

SIXTEENTH CONGRESS OF THE REPUBLIC )  
OF THE PHILIPPINES )  
First Regular Session )



Senate  
Office of the Secretary

13 AUG 22 P5:14

SENATE  
S. No. 1351

RECEIVED BY: *js*

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Introduced by Senator Miriam Defensor Santiago

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EXPLANATORY NOTE

The Constitution, Article 14, Section 2 (1) mandates that the State shall:

SEC. 2 (1). Establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society.

In order to effectively implement educational reforms, we need to be able to establish a system of evaluation that would accurately measure the performance of our students. In such program, we need the assistance of the local government units to be able to focus efforts on the students as grouped geographically thus removing the possible inefficiencies of coordinating a massive scale study and allow the generation of benchmark information from successful programs, which can be used by the less successful ones.

By establishing a system of grant to fund efforts to determine the best performance evaluation for students, we would be able to secure the assistance of the academe in preparing the groundwork towards the formulation of a continuing national evaluation program that makes use of the current measures of performance.

This bill seeks to mandate the Department of Education to work with the local government units towards the development of evaluation programs for our students.\*

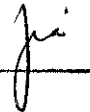
*Miriam Defensor Santiago*  
MIRIAM DEFENSOR SANTIAGO

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\* This bill was originally filed in the Fourteenth Congress, Second Regular Session.

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1 AN ACT

2 TO IMPROVE THE QUALITY OF CLASSROOM LEARNING BY EMPOWERING LOCAL  
3 GOVERNMENT UNITS TO DEVELOP PERFORMANCE-BASED ASSESSMENTS THAT  
4 MEASURE HIGHER ORDER THINKING SKILLS

*Be it enacted by the Senate and the House of Representatives of the Philippines in Congress assembled:*

5 SECTION 1. *Short Title.* – This Act shall be known as the “Improving Classroom  
6 Learning and Student Performance Act.”

7 SECTION 2. *Definition of Terms.* – In this Act, the term –

8 A. PERFORMANCE-BASED ASSESSMENT means assessments that evaluate  
9 applications of knowledge to real-world tasks. Such assessments are designed to measure higher  
10 order thinking and performance skills.

11 B. HIGHER ORDER THINKING AND PERFORMANCE SKILLS means the  
12 abilities to--

- 13 1. frame and solve problems;
- 14 2. find, evaluate, analyze, and synthesize information;
- 15 3. apply knowledge to new problems or situations;
- 16 4. develop and test complex ideas; and
- 17 5. communicate ideas or solutions proficiently in oral or written form.

18 C. MULTIPLE MEASURES means different sources of evidence of student learning  
19 in a subject or across subject areas. Such sources of evidence provide multiple opportunities to  
20 demonstrate achievement, are accessible to students at varying levels of proficiency, and utilize  
21 different methods for demonstrating achievement.

22 D. LOCAL GOVERNMENT UNITS means cities, municipalities, and provinces.

1 SECTION 3. *Purposes* – The purposes of this Act are as follows:

- 2 A. To empower local government units to develop assessment systems that—
- 3 1. are aligned with student learning standards;
  - 4 2. provide multiple measures of student learning, including performance
  - 5 assessments that assess higher order thinking and performance skills;
  - 6 3. include local assessments that provide timely, diagnostic information about
  - 7 student learning;
  - 8 4. are consistent with nationally recognized professional standards for test
  - 9 construction and test use, including standards of fairness, reliability, and
  - 10 validity;
  - 11 5. employ principles of universal design and use appropriately designed
  - 12 assessments and accommodations for special populations and English
  - 13 language learners; and
  - 14 6. are used for purposes for which they are valid and reliable.

15 B. To ensure that local assessments include common assessments developed for use

16 at the school or district level, and classroom-based evidence obtained from curriculum-embedded

17 assessments. Such assessments may be used in the local government unit's assessment system

18 when they—

- 19 1. assess student learning in light of content standards, including higher order
- 20 thinking and performance skills;
- 21 2. meet technical requirements of validity and reliability;
- 22 3. are fair and unbiased;
- 23 4. include multiple sources of evidence about student learning; and
- 24 5. can be used to demonstrate student progress toward and attainment of
- 25 proficiency.

26 SECTION 4. *Program Established.* – The Secretary shall award grants to government-

27 funded educational agencies that demonstrate to the satisfaction of the Secretary, based on peer

28 review, that the requirements of this Act will be met, to--

1           A.     enable local government units (or consortia of local government units) to  
2 collaborate with institutions of higher education, other research institutions, or other  
3 organizations to improve the quality, validity, and reliability of local academic assessments;

4           B.     enable local government units to develop the capacity of local education agencies  
5 to validly and reliably assess student academic achievement using multiple sources of evidence,  
6 including school-based performance assessments; and

7           C.     enable local government units and local school districts to develop the capacity of  
8 teachers and school leaders to develop, use, and reliably evaluate the results of locally-  
9 administered performance assessments.

10           Each grant under this section shall be for a period of not more than five (5) years.

11           SECTION 5. *Technical Assistance.* – Each local government unit receiving a grant under  
12 this Act shall allocate at least five (5) percent of the grant for technical assistance. The local  
13 government unit shall use that allocation to work with universities or other non-profit research  
14 organizations that have expertise in performance assessments for assistance in the development,  
15 implementation, evaluation, and improvement of local performance assessment systems. The  
16 universities and non-profit research organizations shall use the amounts to develop tools local  
17 government units can use, such as various methods for weighting indicators used in the  
18 assessment and improvement system or means for evaluating assessments systems and the  
19 consequences of their use.

20           SECTION 6. *Allowable Uses.* – A grant under this Act may be used for:

21           A.     developing, piloting, and validating performance assessments that are or will be  
22 incorporated into their assessment systems;

23           B.     training teachers and school leaders to score such assessments; and

24           C.     developing and testing systems for auditing or moderating the scoring process to  
25 ensure reliability and validity of such assessments.

1 SECTION 7. *Subgrant.* – The local government unit may, pursuant to criteria established  
2 by it, make subgrants to local educational agencies or schools to—

- 3 A. develop and implement local performance assessments; and
- 4 B. train teachers and school leaders to score and use such assessments for tracking  
5 student progress and for guiding curriculum and instruction.

6 SECTION 8. *Formative Assessments.* – A local government unit, local educational  
7 agency, or school may use funds under this Act to support the development and implementation  
8 of formative assessments that are performance-based and that enable schools to provide detailed  
9 feedback to students and teachers to enable them to improve their learning and teaching.

10 SECTION 9. *Other Uses.* – A local government unit may retain a portion of the grant  
11 amounts to—

- 12 A. develop integrated local assessment systems that incorporate and weigh multiple  
13 measures, including the results of periodic standardized tests and local performance assessments;
- 14 B. collaborate with other local government units in sharing knowledge on the  
15 development and use of such systems and their assessment components;
- 16 C. provide assistance to local educational agencies and schools in developing and  
17 implementing their assessments; or
- 18 D. evaluate the local assessments.

19 SECTION 10. *Requirements.* – Any local government unit that receives funds under this  
20 Act shall meet the following requirements:

- 21 A. Ensure that high-quality professional development is available for educators to  
22 help develop and learn to use and score the assessments.
- 23 B. Develop means to ensure that provincial and local assessments are aligned to  
24 learning standards, meet professional assessment standards, are unbiased, valid for the purposes  
25 for which they will be used, and are scored reliably. These means shall include mechanisms for

1 training scorers and providing a process of expert review, auditing, or moderation to ensure the  
2 integrity of the scoring process.

3 SECTION 11. *Appropriations.* – To carry out the provisions of this Act, such amount as  
4 is necessary is hereby authorized to be appropriated from the National Treasury.

5  
6 SECTION 12. *Separability Clause.* – If any provision or part hereof is held invalid or  
7 unconstitutional, the remainder of the law or the provision not otherwise affected shall remain  
8 valid and subsisting.

9 SECTION 13. *Repealing Clause.* – Any law, presidential decree or issuance, executive  
10 order, letter of instruction, administrative order, rule, or regulation contrary to or inconsistent  
11 with the provisions of this Act is hereby repealed, modified, or amended accordingly.

12 SECTION 15. *Effectivity Clause.* – This Act shall take effect fifteen (15) days after its  
13 publication in at least two (2) newspapers of general circulation.

Approved,