Office of the Schools Division
Superintendent

May 23, 2022

DIVISION MEMORANDUM
No. **0328** s, 2022

TEST RUN OF KINDERGARTEN ASSESSMENT TOOLS

Education Program Supervisors
Public Schools District Supervisors/Acting PSDSs
All Others Concerned

1. Pursuant to Regional Memorandum No. 0430, s. 2022 titled, **Test Run of Kindergarten Assessment Tools,** the following are the participating schools where the field testing shall be conducted:

Name of School	District
Upper de la Paz Elementary School	Cortes
Cabilao Elementary School	Loon North
Calape Central Elementary School	Calape

2. In preparation for the full-scale implementation in all public schools, this Office through the Curriculum Implementation Division (CID) shall conduct an **Orientation on the Assessment Tools** during the conduct of the Program Implementation Review and Cum Orientation on the Assessment Tools and Monitoring and Evaluation Mechanism for the New Normal on May 25, 2022 (Batch 1) and May 26, 2022 (Batch 2) from 8:00 a.m. to 5 p.m. at Reynas the Haven and Gardens, New Calceta St., Tagbilaran City (please refer to DM No. 0325, s. 2022 for the list of participants.

3. Enclosed is RM No. 0430, s. 2022 for details.

4. Relevant expenses incurred during the test run such as supplies and materials in the reproduction, administration and intervention needed shall be charged against School MOOE/SEF and other local funds subject to subject to the usual accounting and auditing rules and regulations.

5. Immediate dissemination of this Memorandum is enjoined.

BIANITO A. DAGATAN EdD., CESO V
Schools Division Superintendent

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REGIONAL MEMORANDUM
0 4 3 0
No.   , s. 2022

TEST RUN OF KINDERGARTEN ASSESSMENT TOOLS

To: Schools Division Superintendents

1.   Assessment is an integral part of classroom instruction, as it determines whether or not the goals of teaching are being met. It is necessary in capturing learners, time and attention, generating appropriate learning activity, and providing timely feedback. In this light, this Office, through the Curriculum Learning and Management Division will conduct a Test Run of Kindergarten Assessment Tools in the selected schools of the 20 schools division offices from May 23-June 20, 2022 prior to its full-scale implementation.

2.   The activity aims to check any hitches or gaps in the developed tool and gather feedback and information on learners' responses. Data generated are essential in improving the assessment tools as well as its standards of administration.

3.   The schools division offices, through the education program supervisors in kindergarten shall determine the participating schools where the field testing will be conducted following the attached guidelines. The list of identified schools shall be submitted on or before May 23, 2022 through this link http://bitly.ws/rgzo .

4.   Immediate dissemination of, and compliance with this Memorandum is directed.

SALUSTIANO T. JIMENEZ EdD, JD, CESO V
Director IV
Regional Director

STJ/CAE/CLMD/MJCD/ggb

5/19/2022
12:20 PM

GUIDELINES IN THE PILOT TESTING OF KINDERGARTEN ASSESSMENT TOOLS

1. Rationale:

As educators, we are constantly striving to ensure what we are teaching our learners is preparing them for the next level. Per the Kindergarten curriculum, general goals focus on children building strong pre-reading skills, practicing letter formation, enhancing listening and communication skills, getting an introduction to basic math concepts, and acquiring an active interest in the world. The question would be on how sure are we that learners are learning and are ready.

Assessment can have different meanings, but ultimately it is a measure to ensure that the learner is on track towards, or meeting the goals. To know whether the transfer of learning happens, and learners acquired the skills and are ready for the next level, an assessment should be conducted. Anchored on these principles, Kindergarten Informal Assessment Tools were developed. Prior to its full-scale implementation, a test-run of the assessment tools shall be conducted from May 23, 2022 to June 20, 2022 to check hitches and gaps in the tool for improvement. Further, the data generated from this, shall also serve as guide in instructional planning and designing needs-based intervention.

2. Scope

These guidelines shall be applicable to identified pilot public schools of the 20 Schools Division Offices during the Test Run of Kindergarten Assessment Tool from May 23, 2022 up to June 20, 2022.

3. Definition of Terms

Assessment – is the ongoing process of observing the learner and identifying their strengths and weaknesses, capabilities and needs and or, advancement and delays to be able to design appropriate activities and intervention that address their needs.

Assessor- Operationally, refers to the Kindergarten teacher who has been oriented and trained to administer the checklists and competency-based test items following the standard procedures for test administration.

Informal Assessment Tools – refers to the numeracy and literacy checklists designed to evaluate the mastery of kindergarten learners in letters and numbers.

Literacy Checklist – refers to the checklist designed to check/evaluate the learners' knowledge/mastery in phonological awareness, alphabet knowledge and writing.

Numeracy Checklist – refers to the checklist designed to check/evaluate the learners' knowledge/understanding in number and numeration concepts, attributes, measurement and time.

Competency-based assessment – this is a 20-item test based on the competencies expected to master by a kindergarten learner as reflected in the MELCs.

4. Roles and Responsibilities

4.1. Regional Level

4.1.1. Perform oversight functions in the pilot testing of Assessment Tools of the SDOs.

4.1.2. Orient the Division Supervisors in Kindergarten on the pilot testing guidelines and types of assessment.

4.1.3. Provide all Schools Division Offices with the e-copy of the assessment tools.

4.1.4. Provide technical assistance to the Schools Division Offices to ensure the proper administration of the assessment.

4.1.5. Conduct monitoring and evaluation on the pilot testing of assessment tools.

4.1.6. Consolidate, analyze and interpret the submitted assessment results from the Schools Division Offices.

4.1.7. Recommend interventions to address identified needs.

4.1.8. Do other related works.

4.2. Division Level (Education Program Supervisor in Kindergarten)

4.2.1. Choose a pilot school (1 small, 1 medium and 1 large) and submit the list to the region on or before May 23, 2022 through the link provided.

4.2.2. Orient the school heads, public schools district supervisors, teachers, parents, and others involved in the pilot testing on the:

- Guidelines of Administration,
- Types of Assessment

4.2.3. Provide districts/schools with an e-copy of the tool.

4.2.4. Provide guidance and assistance in the production of the assessment tools.

4.2.4. Provide technical assistance to schools in the administration of the test.

4.2.5. Conduct monitoring and evaluation to ensure appropriate action has been taken and or technical assistance has been given on issues relative to test administration and results.

4.2.6. Consolidate, analyze and interpret results from the districts;

4.2.7. Consolidate and submit validation tool results to the region.

4.2.8. Submit consolidated test results with analysis to the SDS and regional office through this link http://bitly.ws/rgzBfor appropriate action.

4.2.9. Design, recommend and or implement appropriate interventions based on identified needs.

4.2.10. Do other related works.

4.3. District Level (Public Schools District Supervisor/Cluster Head)

4.3.1. Work hand in hand with the Division Supervisor in Kindergarten and school heads.

4.3.2. Provide technical assistance to schools before, during and after the administration of the test.

4.3.3. Consolidate, analyze and interpret results from the schools under his/her area of responsibility and submits results to the Schools Division Office.

4.3.4. Design, recommend and or implement appropriate interventions based on identified needs.

4.3.5. Conduct monitoring and evaluation to ensure appropriate action has been taken and or technical assistance has been given on issues relative to test administration and results.

4.3.6. Consolidate assessment and validation tool results.

4.3.7. Submit reports (test results and validation tools) to the division.

4.3.8. Do other related works.

4.4. School Heads

4.4.1. Prepare plan for the administration of the test.

4.4.2. Allocate budget for the supplies and materials in the reproduction, administration, and intervention needed from School MOOE/SEF and other local funds.

4.4.3. Create a Technical Working Group to take care for the reproduction, distribution, and retrieval of the tests and for the conduct of orientation to the parents.

4.4.4. Conduct orientation of teachers on the administration of the test.

4.4.5. Conduct monitoring and evaluation on the administration of the test and on the utilization of results.

4.4.6. Provide technical assistance to teachers in designing appropriate intervention for identified learners' needs and the implementation of such.

4.4.7. Consolidate, analyze and interpret results.

4.4.8. Accomplish validation tools.

4.4.9. Submit reports to the district.

4.4.10. Do other related works

4.5. Kindergarten Teacher/Adviser

4.5.1. Review the checklist and classroom-based assessment items using the validation tools.

4.5.2. Check the alignment of the test items to the MELC

4.5.3. Ensure that test materials are complete.

4.5.4. Administer the tests.

4.5.5. Check answer sheets and records scores in form 1.

4.5.6. Consolidate the assessment results.

4.5.7. Identify the least learned competencies.

4.5.8. Submit copies of said reports to School Head.

4.5.9. Provide prompt feedback to parents of the results.

4.5.10. Provide data, results and analysis of the assessment as well as the planned intervention to the school head.

4.5.11. Design and implement the intervention plan reflecting specific developmentally appropriate activities based on the needs for each learner.

5. Testing Procedure and Types of Assessment Tools to be used in the Test Run

Assessment being an integral aspect in teaching and learning process in Kindergarten, shall be conducted while the kindergarten learners are engaged in classroom activities, and at play. The assessment tools to be used are Checklists and 20-item Competency-based test.

a. CHECKLISTS (Literacy, Numeracy and Thinking Skills Checklists)- they are used to keep track of and record the learners knowledge and skills in literacy and numeracy while the children are learning.

Administering the checklists

Teachers will put a check mark (/) to indicate the presence and demonstration of behaviors, skills, and concepts mastered, or a cross (x) to indicate an absence of them. Teachers accomplish the checklists based on their day to day observations of the learners as they perform daily activities or assigned tasks in the different blocks of time. Checklists do not have to be completed in the day or week they began but can be completed progressively over the given time.

Example 1: The target letters for that day are M, A, Y, O and L. During the activity, the teacher will observe the leaner as he/she names the letters, gives the sound and writes it. He/She will put a check mark (/), for the observed skill and cross (X), if not observed.

Example 2: The target number for that day are 4, 5, and 6. During the activity, the teacher will observe the leaner as he/she recognizes the numbers and number words, and writes it. He/She will put a check mark (/), for the observed skill and cross (X), if not observed.

b. COMPETENCY-BASED TEST

A competency-based assessment tools are developed for kindergarten learners to apply the skills and competencies they have learned in their lessons to real world problems and situations to determine if they can synthesize, apply, and evaluate their learning in a purposeful way. This will be administered by kindergarten teachers to check learning progress and assess readiness for transition to grade 1. Further, competency-based assessment affords opportunities for teachers to naturally involve kindergarten learners in the cycle of continuous improvement, guiding learners to analyze and discuss their work, track progress over time, and set new goals.

Administering the competency-based test items

The competency-based assessmentis a multiple choice type of test which is composed of 20 items. Sixty percent (12 items)of those are easy items, thirty percent (6 items) are average items, and ten percent (2 items) are difficult items.

This shall be administered individually to learners where the teacher will **read** each item one by one and give time for the learner to encircle the letter of the correct answer.

6. Factors to Consider in Conducting the Test Run

The schools, in coordination with the Schools Division Office /Regional Office, are advised to plan strategic mechanisms taking into account the diverse local context and safety of the learners, parents, and the community. The following activities shall be done before, during, and after the Test Run.

A. PRE-ADMINISTRATION

1. Conduct orientation.

3. Review test materials.

4. Prepare the needed materials.

5. Reproduce test materials.

7. Schedule the test administration within the indicative timeline.

B. DURING ADMINISTRATION

1. Prepare the learners.

2. Establish a conducive testing atmosphere.

3. Administer the test strictly following the testing standards and health protocols. (*Checklists doesn't have to be completed in one setting. It can be given in a week time depending on the child's readiness, capability and mood.*)
4. Collect/retrieve the test materials.

C. POST ADMINISTRATION

1. Check the test paper for competency-based test.

2. Record score in Form 1 (for competency-based test) and accomplish forms 2a

   and 2b, for the checklists.

3. Compute, analyze and interpret the data collected.

4. Accomplish completely the validation tool.

5. Submit test results and validation tool.

6. Discuss results per governance level.

7. Design needs-based activities and intervention.

7. Indicative Timeline

Date	Activity
May 23-24, 2022	Orientation
May 25-27, 2022	Preparation/Reproduction of Materials
May 30-June 17, 2022	Test Run Administration and Checking of Test Papers
June 20-21, 2022	Accomplishment of Forms
June 22-23, 2022	Submission of Reports (School Level)
June 24, 2022	Submission of Reports to the District
June 27, 2002	District Consolidation
June 28, 2022	Submission of Reports to the Division
June 29, 2022	Division Consolidation
June 30, 2022	Submission of Reports to the Region through this link http://bitly.ws/rgzB

8. Monitoring and Evaluation

The Regional and Schools Division Offices shall closely monitor and ensure the implementation and strict adherence of these guidelines. It shall gather feedback on the test run implementation and conduct focus group discussions and meetings to ensure all issues and gaps identified are considered and addressed.