



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OFFICE - SCIENCE CITY OF MUÑOZ

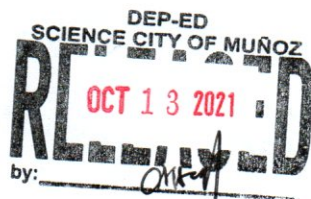
October 13, 2021


**DIVISION MEMORANDUM**  
No. 437, s. 2021

**REQUEST FOR ASSISTANCE IN THE VALIDATION OF TEACHER PARTICIPANTS IN THE PROFESSIONAL DEVELOPMENT PROGRAM ON ASSESSMENT AND EMERGING LITERACIES WITH FOCUS ON PISA**

To: Assistant Schools Division Superintendent  
Chief ES-CID  
Education Program Supervisors  
Secondary School Heads  
All Others Concerned

1. Pursuant to Memorandum from the Office of the Secretary entitled Request for Assistance in the Validation of Teacher Participants in the Professional Development Program on Assessment and Emerging Literacies with Focus on PISA dated October 12, 2021, this Office informs all teacher-participants to register in the link <https://tinyurl.com/APDFinalReg> on or before October 15, 2021, Friday, 12:00 nn.
2. This program aims to:
  - a. improve teachers' basic assessment literacy;
  - b. introduce emerging literacies in Math, Science, and Reading;
  - c. integrate emerging international directions in classroom assessment practice and interventions; and
  - d. assess teachers' content knowledge in Reading, Math, and Science in order to inform the direction of future cycles of the PD.
3. Enclosed are the List of Pre-Registered Participants who will register in the link above for them to be officially enrolled in the program and the Memorandum from the Central Office containing the Annex A-Program Overview and Annex B- Program Schedule for their reference.
4. Immediate and wide dissemination of this Memorandum is earnestly desired.



  
**DANTE G. PARUNGAO, CESO VI**  
Officer-In-Charge  
Schools Division Superintendent



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DSCM-QMS-QMR-QSF-008 Rev.03 (01.31.20)



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## Department of Education

REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OFFICE - SCIENCE CITY OF MUÑOZ

Enclosure No. 1 to Division Memorandum No. ~~417~~ s. 2021

### LIST OF PRE-REGISTERED PARTICIPANTS

Complete Name (Last, First, Middle)	School (Please do not abbreviate)	School ID	Division (Please do not abbreviate)	Position	Subject area specialization	Grade level represented	Contact No.	DepEd Email Address
ESPIRITU, VERNALYN, LOPEZ	GABALDON INTEGRATED SCHOOL	500395	SCIENCE CITY OF MUÑOZ	Teacher 1	Math	Grade 9	9267045409	<a href="mailto:vernalyn.espiritu@deped.gov.ph">vernalyn.espiritu@ deped.gov.ph</a>
MEMPIN, FERLYN, MOISES	MAGTANGGOL INTEGRATED SCHOOL	500396	SCIENCE CITY OF MUÑOZ	Teacher 1	Math	Grade 8	9260819917	<a href="mailto:ferlyn.mempin@deped.gov.ph">ferlyn.mempin@de ped.gov.ph</a>
LABITAD, LAWRENCE, NABOR	MARAGOL INTEGRATED SCHOOL	500397	SCIENCE CITY OF MUÑOZ	Teacher 1	Math	Grade 9	9166534567	<a href="mailto:lawrence.labitad@deped.gov.ph">lawrence.labitad@ deped.gov.ph</a>
PASCUA, MARISOL, CAPARAL	MUÑOZ NATIONAL HIGH SCHOOL- ANNEX	322801	SCIENCE CITY OF MUÑOZ	Teacher 1	Math	Grade 8	9684693068	<a href="mailto:marisol.pascua@deped.gov.ph">marisol.pascua@d eped.gov.ph</a>
CASTILLONES, DONNABEL, TULIAO	SAN ANTONIO INTEGRATED SCHOOL	500630	SCIENCE CITY OF MUÑOZ	Teacher 1	Math	Grade 8	9270892218	<a href="mailto:donnabel.tuliao@deped.gov.ph">donnabel.tuliao@d eped.gov.ph</a>
SALIBAY, SAMSON, UBA	MUÑOZ NATIONAL HIGH SCHOOL-MAIN (JHS)	300824	SCIENCE CITY OF MUÑOZ	Teacher 3	Math	Grade 8	9279806242	<a href="mailto:samson.salibay@deped.gov.ph">samson.salibay@d eped.gov.ph</a>
ABAYA, ZENAIIDA, OLPINDO	PALJUSAPIS INTEGRATED SCHOOL- SECONDARY	500398	SCIENCE CITY OF MUÑOZ	Teacher 1	Math	Grade 8	9977210178	<a href="mailto:zenaida.abaya@deped.gov.ph">zenaida.abaya@de ped.gov.ph</a>
VALDEZ, JOVI MEI	GABALDON INTERGATED SCHOOL	500395	SCIENCE CITY OF MUÑOZ	Teacher 1	English	Grade 8	9951516748	<a href="mailto:jovimei.valdez@deped.gov.ph">jovimei.valdez@de ped.gov.ph</a>



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Certificate No. 50500731 QM15





## Department of Education

REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OFFICE - SCIENCE CITY OF MUÑOZ

CUNANAN, JULIE, GARCIA	MAGTANGGOL INTEGRATED SCHOOL	500396	SCIENCE CITY OF MUÑOZ	Teacher 1	English	Grade 8	9975589682	<a href="mailto:julie.cunanani@deped.gov.ph">julie.cunanani@deped.gov.ph</a>
ALBERTO, JACKYLOU, GANCAÑA	MARAGOL INTEGRATED SCHOOL	500397	SCIENCE CITY OF MUÑOZ	Teacher 3	English	Grade 8	9268323675	<a href="mailto:jackylou.alberto@deped.gov.ph">jackylou.alberto@deped.gov.ph</a>
MANANES, RAMBI, BALIRAN	MUÑOZ NATIONAL HIGH SCHOOL- ANNEX	322801	SCIENCE CITY OF MUÑOZ	Teacher 3	English	Grade 9	9155881937	<a href="mailto:rambi.mananes@deped.gov.ph">rambi.mananes@deped.gov.ph</a>
ACUNA, ALORA, BUENO	SAN ANTONIO INTEGRATED SCHOOL	500630	SCIENCE CITY OF MUÑOZ	Teacher 1	English	Grade 8	9650491965	<a href="mailto:alora.acuna@deped.gov.ph">alora.acuna@deped.gov.ph</a>
FLORESCA, ROMELIA, ABON	MUÑOZ NATIONAL HIGH SCHOOL-MAIN (JHS)	300824	SCIENCE CITY OF MUÑOZ	Teacher 3	English	Grade 9	9684693247	<a href="mailto:romelia.floresca@deped.gov.ph">romelia.floresca@deped.gov.ph</a>
CASTILLO, EDGENE, LAS PIÑAS	PALUSAPIS INTEGRATED SCHOOL- SECONDARY	500398	SCIENCE CITY OF MUÑOZ	Teacher 1	English	Grade 8	9662788609	<a href="mailto:edgene.castillo@deped.gov.ph">edgene.castillo@deped.gov.ph</a>
FERNANDEZ, SHERLYN PARAISSO	GABALDON INTEGRATED SCHOOL	500395	SCIENCE CITY OF MUÑOZ	Teacher 1	SCIENCE	Grade 8	9056257226	<a href="mailto:sherlyn.fernandez@deped.gov.ph">sherlyn.fernandez@deped.gov.ph</a>
MARTIN, RENALYN PASICOLAN	MAGTANGGOL INTEGRATED SCHOOL	500396	SCIENCE CITY OF MUÑOZ	Teacher 3	SCIENCE	Grade 9	9457966888	<a href="mailto:renalyn.pasicolan@deped.gov.ph">renalyn.pasicolan@deped.gov.ph</a>
MANZANO, CATHERINE CAMPOS	MARAGOL INTEGRATED SCHOOL	500397	SCIENCE CITY OF MUÑOZ	Teacher 3	SCIENCE	Grade 9	9954086008	<a href="mailto:catherine.campos@deped.gov.ph">catherine.campos@deped.gov.ph</a>
DELA CRUZ, OSHINE CORPUZ	MUÑOZ NATIONAL HIGH SCHOOL- ANNEX	322801	SCIENCE CITY OF MUÑOZ	Teacher 1	SCIENCE	Grade 8	9532749266	<a href="mailto:oshine.delacruz@deped.gov.ph">oshine.delacruz@deped.gov.ph</a>
REYES, FERRY ESCAÑO	SAN ANTONIO INTEGRATED SCHOOL	500630	SCIENCE CITY OF MUÑOZ	Teacher 1	SCIENCE	Grade 8	9057526940	<a href="mailto:ferry.reyes001@deped.gov.ph">ferry.reyes001@deped.gov.ph</a>



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MAZON, NILA FLORES	MUÑOZ NATIONAL HIGH SCHOOL-MAIN (JHS)	300824	SCIENCE CITY OF MUÑOZ	Teacher 1	SCIENCE	Grade 9	9169304575	<a href="mailto:nila.mazon@deped.gov.ph">nila.mazon@deped.gov.ph</a>
ESPERANZATE, RONA MAY SANTOS	PALUSAPIS INTEGRATED SCHOOL-SECONDARY	500398	SCIENCE CITY OF MUÑOZ	Teacher 1	SCIENCE	Grade 9	9656870931	<a href="mailto:ronamay.esperanzate@deped.gov.ph">ronamay.esperanzate@deped.gov.ph</a>



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REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OFFICE - SCIENCE CITY OF MUÑOZ

Enclosure No. 2, to Division Memorandum No. \_\_, s. 2021



Republic of the Philippines  
**Department of Education**  
OFFICE OF THE SECRETARY

MEMORANDUM

TO : **UNDERSECRETARY REVSEE A. ESCOBEDO**  
Field Operations, Palarong Pambansa Secretariat, DEACO  
  
**All Regional Directors**

FROM : *Nepomuceno A. Malaluan*  
**UNDERSECRETARY NEPOMUCENO A. MALALUAN**  
Chief of Staff

SUBJECT : **REQUEST FOR ASSISTANCE IN THE VALIDATION  
OF TEACHER PARTICIPANTS S IN THE PROFESSIONAL  
DEVELOPMENT PROGRAM ON ASSESSMENT AND  
EMERGING LITERACIES WITH FOCUS ON PISA**

DATE : 12 October 2021

This pertains to the memorandum sent by my office last 18 August 2021 regarding *Request for the Pre-Registration of Teachers in the Professional Development Program on Assessment and Emerging Literacies with focus on PISA.*

You may recall that the details of the above professional development program were presented during the July 28 Joint Execom-Mancom Meeting. Briefly, in support of the Department's ongoing preparations for its participation in the 2022 cycle of the Programme for International Student Assessment (PISA), my office is currently preparing for the program's implementation in partnership with the Bureau of Education Assessment and the Bureau of Learning Delivery, as well as some Learning Service Providers accredited by the National Educators Academy of the Philippines (NEAP). This program aims to improve teachers' assessment literacy and content knowledge to help them align their classroom practice with the emerging literacies measured by international assessments.

During the pre-registration phase, every public Junior High School has been requested to send three (3) teachers to participate in the said training program, with one teacher each for Math, Science, and English specializations. Further, the said teacher participants must be teaching either in Grade 8 or Grade 9. **We would like to take this opportunity to thank you and your staff for your kind assistance in the engagement of teachers during the pre-registration process.** There are now roughly **24,364 pre-registered teacher participants.**



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To facilitate the teacher-participants' official registration with NEAP, we would like to request the assistance of the focal persons of the Schools Division Offices (SDOs) within your jurisdiction. Specifically, we request the focal persons to please send the following registration link to **all the pre-registered participants only**: <https://tinyurl.com/APDFinalReg>.

Teacher participants are requested to accomplish the form on or before **October 15, Friday, 12:00nn**. Only participants who will accomplish the above registration form by the said deadline shall be enrolled in the appropriate training platforms and will be looped in official communications moving forward.

Further, it is requested that the attached **Annex A – Program Overview** and **Annex B - Program Schedule** be disseminated to the participants for their reference.

For any related questions or clarifications, please send an email to [assessmentpd.secretariat@deped.gov.ph](mailto:assessmentpd.secretariat@deped.gov.ph).

Thank you.

## **Annex A PROGRAM OVERVIEW**

### **Professional Development Program on Assessment and Emerging Literacies with Focus on PISA**

#### **I. Rationale**

The Department of Education (DepEd) is committed to engage in various national and international system assessments to guide its efforts to address the challenge of improving the quality of basic education. Towards this end, DepEd participated in the Programme for International Student Assessment (PISA) for the first time in its 2018 cycle. The Department likewise participated in the Southeast Asia Primary Learning Metrics (SEA-PLM) 2019 and in the Trends in International Mathematics and Science Study (TIMSS) 2019.

The results of the participation by the Philippines in these international large-scale assessments (ILSA) bring to light the need to accelerate the efforts to improve education quality. One way to contribute to the improvement of quality of basic education is to enhance the alignment of classroom assessment with ILSAs such as PISA. Studies have shown that proper alignment between formative assessments and subsequent summative assessment is crucial in effective learning and assessment quality. For instance, Gulikers et al. (2013) submit that formative assessments should “change along with summative assessment innovations,” highlighting that teachers’ conceptions must be addressed to ensure the development of formative assessment practices that are aligned to such innovations. Further, according to Care (2018), “It is essential that there is strong alignment, not only between curriculum, assessment and pedagogy, but also across the different assessment levels - from classroom to national system - if stated learning goals and the educational philosophy of the country are to be realised.”

This professional development program, entitled Professional Development Program on Assessment and Emerging Literacies with focus on PISA, will thus aim to improve teachers’ assessment literacy and content knowledge, which should help them align their classroom practice with the emerging literacies measured by international assessments. The ultimate goal is for such alignment to translate to the improvement of the Reading, Math, and Science literacy of Junior High School Students.

#### **II. Program Description**

The Professional Development Program on Assessments and Emerging Literacies with focus on PISA aims to improve teachers’ assessment literacy and content knowledge in order to develop the Reading, Math, and Science literacy of Junior High School Students.

Enabling objectives include the following:

- Improve teachers’ basic assessment literacy
- Introduce emerging literacies in Math, Science, and Reading

- Integrate emerging international directions in classroom assessment practice and interventions
- Assess teachers' content knowledge in Reading, Math, and Science in order to inform the direction of future cycles of the PD

The content of this training program covers the following Professional Development Priorities of the National Educators Academy of the Philippines (NEAP): Philippine Professional Standards for Teachers (PPST) Strands 1.5, 3.1, 4.1, 4.2, 4.5, 5.1, and 5.2.

### III. Target Participants and Indicative Schedule

The program aims to cater to Grade 8 and 9 English, Science, and Math teachers in the 9,344 public junior high schools nationwide.

The program shall be implemented from October 2021 to April 2022.

### IV. Component Courses

Course Title	Brief Description	Topics
Enhancement of Teachers' Assessment Competencies	This course introduces the assessment competencies that teachers are expected to be equipped with based on the national and international standards. It consists of three parts: (1) Assessment Competencies for Teachers, (2) Building Assessment Competence, and (3) Feedback to Inform Learning. The course starts with pre-assessment of the participants' competencies. The teachers will be able to identify their strengths and weaknesses that could serve as their basis in improving their assessment practices. Moreover, this course provides a venue to build the teacher's competence in terms of assessment purposes, planning, evidence collection, interpretation of assessment evidence, use of assessment interpretation, evaluation of assessment processes, and feedback giving to improve student performance.	<p>A. Assessment Competencies Required for Teachers</p> <ol style="list-style-type: none"> <li>1. Assessment Competencies from the PPST and other standards</li> <li>2. Exercise in self-assessment and action plan (Status, gaps, goals, and plans)</li> </ol> <p>B. Building Basic Assessment Competence</p> <ol style="list-style-type: none"> <li>1. Assessment purposes</li> <li>2. Assessment planning</li> <li>3. Evidence collection</li> <li>4. Interpretation and use of student data during classroom discussions</li> <li>5. Interpretation and use of student data between lessons</li> </ol>



Course Title	Brief Description	Topics
		<p>6. Evaluation of assessment process to inform continuous improvement cycles</p> <p>C. Feedback to improve learning</p> <ol style="list-style-type: none"> <li>1. Growth mindset for motivation</li> <li>2. Self-assessment and metacognition</li> </ol>
Assessment of learning in DepEd	<p>This course intends to provide asynchronous and independent learning sessions for teachers to (1) explain the department's existing policies on student learning assessment at different levels (system, national, classroom); (2) improve content knowledge of participants on Assessment of Learning in DepEd as reflected in its policy documents; (3) to review and familiarize participants with different protocols/standards on classroom assessment, national assessments, system assessment, and the interim guidelines on assessment and grading in light of the BE-LCP. An online platform shall be used to implement this course, and the topics shall be delivered through webinars. Moreover, the resource persons shall come from the OUCI bureaus that serve as the process owners of the policies.</p>	<ol style="list-style-type: none"> <li>A. K to 12 Basic Education Program (DO 21 s.2019)</li> <li>B. Classroom Assessment (DO 8 s.2015)</li> <li>C. National Assessment of Student Learning (DO 55 s.2016)</li> <li>D. System Assessment (DO 29 s.2017)</li> <li>E. Guidelines for Assessment and Grading in Light of the BE-LCP DO 31 s.2020)</li> </ol>
The Philippine K-12 Curriculum and the ILSA	<p>This course provides an opportunity for the participants to compare international frameworks in reading, math, and science literacy and the local framework in order to understand the new directions in teaching and assessment of these literacies. The outputs will be an evaluation of tests questions, analysis of publicly available PISA and/or TIMMS questions, and formulation of test questions based on the PISA and/or TIMMS framework.</p> <p>This course also discusses the emerging directions of Reading, Mathematics and Scientific literacies based on PISA and TIMSS. It also provides valuable insights on the noted gaps in the Philippine</p>	<ol style="list-style-type: none"> <li>A. The different ILSA Frameworks: Emerging international directions for learner literacies/competencies/ proficiency in Reading, Math, and Science and their assessment <ol style="list-style-type: none"> <li>1. Reading Literacy</li> <li>2. Math Literacy</li> <li>3. Scientific Literacy</li> </ol> </li> <li>B. Comparison of the Philippine K to 12 Framework with the</li> </ol>

Course Title	Brief Description	Topics
	<p>Curricular Framework through the lens of the ILSA (i.e., PISA and TIMSS). Using the online delivery platform, various assessment activities were designed to facilitate individual and collaborative exercises such as evaluation of tests questions, analysis of publicly available PISA and/or TIMSS questions, and formulation of ILSA-based test items. The course has the end objectives of making the teacher participants to become familiar in the ILSA assessment structures, keen in evaluating quality assessment items that reflect Reading, Mathematics and Scientific literacies and adept at crafting questions that can prepare learners when they join the next PISA and TIMSS.</p>	<p>various ILSA Framework</p> <ol style="list-style-type: none"> <li>1. Reading Literacy</li> <li>2. Math Literacy</li> <li>3. Scientific Literacy</li> <li>4. Writing Literacy</li> </ol>
<p>Adapting assessment principles and practices to the emerging literacies</p>	<p>This course provides participants with educational technology tools, learning resources, and instructional strategies that can be used to enhance literacy skills or address the literacy gaps identified by the PISA 2018 results. The various components of this course provide participants with the knowledge needed to use these resources and strategies for interventions at the classroom level. Briefly, each component of this course may be described as follows:</p> <p>The first component is the <b>PISA Readiness Toolkit</b>, which intends to orient the JHS teachers of the intervention materials that they could use to improve the mathematics, scientific and reading literacies of the 15-year-old learners based on the proficiency levels set in PISA. The course includes opportunities for the teachers to see a demonstration on how to use the intervention materials for them to be able to use them effectively in the classroom.</p> <p>The second component is the <b>FrontLearners Simulation Training</b>, which aims to equip teachers on the use of PISA-related e-learning materials. This training program will be delivered through self-paced simulation activities that are uploaded in the Learning Management System (LMS).</p>	<p>A. Orienting teachers on the use of the materials from PISA in Action</p> <p>Component 2 (Learning Materials and Practice Tests for Students)</p> <ol style="list-style-type: none"> <li>a. PISA Readiness Toolkit</li> <li>b. FrontLearners Simulation Training</li> <li>c. Pedagogical Retooling in Mathematics, Languages and Science (PRIMALS) Literacy Learning Across the Curriculum (LLAC)</li> <li>d. Teaching and Assessing Reading Literacy</li> </ol>



Course Title	Brief Description	Topics
	<p>The third component is the <b>Training of Trainers for the PRIMALS LLAC</b>. Its main objective is to help teachers develop literacy as a foundational and requisite skill in language (English) and content areas (particularly, Science and Mathematics) among their students.</p> <p>Finally, the online training program on <b>Teaching and Assessing Reading Literacy</b> introduces teacher-participants to the important characteristics, components, and strategies for reading comprehension instruction so that adolescent learners will become independent, strategic, and effective readers. It aims to guide participants on the application of the method of direct teaching for comprehension strategy instruction, and to lead them to understand how various assessment strategies can be used to assess the processes and products of reading comprehension.</p>	
<p>Monitored application of assessment practice in the classroom setting</p>	<p>This course will serve as the final requirement for the completion of this program. It aims to provide an avenue for synthesis and integration of learning through the practical demonstration of assessment competencies, principles, methods, and strategies, and will be an important component of the Monitoring and Evaluation evidence.</p>	<p>Preparation of Individual Portfolio and Group Action Research or Assessment Plan</p>

**Annex B**  
**PROGRAM SCHEDULE**

Module No.	Topics	Inclusive Dates and Time	Delivery	Time Allocation
-	Course Overview	October 23	Asynchronous	1 hour
-	Pre-training Survey	October 23-27	Asynchronous	1 hour
1A	Assessment Competencies from the PPST and other standards	October 30	Synchronous	4 hours
1A	Exercise in self-assessment and action plan (Status, gaps, goals, and plan)	October 30	Asynchronous	4 hours
1B	<b>Session 0:</b> Introduction to Module 1B and Setting Expectations	<b>Science Group:</b> November 2  <b>Math Group:</b> November 22  <b>Reading Group:</b> January 3	Asynchronous	1 hour
1B	<b>Session 1:</b> Assessment and its Purposes  <b>Lecture 1:</b> Definitions of Assessment and Assessment Purposes  <b>Lecture 2:</b> Types of Formative Assessment	<b>Science Group:</b> November 3  <b>Math Group:</b> November 23  <b>Reading Group:</b> January 4	Asynchronous	2 hours
1B	<b>Session 2:</b> Assessment Planning  <b>Lecture 1:</b> Importance of Assessment Planning <ul style="list-style-type: none"><li>• Recap of Module 1</li><li>• Importance of assessment planning</li><li>• Overview of assessment process</li></ul> <b>Lecture 2:</b> Factors to consider when planning assessments <ul style="list-style-type: none"><li>• Curriculum standards</li><li>• Curriculum connections</li><li>• Progression of learning</li><li>• Timing</li><li>• Context and resources</li></ul> <b>Lecture 3:</b> How to plan assessments	<b>Science Group:</b> November 5  <b>Math Group:</b> November 25  <b>Reading Group:</b> January 6	Asynchronous	2 hours



Module No.	Topics	Inclusive Dates and Time	Delivery	Time Allocation
	<ul style="list-style-type: none"> <li>Four Levels of Formative Assessment Practice in the Philippines</li> </ul> <p><b>Lecture 4:</b> Interpreting and Using Student Data in Distance Learning in the Philippines</p>			
1B	<p><b>Q&amp;A for Sessions 3 and 4</b></p>	<p><b>Science Group:</b> November 13</p> <p><b>Math Group:</b> December 4</p> <p><b>Reading Group:</b> January 15</p>	Synchronous	1 hour and 20 mins
1B	<p><b>Session 5: Interpretation and Use of Student Data Between Lessons</b></p> <p><b>Lecture 1:</b> Use of Assessment Interpretation (Between Lessons) (Part 1)</p> <ul style="list-style-type: none"> <li>Grading and Reporting</li> <li>Improving Teaching and Learning <ul style="list-style-type: none"> <li>Basic assessment interpretation methods <ul style="list-style-type: none"> <li>Assessing with or without Scaffolding</li> <li>Proportion Correct</li> </ul> </li> </ul> </li> </ul> <p><b>Lecture 2:</b> Use of Assessment Interpretation (Between Lessons) (Part 2)</p> <ul style="list-style-type: none"> <li>Giving Feedback to Learners (in Between Lessons Assessment Cycle) <ul style="list-style-type: none"> <li>Three Feedback Questions</li> <li>Four Levels of Feedback</li> </ul> </li> </ul>	<p><b>Science Group:</b> November 15</p> <p><b>Math Group:</b> December 6</p> <p><b>Reading Group:</b> January 17</p>	Asynchronous	2 hours

<b>Module No.</b>	<b>Topics</b>	<b>Inclusive Dates and Time</b>	<b>Delivery</b>	<b>Time Allocation</b>
	<b>Interim Guidelines for Assessment and Grading in light of the BE-LCP</b>			
3	<b>PISA and TIMSS Frameworks and Identified gaps with K to 12 Science Curriculum</b>	<b>Science Group:</b> November 29 - December 3	Asynchronous	120 mins
3	<b>Analysis of Sample PISA Items</b>	<b>Science Group:</b> December 4	Synchronous	180 mins
3	<b>Writing PISA items</b>	<b>Science Group:</b> December 6 - December 10	Asynchronous	120 mins
3	<b>Sample PISA Item and critiquing</b>	<b>Science Group:</b> December 11	Synchronous	120 mins
3	<b>Introduction to the PISA Mathematical Literacy Framework</b>	<b>Math Group:</b> January 3	Synchronous	120 mins
3	<b>Analysis of the PISA mathematical literacy framework</b>	<b>Math Group:</b> January 3 - January 7	Asynchronous	120 mins
3	<b>PISA Mathematics Literacy Framework vis-à-vis the K to 12 Mathematics Curriculum</b>	<b>Math Group:</b> January 8	Synchronous	120 mins
3	<b>Analysis of the gaps between the Philippine K to 12 Framework and the ILSA Frameworks</b>	<b>Math Group:</b> January 10 - January 14	Asynchronous	120 mins
3	<b>Analysis of PISA Items</b>	<b>Math Group:</b> January 15	Synchronous	120 mins
3	<b>Writing PISA Items</b>	<b>Math Group:</b> January 17 - January 22	Asynchronous	120 mins
3	<b>PISA Framework Reading Literacy</b> <b>Analysis of PISA Items by Level of Proficiency (1a, 1b, 2)</b>	<b>Reading Group:</b> February 5	Synchronous	240 mins
3	<b>Presentation of sample items from participants for levels 1a, 1b, and 2</b>	<b>Reading Group:</b> February 12	Synchronous	240 mins



<b>Module No.</b>	<b>Topics</b>	<b>Inclusive Dates and Time</b>	<b>Delivery</b>	<b>Time Allocation</b>
	<b>Analysis of PISA Items by Level of Proficiency (Level 3-6)</b>			
4A	<b>PISA Readiness Toolkit</b>	<b>November 28 - April 30</b>	Asynchronous	-
4B	<b>Module 4B (Simulation Learning by FrontLearners)</b>	<b>November 1 - January 22</b>	Asynchronous	-
4C	<b>PRIMALS LLAC by BLD-TLD</b>	<b>Cluster 1</b> February 14- February 19  <b>Cluster 2</b> February 21- February 26  <b>Cluster 3</b> February 14-March 12	Synchronous	20 hours
4D	<b>Teaching and Assessing Reading Literacy by CEM</b>	<b>Group 1</b> February 14-March 12  <b>Group 2</b> March 14-April 9	With Asynchronous and Synchronous Sessions	-

\*Note: For Modules 4A to 4D, the final schedule of specific activities will be sent to the participants next year.