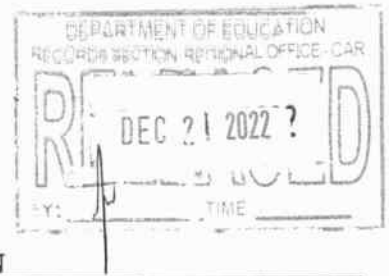




Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION



December 21, 2022

REGIONAL MEMORANDUM

No. 613-2022

**GUIDELINES ON THE IMPLEMENTATION OF PROJECT SMART
(STANDARDIZED AND MEANINGFUL ASSESSMENT RESULT-BASED TEACHING)**

To: Assistant Regional Director
Schools Division Superintendents
All Divisions
Others concerned

1. Relative to the Utilization of the Project SMART (Standardized and Meaningful Assessment Result-based Teaching) tools, this Office issues the enclosed guidelines to provide guidance to each governance level on its adoption of the Project SMART Tools.
2. These guidelines aim to present the test design, test development process, and storage of test materials; procedures in getting access to the soft copies of the test materials and printing, allocation, and safekeeping of printed materials; testing room requirements; test accommodations for learners with special needs; test administration and schedule, data processing and interpretation, and utilization of test results; and procedures in maintaining the security and integrity of test materials.
3. For queries, please contact the Curriculum and Learning Management Division (CLMD), attention: Rosita C. Agnasi, OIC, CLMD or Bryan A. Hidalgo, EPS/ Focal Person at landline no.: (074) 422 7096 or email address: car.clmd@deped.gov.ph.
4. Immediate dissemination of and strict compliance with this Memorandum is directed.

ESTELA P. LEON-CARIÑO EdD, CESO III
Director IV/Regional Director

CLMD/RCA/bah



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DepEd-CAR: Weaver of HOPE and Transformation
"Holistic Opportunities for all to be Performing and Excellent
Cordilleran Learners"

GUIDELINES ON THE IMPLEMENTATION OF PROJECT SMART (STANDARDIZED AND MEANINGFUL ASSESSMENT RESULT-BASED TEACHING)

I. Rationale

Providing access to quality, relevant and liberating basic education has always been the priority of DepEd CAR. Thus, DepEd CAR is acting on the improvement of key processes by continuously assessing and analyzing its implementation of the K to 12 Basic Education Program. At the heart of these improvements is the consideration of the Cordilleran learners, that they are empowered with the necessary skills and competence to prepare them to take on the challenges of the 21st Century.

Fulfilling its mandate to expand and improve the delivery of basic education in the region, DepEd CAR recognizes that assessment is an integral part of curriculum implementation. As stipulated in DepEd Order (DO) No. 55, s. 2016 titled "Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program," there are several reasons for conducting assessments of student learning. Through assessments that (a) the Philippine education system and schools for public accountability are monitored; (b) the effectiveness and efficiency of the delivery of education services are assessed using learning outcomes as indicators; (c) information that will guide decisions on instructional practices is provided; (d) learners are assessed if they are meeting the learning standards of the curriculum; (e) students' aptitude and occupational interest for career guidance are measured; and (f) students' prior learning for placement, accreditation and equivalency are measured. By continuously gathering relevant data through various forms of assessments, areas of concern in curriculum and learning management are identified and addressed.

The Project SMART (Standardized and Meaningful Assessment Result-based Teaching) is a response to the provision of DepEd CAR Regional Memorandum No. 144, s. 2021 on coming up with standardized quarterly tests and summative assessments for use by schools in all division offices. Currently, there are no standardized assessment tools developed that could be used by teachers in the region to measure the progress of Cordilleran learners in the attainment of learning standards and 21st-Century skills. The development of unified quarterly assessment tools that could be used in the whole region will provide the same standards in determining and reporting least mastered learning competencies in all learning areas per quarter. The results of these standardized tests will help the CLMD, Curriculum Implementation Division (CID), and schools in coming up with sound decisions and in crafting more relevant, appropriate, and responsive intervention programs that could be implemented in the whole region, division, or school to improve teaching and learning process.

To ensure the validity and reliability of the quarterly tests developed, the test development process stipulated in DO 55, s. 2016 is considered.

II. Scope

These guidelines aim to provide the region, division offices, and schools with a concrete basis in the adoption of the developed and quality assured quarterly assessment tools, which are the primary outcomes of the implementation of Project SMART.

III. Definition of Terms

For the purposes of these guidelines, the following terms are defined as follows:

- a. **Intervention Program** – This refers to the activity or project that will be proposed and implemented by the region, division, and schools to address the least mastered learning competencies that are determined by administering the project SMART quarterly test.
- b. **Learners with Special Needs** – These refer to the learners who have difficulty seeing, hearing, remembering/concentrating, walking/moving/climbing steps, and communicating.
- c. **Quarterly Assessment Tools** – These refer to the developed and quality assured table of specifications, test questions, test keys, and answer sheets.
- d. **Result-based Teaching** – It is an instructional approach where the emphasis is placed on the result of assessment that serves as the basis for developing intervention programs and activities to improve teaching and learning.
- e. **Standardized and Meaningful Assessment** – It is an assessment method that is built on consistency and relevance, that is, there shall be uniform assessment tools to be used by schools in measuring student learning while allowing students to discover where they are excelling and how they can improve, and these assessment tools shall be valid and reliable.
- f. **Summative Assessment** – It measures whether learners have met the content and performance standards. It is designed to assess how well students have learned and are able to apply their learning in different contexts.
- g. **Test Bank** – It is a collection of quality assured test questions that can be adopted by schools in preparing the quarterly tests in all learning areas.
- h. **Test Coverage** – This refers to the content and performance standards and learning competencies that the developed quarterly test targets.
- i. **Test Design** – It refers to the process that describes how the test is developed.
- j. **Test Development Process** – This refers to the various steps to be executed in the construction and quality assurance of test.
- k. **Test Materials** – These refer to the table of specifications, test questions, answer sheets and test keys.

- l. **Test Reliability** – It refers to the degree to which a test is consistent and stable in measuring what it is intended to measure.
- m. **Test Validity** – It refers to the degree to which the test measures what it claims to measure.

IV. Policy Statement

The provision of access to quality, relevant and liberating basic education has always been a key priority of DepEd CAR. In line with this, DepEd CAR is continuously assessing and analyzing its implementation of the K to 12 Basic Education Program and is acting on the improvement of the process focusing on the needs of the learner and desired performance that enliven the Department's commitment to build a culture of continuous learning and improvement.

DepEd CAR recognizes that assessment is an integral part of curriculum implementation. By continuously gathering relevant data from standardized and meaningful assessments, areas of concern in curriculum and learning management are identified and addressed through the implementation of various intervention programs.

V. Procedures

A. Test Design, Development Process, and Storage

1. Test Design

The quarterly tests cover 21st-Century Skills using each of the learning areas as content. The test design is progressive in nature wherein test items measure varying levels of skills. The test is in a multiple-choice test format or any other test formats that are deemed appropriate.

The language of the test is English for the following learning areas: Mathematics, Science, English, TLE/EPP 6, and MAPEH 6; and Filipino for Araling Panlipinan (AP), Edukasyon sa Pagpapakatao (EsP), EPP 4-5, MAPEH 1-5 and Filipino. However, test questions in learning areas from grades 1 to 3 may be translated to mother tongue. The Curriculum Implementation Division (CID) will be in-charge in ensuring the correctness of the translation of the test questions to mother tongue.

2. Test Development Process

To ensure the validity of test items and reliability of assessment tools, the development of test items follow the test development process stipulated in DepEd Order (DO) 55, s. 2016.

The test development process begins with the planning stage, including the theoretical framework on which the test design is anchored. Based on the test design, tables of specifications will be formulated by the Development Team. Consultants from the academe by learning area and related government agencies may review and revise, if necessary, the table of specifications.

Workshops shall be conducted for the construction of test items. Test construction shall be done by the development team per learning area. The items shall be organized by domain/competency for content and language review of consultants from the academe. After approval, pre-validation of the tests shall be administered in select sample public schools.

Pre-validation results will be processed to obtain the validity and reliability of the tests. Acceptable items will be stored in the item bank for the organization of the final forms of the tests. The final forms will be subjected to validation and norming. The organized final forms of the tests shall be reviewed by the consultants from the academe vis-à-vis psychometric properties. The last stage of the test development process is the preparation of the test materials.

3. Creation of Test Bank

The Curriculum and Learning Management Division (CLMD) shall facilitate the continuous development of test items in all learning areas following the test development process. All developed test items shall be stored in a test bank created by the CLMD in coordination with the regional Information and Communications Technology Unit (ICTU).

The regional focal person of project SMART, together with the learning area supervisors, shall be in-charge of managing the test bank.

B. Getting Access to, Printing and Allocation, and Safekeeping of Printed Test Materials

1. Getting Access to the Test Materials

To get access to the quarterly assessment tools, teachers and school heads may access them through the Text-based SHIELD navigation tab, which is being managed by the CLMD – Learning Resources Management and Development Section (LRMDS). The icon, **“Project SMART”** leads to all the printable copies of the quarterly assessment tools from quarter 1 up to 4.

The quarterly assessment tools include the test questions, tables of specifications, test keys, and answer sheets. All these materials are password protected to prevent unauthorized access to the quarterly assessment tools. Teachers and school heads may get the password to these files from the designated division Project SMART focal person. **Annex A** presents a detailed procedure in accessing the test materials.

2. Printing and Allocation of Test Materials

Printing and allocation of test materials depends on the enrolment data per section. To minimize printing cost, a school may adopt any cost-saving measures (e.g. duplex printing, test may be conducted into two or more

batches, etc.). Printing cost may be charged to the school's maintenance and other operating expenses (MOOE).

During the printing of materials, security measures must be observed. The printing must be facilitated by the school head or school testing coordinator.

3. Safekeeping of Printed Test Materials

All printed test materials must be kept in a locked room or cabinet. Only the school head or school testing coordinator must have access to the storage room. To ensure security of test materials, their distribution and retrieval must be facilitated by the school head or school testing coordinator.

C. Testing Room Requirements

Listed below are the testing room requirements:

1. There must be a distribution room for the test materials to ensure the security and confidentiality of the test. It must be accessible to all testing rooms to facilitate the easy release and retrieval of test materials.
2. The testing rooms must be well-ventilated and well-lit, and free from any kind of noise that may distract the examinees while taking the test.
3. Learners must be arranged alphabetically regardless of sex. Seats of absentees should be left vacant.
4. Each testing room should have the following materials:
 - a. Test materials enough for all examinees in the room in sealed boxes/packs
 - b. Table and chair for the proctor
 - c. Enough seats for the examinees
 - d. Pencils/ballpens
 - e. Extra sheet of paper for computation

D. Test Accommodations for Learners with Special Needs

The inclusion of learners with special needs in assessments aims to measure their progress in the attainment of learning standards of the curriculum. Given their specific needs, the following test accommodations are prescribed:

1. Separate, accessible testing room situated at the ground floor near clean and accessible restrooms. They must be grouped according to difficulty as:
 - a. Learners who have difficulty seeing
 - b. Learners who have difficulty hearing
 - c. Learners who have difficulty remembering/concentrating

- d. Learners who have difficulty walking/moving/climbing steps
 - e. Learners who have difficulty communicating
2. Double the time to take the exam. This is to give them ample time to read and answer the test.
 3. Flexible rules such as allowing test takers to stand up occasionally or get out of the room for those who have difficulty concentrating
 4. Personal assistant to help those with difficulty walking/moving/climbing steps.
 5. Qualified sign language interpreter who shall ensure that all spoken instructions during testing are adequately interpreted to those who have difficulty hearing
 6. Alternative test formats (Braille, large print, audio, electronic)
 7. For examinees with difficulty seeing, alternative response formats can be used, such as oral type wherein an examiner reads the test items to the examinee and a scribe shades the answers in the Answer Sheet. These alternative formats may also be used by other learners as needed.
 8. Appropriate test furniture (table, chair)

E. Test Administration and Schedule, Data Processing and Interpretation, and Result Utilization

1. Test Results Utilization

The quarterly tests results will be utilized to:

- a. determine if learners are meeting the learning standards in each quarter.
- b. help provide information to improve instructional practices.
- c. assess/evaluate effectiveness and efficiency of education service delivery using learning outcomes as indicators.
- d. provide empirical information as bases for curriculum, learning delivery, assessment and policy reviews, and policy formulation.

The standardized quarterly tests may be used by all schools in the region and results may be recorded as the learner's quarterly periodical test or as a summative test score in each quarter.

In case some learning competencies are not covered in a quarter, teachers may only consider those test items that target the learning competencies taken in class. In grade 1, for example, if out of the 30 test questions only items 1 to 25 are covered in class, the learner's raw score must be obtained from his/her correct answers from items 1 to 25 and the highest possible score must be 25. However, for reporting purposes all the 30 questions

must be administered to the learners and will be the basis of reporting the level of mastery of learners in a quarter.

2. Test Coverage

The quarterly assessments are aligned with the Most Essential Learning Competencies (MELCs). The coverage of each quarterly test is all the learning competencies in each quarter, except those learning competencies that require performance task or demonstration of knowledge and skills. To supplement the assessment tools, teachers may develop and use other tests that target those learning competencies that are not covered.

3. Test Administration and Schedule

The tests will be administered to all learners from grades 1 to 12 during the scheduled date of quarterly examinations as stated in the school calendar released by DepEd Central Office through a memorandum.

In case the division office has developed quarterly tests, or the teacher has prepared a teacher-made quarterly test for his/her learning area, the project SMART tools may serve as alternative.

4. Test Data Processing and Interpretation

The answer sheets will be processed manually by the subject teacher. Test scores shall be reported as defined in DepEd Order No. 8, s. 2015. Results shall be presented by levels of progression.

5. Test Data Reporting and Dissemination

The results of the standardized quarterly tests may serve as the basis in determining the least mastered learning competencies in each quarter. Each school who made use of the quarterly tests will make a report of the least mastered learning competencies per learning area and grade level in each quarter and submit this to the division office for consolidation.

The Schools Division Office (SDO), through the Curriculum Implementation Division (CID), will summarize all school reports to come up with a single report for submission to the regional office, through the Curriculum and Learning management Division (CLMD). The CLMD will consolidate all SDO reports to come up with an overall summary. The results shall be analyzed by the CLMD, and results of analysis shall be disseminated to all SDOs and RO functional divisions during the Management Committee (MANCOM) Meeting and Regional Executive Committee (REXECOM) Meeting, respectively. A regional memorandum will be released for dissemination of analysis of results to all schools and other stakeholders.

The least mastered learning competencies as reflected in the reports submitted shall be used as one of the bases for the development and implementation of intervention programs at the regional, division, and school levels.

F. Breach of Security and Corresponding Sanctions

The security and integrity of test materials shall be upheld in the whole process of test administration. The degree of violation and corresponding sanctions shall be determined by the concerned official as stipulated in DO 55, s. 2016.

VI. Monitoring and Evaluation

The test administration shall be monitored and evaluated by the regional and division offices through their field personnel.

The regional and division offices shall form a committee to monitor and evaluate the processes done before, during, and after the conduct of the test using a monitoring tool.

The regional office committee shall be composed of personnel from the Curriculum and Learning Management Division (CLMD) and Quality Assurance Division (QAD), while the division office committee shall be composed of personnel from the Curriculum Implementation Division (CID) and the School Governance and Operations Division (SGOD).

The monitoring and evaluation to be conducted in random schools in select divisions shall be part of the data gathering on the effectiveness of the test administration scheme and utilization of data.

VII. References

DepEd Order No. 160, s. 2012, "Maximizing Utilization of the National Achievement Test (NAT) Results to Raise the Achievement Levels in Low Performing Schools." Retrieved October 10, 2022 from www.deped.gov.ph

DepEd Order No. 8, s. 2015, "Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program." Retrieved October 10, 2022 from www.deped.gov.ph

DepEd Order No. 55, s. 2016, "*Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program.*" Retrieved October 10, 2022 from www.deped.gov.ph

Regional Memorandum No. 144, s. 2021, "Adoption of Strategies and Processes in Curriculum and Learning Management as a Result of the Regional Assessment Test (RAT)." Retrieved October 10, 2022 from www.depedcar.ph

Regional Memorandum No. 457, s. 2021, "Conduct of Project SMART (Standardized and Meaningful Assessment Result-based Teaching)." Retrieved October 10, 2022 from www.depedcar.ph



Regional Memorandum No. 521, s. 2022, "Utilization of Project SMART (Standardized and Meaningful Assessment Result-Based Teaching) Tools.:" Retrieved October 21, 2022 from www.depedcar.ph

VIII. Effectivity

This policy shall take effect immediately upon approval.

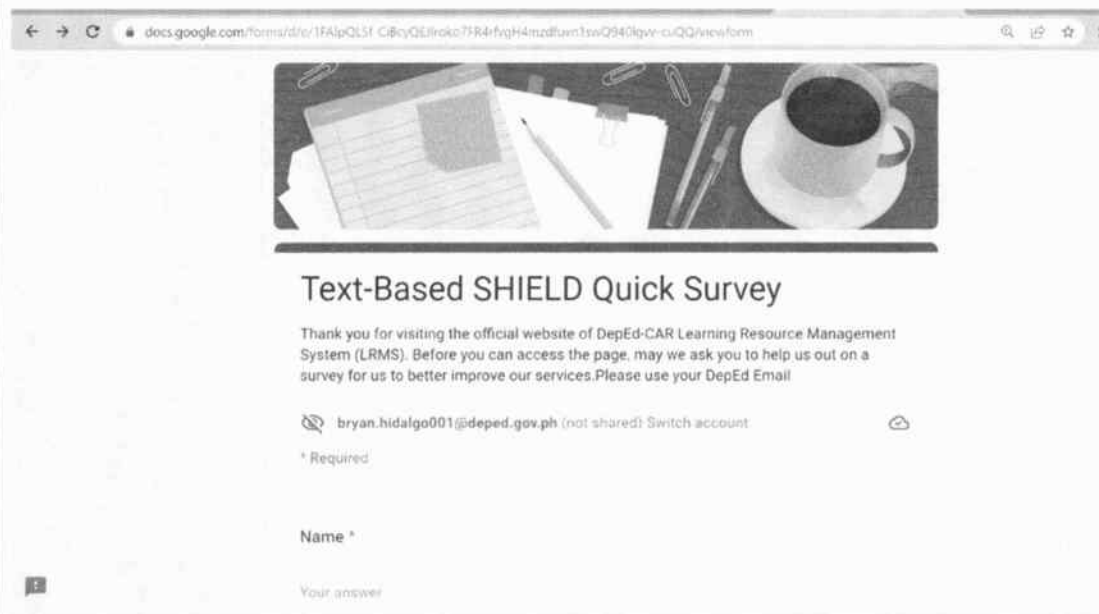
Annex A

Procedure in Accessing the Project SMART Tools

Step 1	Go to https://www.depedcar.ph
Step 2	<p>In the homepage, move the cursor and point it to “Resources” menu. Then, a dropdown list will appear and one of the selections is Text-Based Shield.</p> 
Step 3	<p>In the dropdown list, click “Text-Based Shield” option.</p> 

Step 4

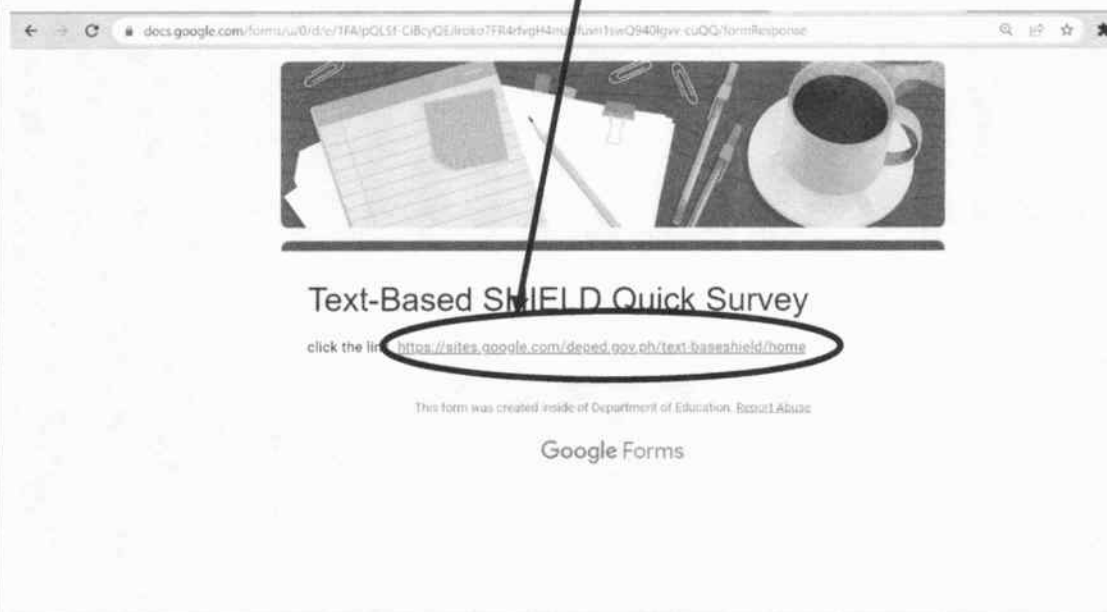
After clicking the **“Text-Based Shield”** option, a **Text-Based Shield Quick Survey Form** will appear. Accomplished and submit the form. **Only teachers/school heads who are logged in through their DepEd email addresses are given permission to answer the survey form.**



The screenshot shows a Google Forms interface in a web browser. The URL bar displays a Google Docs link to a form. The form header features a banner image of a desk with a notepad, pens, and a cup of coffee. Below the banner, the title "Text-Based SHIELD Quick Survey" is centered. A message follows: "Thank you for visiting the official website of DepEd-CAR Learning Resource Management System (LRMS). Before you can access the page, may we ask you to help us out on a survey for us to better improve our services. Please use your DepEd Email". The user is identified as "bryan.hidalgo001@depd.gov.ph (not shared) Switch account". A red asterisk indicates a required field. The first field is labeled "Name *" and has a text input area below it.

Step 5

After submitting the form successfully, a **link** for the **“Text-Based Shield”** will appear. Click the link to direct you to the **Text-Based Shield landing page.**



The screenshot shows the same Google Forms interface as in Step 4, but it is the "Form Response" page. The URL bar shows a link to the form response. The banner image and title "Text-Based SHIELD Quick Survey" are identical. Below the title, the text "click the link" is followed by a URL: <https://sites.google.com/depd.gov.ph/text-basedshield/home>. This URL is circled in black, and a black arrow points from the text in Step 5 to the circle. Below the link, it says "This form was created inside of Department of Education, Basic Education Division Office - Marikina City". At the bottom, the "Google Forms" logo is visible.

Step 6

From the Text-Based Shield landing page, click the icon, **Project SMART Tools** to view the different folders containing the assessment tools: Test Questions, Tables of Specifications, Test Keys, and Answer Sheet Templates.



Step 7

Click the **specific folder** to open it and to download the test material that you need.

