Republic of the Philippines
Department of Education
Region VI – Western Visayas
DIVISION OF AKLAN
Kalibo, Aklan

August 23, 2017

DIVISION MEMORANDUM
No. **188** , s. 2017

ADMINISTRATION OF THE NATIONAL CAREER ASSESSMENT EXAMINATION FOR SCHOOL YEAR 2017-2018

To: Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Principals In/Head Teacher In-Charge of the District
Senior/Education Program Specialists
Heads of Public and Private Secondary and
Integrated Schools

1. The Department of Education (DepED), through the Bureau of Education Assessment (BEA) with the assistance of division and secondary school personnel, shall administer the **National Career Assessment Examination (NCAE)** for the School Year 2017-2018 on **August 30 and 31, 2017** (Wednesday and Thursday) to all Grade 9 students in both public and private schools nationwide.

2. The school heads or the school testing coordinators shall get the test materials from the division office on Tuesday afternoon, August 29, 2017. The same personnel shall return the test materials in the afternoon of August 31, 2017 after the test.

3. Specific instructions on the conduct of the test will be taken up during the orientation conference at the Kalibo Pilot Elementary School DLRC on Friday, August 25, 2017 from 9:00 to 11:30 in the morning. Participants to the orientation conference are the school heads of public, private and integrated schools with grade 9 classes. In the absence of the school head for valid reasons, the school testing coordinator is the authorized representative.

4. Immediate and wide dissemination of this Memorandum is desired.

FOR THE SCHOOLS DIVISION SUPERINTENDENT:

JOSE NIRO R. NILLASCA
Education Program Supervisor
In-Charge of the Division

Enclosure: as stated
Reference: DepEd Order No. 25, s. 2017
Allotment: 1-5 (R.O. 12, s. 1994)
To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT EXAMINATION SCHOOLS STUDENTS

/MCRP

2016 NCAE
Test Administration Guidelines

ACRONYMS

- SDS -Schools Division Superintendent
- DTC -Division Testing Coordinator
- PSS -Private School Supervisor
- SH -School Head
- STC -School Testing Coordinator
- CE -Chief Examiner
- RS -Room Supervisor
- RE -Room Examiner
- LRN -Learner Reference Number
- TMs -Test Materials
- TB -Test Booklet
- SAS -Scannable Answer Sheet
- EH -Examiner's Handbook
- SSH -Scannable School Header
- ETRE -Examiner's Transmittal Report Envelope
- CETRE -Chief Examiner's Transmittal Report Envelope
- COR -Certificate of Rating

Responsibilities of the Testing Staff

The Chief Examiner's (CE) Workflow

- *Keeps the confidentiality of the test materials*
- *Requires every Room Examiner (RE) to count the TBs while plastic bags are still sealed*
- *Facilitates the signing of Form 3 by each RE*

- *Accomplishes Forms 4, 5 and 6*
- *Monitors the testing activities and confidentiality of the test materials*

- Accounts test materials
  1. *Collects and accounts all ETREs with the assistance of the School Testing Coordinator/ Room Supervisor(s)*
  2. *Arranges and bundles the ETREs accordingly seeing to it that the number of ETREs tallies with the number of testing rooms. A report on the number of ETREs should accompany the bundle*
  3. *Returns to the original plastic bags all used and unused TBs with serial numbers arranged consecutively. The plastic bags must be resealed.*
  4. *Places inside the CETRE the R. Materials after the test: Unused ASs, Forms 3 and 4.*
  5. *Accomplishes BEA Forms 5 and 6 and places them at the top of the boxes of the TMS before resealing them*

The Room Examiner's (RE) Workflow

- *Receives the TBs and ASs*
- *Counts the TBs from the sealed plastic bags*
- *Signs Form 3*

- *Posts the replica of the Name Grid and the test coverage*
- *Gives the General Directions*
- *Distributes the ASs then the TBs*
- *Checks if Name Grid, LRN and other information in the AS are properly shaded*
- *Facilitates in accomplishing the Form 2 by the examinees*
- *Administers the test using the Examiner's Handbook*
- *Keeps custody of the excess TBs in original plastic bags while the test is in progress and does not read the test items (with sanctions as per DepED Order No. 55, s.2016)*
- *Accomplishes Forms 1 and 7*
- *Retrieves the TMs*

- *Submits the following to the Chief Examiner:*
  1. Examiner's Handbook
  2. Unused ASs
  3. Sealed ETRE
  4. TBs
- *Signs Form 3*

- *Arranges the used and unused TBs consecutively by Examinee Number*
- *Checks the contents of the ETRE (Used ASs, Actual Time Record and Forms 1, 2 and 7)*
- *Seals the ETRE while still inside the examination room*

The Monitors

1. BEA staff-monitors will be assigned to any testing center(s) nationwide, unannounced in the field.

2. The expenses incurred by external-volunteers are not chargeable to BEA funds.

Guidelines on the Use of School IDs

1. BEIS and BEA are using similar School IDs both recognized by the Department.

2. New schools without School IDs are given temporary ones by the BEA and no other sources to avoid duplication and to facilitate allocation of test materials.

3. The School IDs issued by BEA will be used temporarily for future test administrations until such time BEIS issues the permanent ID.

4. In case there are several School IDs for one school, follow the School ID indicated in the Scannable School Header (SSH) and check the correctness of School ID in the TMs received.

Guidelines on the Use of Learner Reference Number (LRN)

1. Use the LRN that will be provided by the Office of the Planning Service, DepED Central Office.

2. The LRN must be reflected in each of the examinees' AS , Form 1, List of Examinees to be posted at the door.

Pre-Test Guidelines

Concern	Guidelines
Distribution Time for the Test Materials (TMs)	Early in the morning of Examination date in nearby schools A day before the Examination date to far schools or earlier to far flung schools
Preparation of Classrooms	Only 30 chairs should be contained in the Examination Room, well-spread. First and last rows close to the walls.

Pre-Test Guidelines

Concern	Guidelines
Information Dissemination for Examinees	1. Inform the examinees to bring pencils (lead #2) on exam day. 2. Inform the examinees taking the NCAE to bring snacks/lunch on exam day. They are not allowed to leave the school premises. 3. Inform every examinee to be ready with the following information: a) Region Code b) Division Code c) School ID d) LRN e) A copy of their Final Ratings in Grade 8 for Grade 9 takers – Math, English, Science and TLE

Pre-Test Guidelines

Concern	Guidelines
Information Dissemination for Schools	1. Inform all schools that list of examinees must be alphabetically arranged in the whole school regardless of gender. Each listed examinee should have the corresponding LRN. 2. Private schools without permit to operate are excluded from Test Administration. 3. Examinees from small-size private schools can be merged and tested in one testing center in a city or in a municipality. A Master Teacher shall be assigned as the CE. 4. Merging of 5 or Less Excess Examinees ▪ **Large Testing Center** - Examinees can be integrated in the last five rooms, each accommodating an examinee. - The examinee will be the last in the list/seat plan. - Customize Forms 1 and 3 in order to include the additional examinee. Add another box/space.

Pre-Test Guidelines

Concern	Guidelines
	• **Small Testing Center** - In case merging with other small testing centers is not possible, i.e. 35 examinees only, all examinees may be accommodated in one testing room. - Another set of Forms 1 and 2 will be used for the 5 examinees. *Note: No integration of excess examinees will be done if there are enough testing rooms and room examiners (coming from other schools) to serve in the testing center.* 5. There should be a separate ETRE for each school in case there is merging of small size schools into one testing center. 6. Rescheduling of the NCAE – Instruction from the SDS must prevail since they are most familiar with the status of the school.

Pre-Test Guidelines

Concern	Guidelines
Information Dissemination	7. Inclusion Policies a. Examinees with Hearing Impairment (HI) • They may take the test • They may be included in the regular testing room b. Examinees who finished Grade 10 in other countries (with 12 years of basic education) • They may take the test as long as they are classified as regular Grade 9 student in the Philippines c. Out-of-School Examinees • They may be accommodated in the NCAE administration • Use the buffer TM's

Pretest : Entrance and Seating Arrangement

Check the identities of the examinees inside each Examination Room through their School ID.

Do not allow electronic devices – calculator & cell phones in the exam room.

All belongings shall be placed in front beneath the blackboard. Only pencils, sharpeners and a computation paper shall be with the examinees while test is going on.

Note:

No other persons should be allowed in the premises of the Examination Rooms except the testing staff and authorized monitors.

Allocation of Test Materials

I. **Test Booklets.** There shall be two (2) booklets for NCAE: Test Booklets A and B.

Booklet A contains the General Directions, Examinee's Descriptive Questionnaire (EDQ), General Scholastic Aptitude (GSA), Technical-Vocational-Livelihood and Sports subtests.

Booklet B contains the Academic Tracks (HUMMS, STEM and ABM), Arts and Design and Occupational Interest Inventory subtests.

II. Answer Sheets. The examinees shall use scannable Answer Sheets designed specifically for NCAE.

IMPORTANT: Every examinee must receive two sheets of AS with the same serial number- one for Day 1 and the other for Day 2. The RE must check that the serial numbers of the two sheets are identical.

Board Work

There shall be two board works for Day 1 and 2. Prepare and post the board works. There is an allotted time for snacks and lunch breaks. Time limit must be strictly followed.

BOARD WORK FOR DAY 1

Parts of the Test	Number of Items	Time Limit	Time Allocation	Time Started	Time Ended
TB1-					
General Directions and EDQ	14	5 mins.	7:30 - 7:35		
Reading Comprehension (RC)	30	30 mins.	7:36 - 8:05		
Mathematical Ability (MA)	40	40 mins.	8:06 - 8:45		
Verbal Ability (VA)	30	30 mins.	8:46 - 9:15		
BREAK	10 mins.		9:16 - 9:25		
Scientific Ability (SA)	40	40 mins.	9:26 - 10:05		
Logical Reasoning Ability (LRA)	15	15 mins.	10:06 - 10:20		
Technical- Vocational-Livelihood (TVL)	70	70 mins.	10:21-11:30		
Sports	30	30 mins.	11:31-12:00		
TOTAL	**265**	**4h and 30 mins.**			

Board Work

BOARD WORK FOR DAY 2

Parts of the Test	Number of Items	Time Limit	Time Allocation	Time Started	Time Ended
TB2					
Preliminary		5 mins	7:30-7:35		
Humanities and Social Sciences (HUMSS)	30	30 mins.	7:36 – 8:00		
Science, Technology, Engineering and Mathematics (STEM)	40	40 mins.	8:01-8:40		
Accountancy, Business and Management (ABM)	30	30 mins.	8:41-9:10		
BREAK	10 mins.		9:11-9:20		
Arts and Design	30	30 mins.	9:21-9:50		
Occupational Interest Inventory	215	60 mins.	9:51-10:50		
TOTAL	**345**	**3h and 25 mins**			
TOTAL NUMBER OF ITEMS AND DURATION OF THE ENTIRE TEST	**610 items**	**7h and 55 mins**			

On the Storage of Examiner's Handbook and Replicas of Name Grid

- EH will be stored in the Division Office. Name Grid replicas will be stored in the schools or testing centers. Both documents are for future use.

- Replicas of the name grid and Board Work intended for each testing program should be properly stored and utilized in each school. These are generic to all testing programs; hence, may be used in future testing activities in case no reprints will be provided.

Seating Arrangement and Test Administration Scheme

There shall be 30 examinees per testing room as depicted in the seat plan below.

----- CHALKBOARD ----

	Row 1	Row 2	Row 3	Row 4	Row 5	Row 6
Line 1	1	2	3	4	5	6
Line 2	7	8	9	10	11	12
Line 3	13	14	15	16	17	18
Line 4	19	20	21	22	23	24
Line 5	25	26	27	28	29	30

There shall be two testing days. In Day 1, the examinees will answer the Test Booklet A while in Day 2, they will answer the Test Booklet B. The seat plan should be strictly followed for both testing days.

THE FORMS

Oath of Confidentiality
Form 1 – List of Actual Examinees
Form 2 – Seat Plan*
Form 3 – Test Materials Accounting Form*
Form 4 – Chief Examiner's Report Form
Form 5 – Test Booklet Quantity and Completeness Verification Sheet
Form 6 – Answer Sheet Quantity and Completeness Verification Sheet
Form 7 – Room Examiner's Test Administration Evaluation Report

*with modifications

FORM 1

LIST OF ACTUAL EXAMINEES

REGION: _____ DIVISION: _____

SCHOOL: _____ SCHOOL ID: _____

ADDRESS: _____ Number of Males: _____ Number of Females: _____ Total: _____

YEAR LEVEL: _____

	NAME	GASTPE Grantee		Learner Reference Number (LRN)
		EVS	ECS	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

	NAME	GASTPE Grantee		Learner Reference Number (LRN)
		EVS	ECS	
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

IMPORTANT

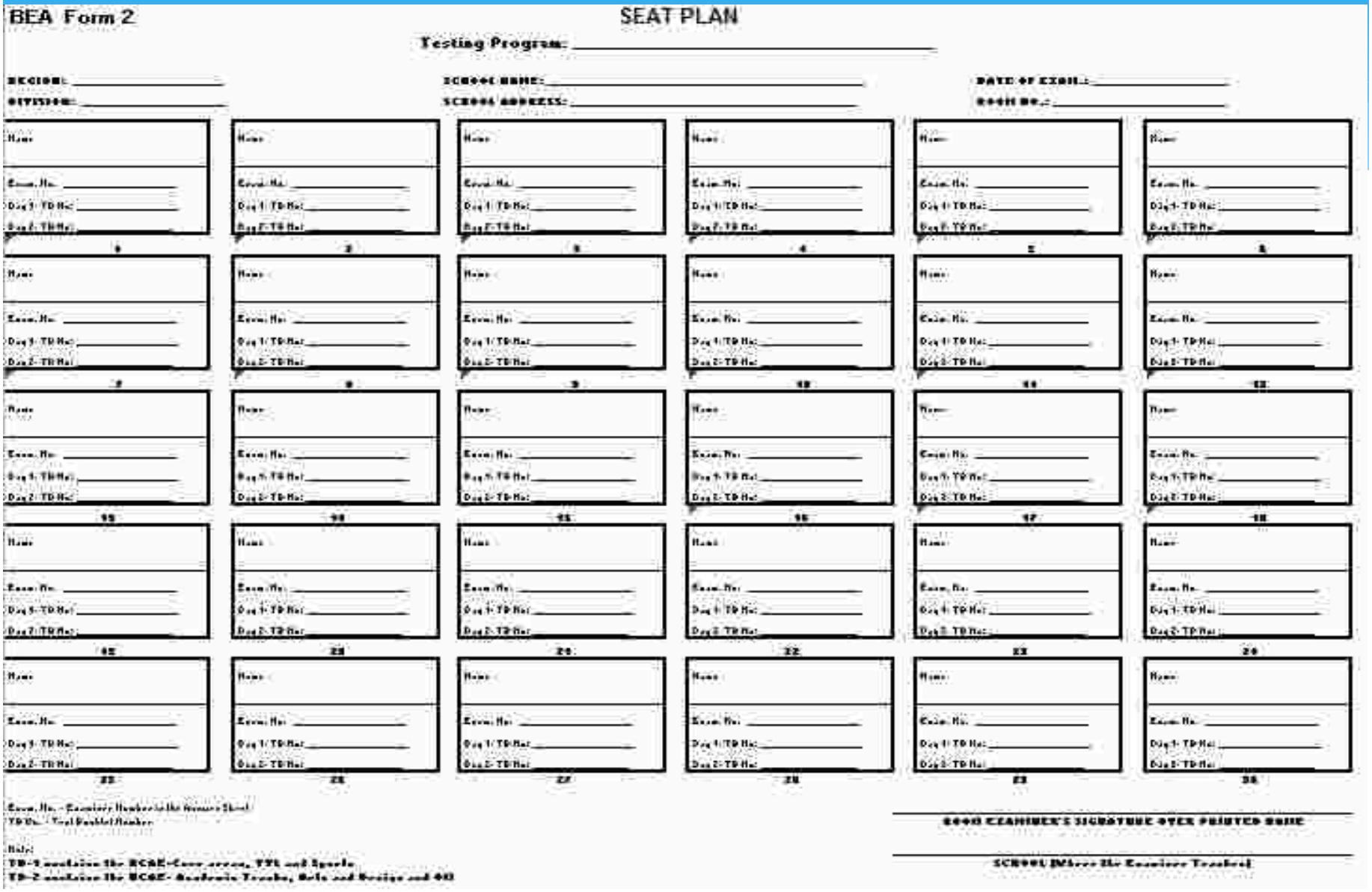
- To be accomplished by the Room
- List names as they appear in the Seat Plan
- Leave the space blank if not a GASTPE grantee

EVS - Education Voucher System
ECS - Education Contracting Service

_____
Room Examiner (RE)

_____
School Station where RE teaches

FORM 2



BEA Form 2

SEAT PLAN

Testing Program: _____

REGION: _____ SCHOOL NAME: _____ DATE OF EXAM.: _____

DIVISION: _____ SCHOOL ADDRESS: _____ EXAM NO.: _____

Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 1	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 2	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 3	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 4	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 5	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 6
Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 7	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 8	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 9	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 10	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 11	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 12
Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 13	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 14	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 15	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 16	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 17	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 18
Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 19	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 20	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 21	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 22	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 23	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 24
Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 25	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 26	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 27	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 28	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 29	Name Exam. No. _____ Dig 1- TB No: _____ Dig 2- TB No: _____ 30

Exam. No. - Examinee Number in the Answer Sheet
TB No. - Test Booklet Number

Note:
TB-1 contains the ECAE-Core areas, FPL and Sports
TB-2 contains the ECAE- Academic Tracks, Arts and Design and 4K

_____
EXAMINER'S SIGNATURE OVER PRINTED NAME

_____
SCHOOL Where the Examinee Tracked

FORM 3

BEA FORM 3

Republic of the Philippines
Department of Education
BUREAU OF EDUCATION ASSESSMENT
Pasig City

Name of School: _____ Address of School: _____ Name of Chief Examiner: _____ Date of Test: _____

TEST MATERIALS ACCOUNTING FORM

Place issued _____
Time/Date Issued _____

This is to certify that I received _____ carton(s)/ package(s) which contain Test booklets (TBs) and Answer Sheets (ASs). The seals of these are all intact.

Signature: _____

INSTRUCTIONS:

1. The Chief Examiner fills up the information required in each column.
2. All Examiners are required to affix their signature in Column 6 as they receive the materials for their respective examination rooms.
3. The duly accomplished form is to be placed inside the Chief Examiner's Transmittal Report Envelope (CETRE) for transmittal to the BEA, Pasig City.
4. Note down under "Remarks" the total number of defective and replaced Test Booklets.
5. At the time when the examinees are accomplishing the last subtest, Columns 7, 8 and 9 should be filled out and all unused Scannable Answer Sheets should be

			Distribution Phase				Retrieval Phase					
No.	Name in Print of Examiner	Room Room No.	No. of TB	Inclusive Serial Numbers	Signature of Examiner	No. of Used	No. of Unused TB	Serial Number(s) of Unused TB	Signature of Examiner	Initial of Chief Examiner	Remarks
	2	3	4	5	6	7	8	9	10	11	12
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											

Use a separate sheet of paper should there be a long list of Serial Numbers for Unused Test Booklets (TBs). There should be separate list for TB1 and TB2.

Example: Room No. _____ Unused TB1 SN: _____ Unused TB2 SN: _____

Page _____ of _____ pages

FORM 4

BSA Form 4

CHIEF EXAMINER'S REPORT FORM
Testing Program: _____

Region: ____ Council: _____ Date of Testing: _____ Testing Center: _____

Directions: Please complete and return this report to the Scout Executive of the council listed above.

A. Fill in the blanks.
1. Number of testing rooms: ____
2. Total number of registrants at ____ (time): _____
   Male: _____ Female: _____ Total: _____
3. Total number of scoutmasters: _____
4. Total number of advisors: _____
5. Time when the last materials were distributed: (0 hours 0 minutes) _____

B. Report Activities on Examination Day

Describe the program activities in terms of the following:	Sufficient	Insufficient	Number of Needed Additional Copies	Room Number with Insufficiency
1. Testing of Test Materials				
a. Test booklet				
b. Answer sheet				
c. Pencils				
d. Answer Key				
e. Test Policy				
f. Administrative Procedures				

	Yes	None
1. Did Board members report to the examiners on the testing room assigned?		
If yes, state the problem:		
	Subject	Not Subject
1. Testing rooms were clean:		
a. The light and the temperature of each room were adequate for the comfort of the candidates		
b. Lack of cleanliness in any room during testing period caused:		

C. Test Scores

Rate the examinations based on the following answers:	Subject	Not Subject
1. Testing (testing a relevant area):		
a. Time necessary to complete each test was adequate		
b. Directions were clear and concise		
2. Relating to the Scouting spirit: Scouts:		
a. Were discouraged from taking the tests		
b. Were encouraged to take the tests when not in the mood for the test		
3. Scouts' reaction to the Tests and Q&A:		

D. Disposition of the Test Booklets (Fill in)

	Number Missing	Room Numbers with Q&A Not in Good Condition	Serial Numbers of Q&A Not in Good Condition
Answer Booklet			
Test Booklet			
Merit Badge Pamphlet			
Merit Badge Pamphlet			
Merit Badge Pamphlet			
Other Publications			

E. Test Site

Describe the procedures employed by the Examiner in the operation of the Scouts and Answer Sheets	Proper	Not Proper
1. Examiners required each applicant to read the Answer Sheet to make sure that the Answer Sheet is completed		
2. Examiners checked the number of test booklets and Answer Sheets for each applicant		
3. Examiners assigned the Tests to the appropriate applicants		
4. Examiners collected the used Answer Sheets in original packages		
5. Examiners sealed the Answer Sheets in original packages		

F. Specify the good practices encountered, actions (s) you took and recommend measures to improve the conduct of future examinations.

Problem 1: _____

Solution / s made: _____

Recommendation / s: _____

Problem 2: _____

Solution / s made: _____

Recommendation / s: _____

Problem 3: _____

Solution / s made: _____

Recommendation / s: _____

Problem 4: _____

Solution / s made: _____

Recommendation / s: _____

Prepared by:

_____
Name of the Chief Examiner
Signature over Printed Name

_____
Date

_____
Designation / Position

Attested by:

_____
Name of the Advisor (BSA Rep.)
Signature over Printed Name

_____
Designation / Position

Forms 5 and 6

Form 5

TEST BOOKLET QUANTITY and COMPLETENESS VERIFICATION SHEET

Name of School: _____ *Region:* _____
School ID: _____ __ *Division:* _____

PRE-TEST

1. How many test booklets were allotted to your testing center as indicated in the Packing Guide, including buffer? _____
2. Upon opening of boxes, are the test materials:
   _____ complete _____ incomplete _____ with excess
3. If incomplete, how many are lacking/missing? _____
4. What is/are the Serial Number/s?
   _____
5. If excess, how many? _____
6. What is/are the Serial Number/s?
   _____

POST-TEST

1. After retrieval, are the test booklets complete? _____
2. If not, how many are missing/lacking? _____
3. What is/are the Serial Number/s? _____
   _____

Prepared by:

_____
Signature over Printed Name of School Testing Coordinator (STC)

Attested by:

_____
Signature over Printed Name of Chief Examiner

_____
School

NOTE:* ***This form is to be submitted separately to the DTC.

NETRC Form 6

ANSWER SHEET QUANTITY and COMPLETENESS VERIFICATION SHEET

Name of School: _____ *Region:* _____
School ID: _____ *Division:* _____

PRE-TEST

1. How many answer sheets were allotted to your testing center as indicated in the Packing Guide, including buffer? _____
2. Upon opening of boxes, are the test materials:
   _____ complete _____ incomplete _____ with excess
3. If incomplete, how many are lacking/missing? _____
4. What is/are the Serial Number/s?
   _____
5 If excess, how many? _____
6. What is/are the Serial Number/s?
   _____

POST-TEST

1. After retrieval, are the answer sheets complete? _____
2. If not, how many are missing/lacking? _____
3. What is/are the Serial Number/s?
   _____

Prepared by:

_____
Signature over Printed Name of School Testing Coordinator (STC)

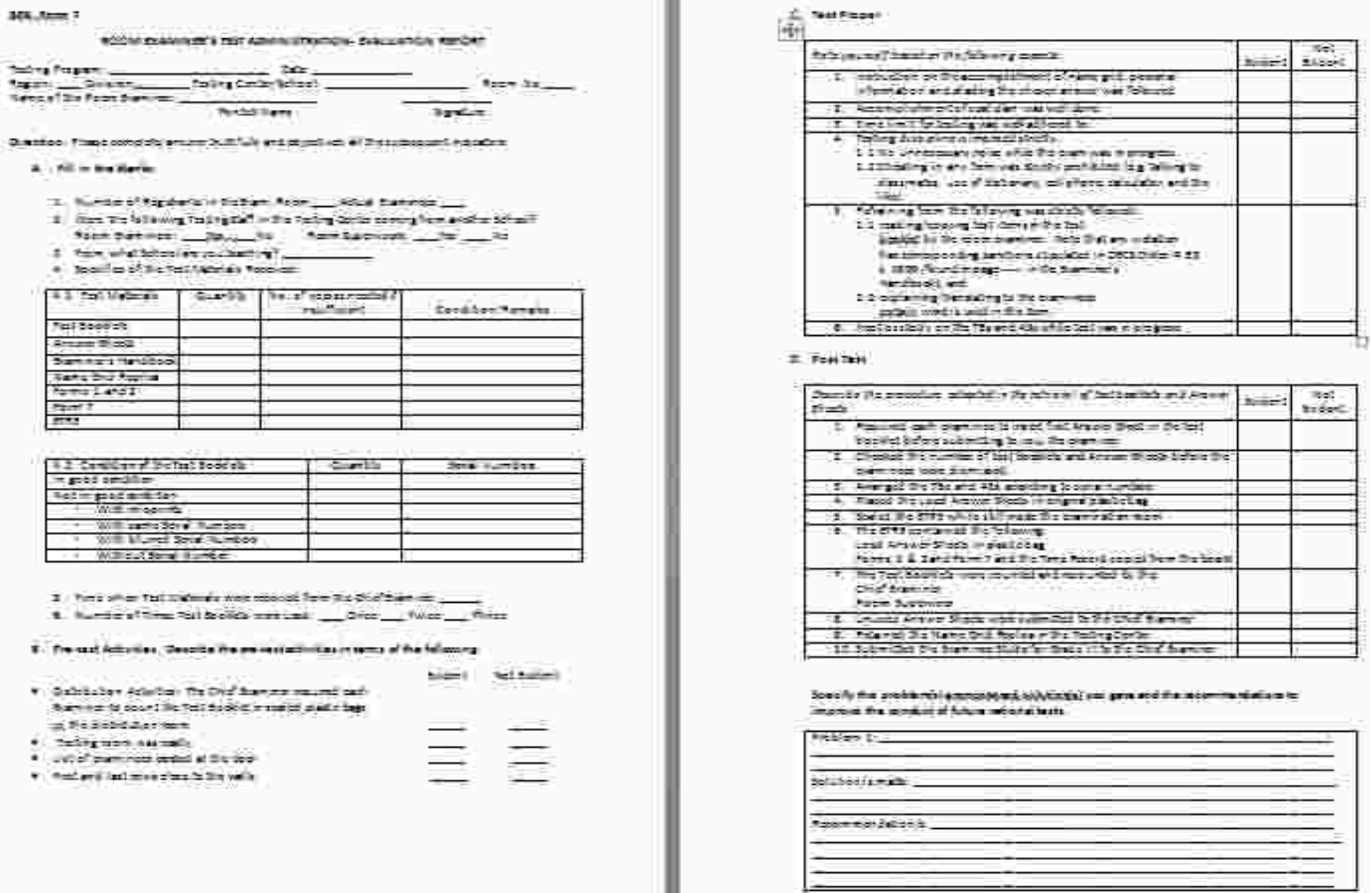
Attested by:

_____
Signature over Printed Name of Chief Examiner

_____
School

NOTE:* ***This form is to be submitted separately to the DTC.

Form 7



ETRE

Republic of the Philippines
DEPARTMENT OF EDUCATION
BUREAU OF EDUCATION ASSESSMENT
2nd Floor, Bonifacio Bldg., DepED Complex, Meralco Avenue, Pasig City

ROOM EXAMINER'S TRANSMITTAL REPORT ENVELOPE (ETRE)
(Brown Envelope)

Region: _____ Division: _____ Room No.: _____

Name of School/Testing Center: _____ Testing Program: _____

Address of School: _____
Street Barangay Municipality Province/City

ROOM NUMBER: _____

No. of Registrants:		Male _____	Female _____	Total _____
No. of Actual Examinees*	Day 1:	Male _____	Female _____	Total _____
	Day 2:	Male _____	Female _____	Total _____

1. Arrange the used Answer Sheets consecutively.

2. Double check the number of used **SCANNABLE ANSWER SHEETS** and fill up the following:
   Quantity of used AS: _____ Serial No. _____ to _____

3. Place inside this ETRE the following contents:
   3.1 Used Answer Sheets with Serial Numbers with serial numbers arranged consecutively
   3.2 One copy of the BEA Form 1 back to back with BEA Form 2
   3.3 Examiner's Narrative Report (Form 7)
   3.4 Time started and ended, copied from the board and signed by the Examiner

4. Seal this ETRE with the DepED-BEA paper tape and sign across while still in the examination room.

** **DO NOT PUT UNUSED SCANNABLE ANSWER SHEET/S INSIDE THIS ENVELOPE.***

SUBMITTED BY:

_____ _____
Signature over Printed Name of Room Examiner School where the Examiner Teaches

CETRE

Republic of the Philippines
DEPARTMENT OF EDUCATION
BUREAU OF EDUCATION ASSESSMENT
2nd Floor, Bonifacio Bldg., DepED Complex, Meralco Avenue, Pasig City

CHIEF EXAMINER'S TRANSMITTAL REPORT ENVELOPE (CETRE)
(White Envelope)

Region: _____ Division: _____

Name of School/Testing Center: _____ Testing Program: _____

Address of School: _____
Street *Barangay* *Municipality* *Province/City*

NUMBER OF ROOMS: _____

Total No. of Registrants: Male _____ Female _____ Total _____
Total No. of Actual Examinees: Day 1: Male _____ Female _____ Total _____
Day 2: Male _____ Female _____ Total _____

Place in this Envelope the following

1. BEA Form 3 – Test Materials Accounting Form
2. BEA Form 4 – Chief Examiner's Report Form
3. Scannable Answer Sheets
4. Unused Scannable Answer Sheets

Quantity of unused AS: _____

Note: Forms 5 and 6 should not be placed inside this CETRE but to be submitted separately to the DTC.

SUBMITTED BY:

_____ _____
Signature over Printed Name of Chief Examiner School

Oath of Confidentiality

As part of the testing staff nationwide, tasked to receive, administer and retrieve the Test Materials for the National Career Assessment Examination (NCAE), I hereby solemnly swear that I will strictly observe security measures to maintain the confidentiality of these.

Received from:
(The Division Testing Coordinator)

Print Name and Sign

Date

Received by:
(School Head / School Testing Coordinator)

Print Name and Sign

Date

Department of Education
Bureau of Education Assessment

Basic Facts on the National Career Assessment Examination

Dr. Nelia V. Benito, CESO IV
Director IV

Republic of the Philippines

Department of Education

30 JUN 2016

DepEd ORDER
No. 55 s. 2016

POLICY GUIDELINES ON THE NATIONAL ASSESSMENT OF STUDENT LEARNING FOR THE K TO 12 BASIC EDUCATION PROGRAM

To: Undersecretaries
Regional Directors
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Heads, Public and Private Elementary and Secondary Schools
All Others Concerned

1. The Department of Education (DepEd) is adopting the enclosed **Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program**.

2. Assessment is the process of measuring learners' progress in the attainment of learning standards and 21st-century skills. The results of the various forms of assessment shall be used to quantify judgments on learners' academic performance.

3. The national assessment of student learning is an integral part of DepEd's assessment framework. It aims to:

   a. monitor the Philippine education system and schools for public accountability;
   b. assess the effectiveness and efficiency of the delivery of education services using learning outcomes as indicators;
   c. provide information that will guide decisions on instructional practices;
   d. determine if learners are meeting the learning standards of the curriculum;
   e. measure students' aptitude and occupational interest for career guidance; and
   f. assess prior learning for placement, accreditation and equivalency.

4. Based on the aforementioned rationale of national assessment of student learning, DepEd will conduct the following assessments through the Bureau of Education Assessment:

   a. **Early Language, Literacy, and Numeracy Assessment** to be administered at the end of Grade 3 as a key stage assessment to determine if students are meeting the learning standards in early language, literacy, and numeracy;

   b. **Exit Assessments** to be administered in Grade 6, Grade 10 and Grade 12 to determine if learners are meeting the learning standards of the Elementary, Junior High School and Senior High School curriculum;

   c. **Career Assessment** to be administered in Grade 9 to determine learners' aptitudes and occupational interests for career guidance;

   d. **Accreditation and Equivalency Assessment** to be taken by out-of-school youth and adults to certify completion of elementary and secondary education; and

   e. **Grade Level Placement Assessment** for learners in special circumstances specified in Section 6 to determine their appropriate grade level in the formal system.

5. This DepEd Order covers the target clientele, purpose, design, test administration procedures, and utilization of results of each assessment tool administered to learners under the Philippine education system.

6. Effective **School Year (SY) 2016-2017**, the *Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program* shall be implemented in public and private elementary and secondary schools nationwide.

7. These guidelines will remain in force and in effect until **SY 2023-2024**, which is when the first K to 12 cohort completes Grade 12, unless sooner repealed, amended, or rescinded. All existing Orders and Memoranda on student learning assessment that are inconsistent with this Order are rescinded.

8. Immediate dissemination of and strict compliance with this Order is directed.

BR. ARMIN A. LUISTRO FSC
Secretary

Encl.:
As stated

Reference:
DepEd Order No. 8, s. 2015

To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT
BASIC EDUCATION
ELEMENTARY EDUCATION
LEARNERS
POLICY
RULES AND REGULATIONS
SCHOOLS
SECONDARY EDUCATION
STRAND: Curriculum and Instruction
STUDENTS

❖ **DepED Order 55, s. 2016, Section 4 – Career Assessment**

Rationale

- In order to guide the conduct of career guidance at the school level and to ensure the development of skills and competencies required in the world of work, DepEd shall conduct a career assessment through the Bureau of Education Assessment (BEA) to Grade 9 students beginning School Year 2016-2017.

Specific Objectives

1. To provide guidance to individual learners for their future educational and career choices; and
2. To provide a basis for profiling learners' aptitude in the four Senior High School Tracks:
   a. Academic
      i. Accountancy, Business, Management **(ABM)**
      ii. Science, Technology, Engineering and Mathematics **(STEM)**
      iii. Humanities and Social Sciences **(HUMSS)**
   b. Technical-Vocational-Livelihood
   c. Sports
   d. Arts and Design

Domains Measured

A. General Scholastic Aptitude (GSA)

is the average of the standard scores in these areas:

- Scientific Ability
- Reading Comprehension
- Verbal Ability
- Mathematical Ability
- Logical Ability

B. Occupational Inventory Interest (OII)

Is an inventory/checklist of occupational interests which provides an assessment on inclinations/preferences for comprehensive career guidance. A profile chart of the students' occupational inclinations and preferences through the identified cluster occupations is provided.

C. Aptitude for Senior High School (SHS) Tracks

- Measures the innate ability or potential of a student to succeed in the following SHS Tracks:

a. Academic- ABM, STEM, HUMSS
b. Technical-Vocational-Livelihood
c. Sports
d. Arts and Design

Target Clientele

- The test shall be administered to all Grade 9 learners who are currently enrolled in public schools and private schools with a government permit or recognition.
- Learners with special needs may also be assessed provided that test accommodations are met.

(Refer to DO. 55, s. 2016 Sec. 9)

SECTION 9: Test Accommodations for Learners with Special Needs

The inclusion of learners with special needs in national 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 once in a while 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 scannable Answer Sheet. These alternative formats may also be used by other learners as needed.

8. Appropriate test furniture (table, chair)

Mode of Administration

- Census will be the mode of administration

Schedule of Administration

- The test shall be administered annually every last Wednesday and Thursday of August.

Test Administration Scheme

- The test shall be administered in two days.

Day	Booklet Number	Test Domain
1	1	General-Scholastic Aptitude
		Technical-Vocational-Livelihood
		Sports
2	2	Academe
		Occupational Interest
		Arts and Design

Number of Examinees per Testing Room

- 30 examinees per room
- Alphabetically arranged regardless of gender

Test Results Interpretation

- Test results shall be recommendatory.
- The career choice of the student based on his/her aptitude and occupational interest shall prevail as facilitated by the guidance counselor/teacher and as guided by the trends in the labor market.

Test Results Utilization

- Reporting and interpretation of the results shall be used in career advocacy, career guidance and homeroom guidance.
- It can be used for entry assessment to the specific Senior High School (SHS) tracks/strands in all public and private schools.

- Prior to entering SHS, the aptitude of students in select programs shall be measured in order to ensure that they have the potential to complete the program.
- The Certificate of Ratings (CORs) shall include a report on the students' General Scholastic Aptitude, Occupational Interest Inventory (with first and second preferences), and the track they opt to pursue vis-a-vis their aptitude in the SHS tracks.
- Results shall be reported in Standard Scores and Percentile Ranks.

Cut-Off Score

- There is a **required** cut-off score for students who wish to enroll in the Science, Technology, Engineering, and Mathematics (STEM) Strand.
- The final grade both in Science and Math in Grade 10 should be 85 and above.
- Learners should also have at least a percentile rank of 86 and above in the STEM subtest.

- However, there will be **no** prescribed cut-off score for the scholastic grades and scores in any subtest for those who desire to enter into the HUMSS and ABM Strands, and the TVL Track.

Screening of Students (Sports, Arts and Design Tracks)

- There will be two screenings for students who wish to enroll in the Sports and Arts and Design Tracks.

- The first screening will be the results of the NCAE in the corresponding subtests. Aptitude should be at least a percentile rank of 51 and above.
- The second screening for the Sports Track will be done through skills-related fitness tests, while for the Arts and Design Track, it will be through a performance and skills assessment. Both screenings will be administered by the accepting schools.

Table 1. Criteria for entry to senior high school (SHS) tracks/strands

Criteria	SHS Tracks/Strands						
	Academic Track				Sports Track	Arts and Design Track	TVL Track
	STEM Strand	ABM Strand	HUMSS Strand	General Academic Strand			
Scholastic Grades at Grade 10	Final Grade no lower than 85 both in Math and Science	None	None	None	None	None	None
Career Examination Results	Percentile rank of 86 and above in the STEM subtest	None	None	None	Percentile rank of 51 and above in the corresponding career subtests		None
Alternative Entry Requirements	Write up of scientific inquiry process, draft experiment, and other such summative assessments	Simple business concept/idea, marketing ideas, and other such summative assessments	Essay on current social issues, short story or articles, book/movie reviews, and other such summative assessments	Essay on a project of interest, project plan, and other summative assessments	Skills-related fitness tests administered by the accepting schools	Performance and skills assessment administered by the accepting schools	Livelihood project idea/s, and other such summative assessments

- Accepting schools shall administer alternative entry requirements as needed.
- Schools may also opt to have other alternative assessment aside from those in the table above. These assessments should be in line with their chosen track/strand.

Test Results Dissemination

- Test results will be released not more than three months after the examination. Specific test data shall be disseminated to different stakeholders.

1. Internal Stakeholders

   a. Learners

   They shall receive individual Certificate of Rating (COR) that contains the obtained test scores in the domains and level of preferences in the occupational fields.

b. School/Division/Region

A report on the Institutional Performance Profile (IPP) or summary of test results by domain shall be released to these offices.

c. Policy makers, program managers, and learning resource developers

A report on the national test results by specific variable shall be provided.

II. External Stakeholders

a. Parents/Guardians

-An orientation forum shall be conducted by the guidance counselor to inform them of the test results and the in-demand and hard-to-fill occupations by industry per region, to guide them in the track or course for senior high school.

b. Academe, community leaders, local government units, non government organizations (NGOs), civil society organizations, legislators, industries, local and foreign donors, researchers, and other government agencies

Test results by specific scope (municipal/congressional and school year) and variable (gender, type of school, etc.) shall be provided upon request.

❖ The procedure on the releasing of test results and guidelines on the utilization of national examination results are discussed in D.O. 55, s. 2016 Section 14.

SECTION 14: Guidelines on Assessment Data Utilization

National assessment data can be requested to and utilized by both internal and external stakeholders identified in Section 11. The following guidelines and requirements are issued to regulate the use of assessment data as per DepEd Order No. 51, s. 2009, "Prescribing Guidelines and Requirement Regulating the Use of National Examination Results."

1. Internal

BEA shall release the assessment results/data reports to the Region and Division Offices. The Division Office will then forward the documents to the schools. For career assessment in Grade 9, original copies of the COR must be given to the learners.

These results should not be used to rank schools and schools divisions. The Institutional Performance Profile shall be posted in the DepEd/ BEA website and can be downloaded by individual schools, divisions, and regions. The site has restricted access because it contains information that may be accessed only by authorized users. BEA shall provide usernames and passwords to authorized personnel in regions, division, districts or schools so they can access the data uploaded in the website.

BEA shall present the national assessment results to the Office of the Secretary and different bureaus in the Central Office.

2. External

External stakeholders may be provided with the assessment results. To safeguard and prevent the misuse, mishandling, misinterpretation, exploitation and manipulation of these assessment results, they must submit a letter specifying the purpose of their request and the data being requested (year of administration, scope, variables). A corresponding amount shall be charged by BEA for the processing of the requested data.

For student-researchers, the following must also be presented:

a. School ID to show proof that he/ she is enrolled in a higher education institution
b. Copy of his/her approved thesis/ dissertation proposal signed by the Adviser
c. Endorsement letter signed by the school Dean

Both individual and institutional stakeholders shall sign a Memorandum of Agreement (MOA) with BEA, agreeing to the provision that they shall not compare regions, divisions, schools, and examinees without taking into consideration other variables that may have a substantial effect on the outcome of the assessment and that they shall furnish DepEd a copy of the completed research/study.

Requests for reports or data may be communicated through fax or e-mail; the requesting party may also visit BEA personally.

Finally, BEA shall only provide and release to external stakeholders the assessment data for 10% of the actual number of examinees per year. Individual test results with names shall not be released unless the "data subject agrees to the collection, and processing of personal information about and/or relating to him/ her" per Section 8 of Republic Act 10173 or Data Privacy Act of 2012.