

ASSESSING PHILIPPINE K-12 STUDENTS' ACADEMIC PERFORMANCE USING A STANDARDIZED EVALUATION METHOD

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The K-12 curriculum was introduced in 2013, marking a significant overhaul of the Philippine educational system. Under such an arrangement, the nation's ten-year basic education program would be extended to twelve years. According to the Philippine Department of Education (DepEd), the new curriculum calls for two years of senior high school (grades 11-12), four years of junior high school (grades 7-10), six years of elementary school, and one year of mandatory kindergarten. The Philippine government and policymakers face the challenge of simplifying its current guidelines due to several triggering concerns, including a misalignment between expectations and learning outcomes, a mismatch in stakeholder perceptions, and a negative response from multiple stakeholders regarding the K-12 curriculum.

By assessing student performance on a standardized test, this study offers perspectives on the state of K-12 implementation throughout the nation, which will aid in the formulation of current policies and initiatives. It makes use of the Scholastic Abilities Test for Adults (SATA). The SATA is a standardized tool that rates the abilities strongly linked to academic success and assesses the cognitive and psychological elements believed to underpin academic ability.

The demand for an industry with a workforce that is both skilled and equipped is increasing in tandem with the rapid improvements in technology. While many nations throughout the world have taken steps to remedy this mismatch between academic curriculum and business demands, such as the K-12 educational system, other nations,

like the Philippines, have just recently begun to embrace it. The early adoption of the K-12 educational system in the Philippines has sparked a few issues about its execution, chief among them being the incompatibility of the curriculum given in Philippine K-12 educational institutions with industry demands.

Given these results, an assessment of the Philippines' K-12 educational system is required. This study uses a standardized method to assess K-12 students' performance to clarify these issues. This research measures scholastic skills using the Scholastic skills Test for adults, a standardized test designed to assess adults' academic proficiency. The paper's descriptive analysis might help create stronger foundations for strategies to align the present K-12 educational system with business and global priorities. Furthermore, the study's findings will help stakeholders supervise plans to close existing gaps in the nation's K-12 educational system.

References:

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