suggestions and recommendations from the five (5) validators shall be consolidated and incorporated by the regional EPSs-In-Charge per learning area. After approval, a reliability test shall be administered in select schools through pilot testing of the test materials.

Cronbach alpha in each learning areas shall be computed using the reliability calculator. Analysis of each item by calculating difficulty and discrimination indices provides feedback on what the learners have learned and enables test developers to determine and correct the faulty items.

For the refinement of the Regional Summative Test in Grade 6 and 10, all the findings from the field testing shall be consolidated and incorporated by the regional EPSs-In-Charge of the learning area.

2.3. Schedule of Administration

The test shall be administered to Grades 6 and 10 learners on June 20-21, 2022.

2.4. Testing Procedure

2.4.1. The public-school learners shall take the RST through the Paper-pen Assessment at school.

2.5. Testing Personnel

The following are the testing personnel involved in the administration of the Regional Summative Test (RST).

The textbooks and other print and non-print learning resources shall be used for the crafting of the tests. However, the DepEd CO Alternative Delivery Mode (ADM) Modules in for Science, Mathematics, English, Filipino, Araling Panlipunan, MAPEH, TLE, Edukasyon sa Pagpapakatao shall be the main reference.

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2.5. Testing Personnel

The following are the testing personnel involved in the administration of the Regional Summative Test (RST).

- a. The Regional Assessment Team (RAT)
 - i. Identify the school in each division which shall participate in the Paper-pen Assessment;
 - ii. Orient the Division Testing Coordinators (DTCs) on the guidelines relative to the conduct of the Regional Assessment Test prior to its actual administration; and
 - iii. Provide technical assistance to DTCs during the administration of the Regional Summative Test.

- b. The Division Testing Coordinator (DTC)
 - i. Prepares accurately the data on enrolment
 - ii. Orients the School Heads (SHs) and School Testing Coordinators (STCs) prior to test administration;
 - iii. Maintains the security and confidentiality of the test;
 - iv. Provides technical assistance to STCs during the administration of the RST; and
 - v. Notifies the RAT of problems relative to the conduct of the RT.

- c. The School Testing Coordinator (STC)
 - i. Double checks the enrolment data of the school prior to submission to the DTC;
 - ii. Attends the orientation at the regional/division level in the absence (or on behalf) of the SH;
 - iii. Assists the SH in all the testing activities;
 - iv. Conducts a mock test among the examinees to orient them of the processes of Paper-pen Assessment.

An online orientation shall be conducted to identified Testing Personnel to prepare the administration of the test and to ensure that the standardized process of the test is carried out.

2.6. Delivery of Test Materials

The set of test materials shall be prepared by the CLMD Personnel to be distributed to the SDOs through authorized forwarder. The Division Testing Coordinator shall communicate the availability of test materials to the concerned School Heads from the sample schools ready for distribution.

2.7 Retrieval of Materials

The set of test materials shall be packed by the School Testing Coordinator and to be forwarded in the Schools Division Office. The DTCs shall send the test materials to the DepEd Regional Office I.

2.8. Data Processing and Interpretation

The answer sheets retrieved from the schools shall be forwarded to the Regional Office and shall be electronically processed.

Test scores shall be reported as percentage scores. Mean Percentage Scores (MPS) shall be computed, and it shall be established using the Proficiency Level set by the Bureau of Education Assessment (BEA).

The list of least learned learning competencies per learning area shall be given as a report to each division. The result shall serve as the basis in the formulation of policy or development of intervention programs at the regional, division, district, or school levels.

2.9. Data Dissemination and Reporting

Test results shall be released not later than three months after the examination. To maximize information dissemination and utilization of test results, data results shall be released to the Schools Division Offices (SDOs) through a Regional Memorandum.

Likewise, the CLMD through the Chief Education Supervisor shall present the RST results during the Management Committee (ManCom) Meeting which is being attended by Schools Division Superintendents (SDSs) and the Regional Management Team (RMT) for the adjustment of plans and development of programs or interventions. In like manner, contextualized policies shall be crafted to provide intervention/s on the identified assessment problems and issues encountered.

2.10 Health and Safety Protocols

During Test Administration

1. COVID-19 health and safety protocols must be observed, such as physical distancing and hand hygiene and wearing of face mask.

2. Before entering the testing center, all personnel directly involved during the data collection and examinees must wear a face mask and must be subjected to hand hygiene and temperature check in the designated screening area near the school entrance.
3. The School Health Personnel shall facilitate minimum health checks and assessments for appropriate management, intervention, and referral.
4. All testing personnel and the examinees shall fill out the contact tracing form.
5. Only those that passed the health checks will be allowed to enter the testing center.
6. Entry of those with no direct role in the administration day shall not be allowed. It will be advised to stay at a designated area outside the testing center and follow the health and safety protocol.

Testing Room

1. Most of the sample schools have 4-5 test takers. The target examinees shall be seated at least one (1) meter apart to ensure observance of the physical distancing, health, and safety protocols. The extra chairs and tables and unnecessary furniture must be removed from the testing room.
2. The testing rooms must be well-ventilated to allow good air circulation. In non- air condition rooms, windows, doors, and electric fans shall be opened during the entire administration. In cases of air-conditioned rooms, working high-efficiency particulate air (HEPA) filtration is recommended.
3. Hand sanitizer shall be provided at the entrance of the testing room for students' use.
4. The testing room must be thoroughly sanitized before and after each testing session.
5. All testing personnel and examinees shall wear a face mask during the entire duration of the test administration.

VII. MONITORING AND EVALUATION

1. The School Heads shall be responsible for supervising the implementation of the Regional Summative Test in their schools, ensuring that the provisions are properly communicated to all concerned.
2. The Regional and Schools Division Offices shall jointly monitor the compliance of schools through online messages. The Curriculum and Learning Management Division (CLMD) shall collaborate to ensure that the provisions of the policy are implemented.

VIII. FUNDING

The Curriculum and Learning Management Division (CLMD) shall include the conduct of the Regional Summative Test in its annual work and financial plan for the Regional Office to allocate MOOE funds for the conduct of relevant workshops, reproductions, test administration, analysis, monitoring, and other expenses relative to the conduct of the RST, subject to the usual government accounting and auditing rules and regulations.

IX. EFFECTIVITY

These guidelines shall take effect immediately upon its approval.

X. REFERENCES

DepEd Order No. 8, s. 2015, "Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program." Retrieved August 29, 2021 from www.deped.gov.ph

DO No. 17. s. 2022, "Guidelines on the Progressive Expansion of Face to Face Classes

DepEd – DOH JMC No. 1, s. 2022, "Revised Operational Guidelines on the Progressive Expansion of Face to Face Learning Modality

DepED Order No. 31, s. 2020, "Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan." Retrieved September 28, 2021 from www.deped.gov.ph