



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

APR 23 2025

Advisory No. 026, s. 2025

April 23, 2025

In compliance with DepEd Order (DO) No. 8, S. 2013
This advisory is issued for the information of DepEd officials,
personnel/staff, as well as the concerned public.

**APSA'S STANDARDS-BASED ASSESSMENTS AND SEL AND SCHOOL
CLIMATE SURVEY**

Attached is a letter from Asian Psychological Services and Assessment, Inc., dated April 23, 2025, on the above-mentioned title, contents of which are self-explanatory, for the information and guidance of all concerned.

Participation of public and private schools shall be subject to the no-disruption-of-classes policy stipulated in DepEd Order No. 9, s, 2005 entitled "Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith."

Moreover, schools are reminded of the "No Collection and No Selling of Tickets Policy" stipulated in DepEd Order Nos. 19 and 40, s. 2008 and RA Nos. 4206 and 5546.

026
AD-2025-026



Student Center for Life Skills Bldg., Centennial Ave, Brgy Tunasan,
Muntinlupa City
(02) 8805 - 9935, (02) 8805 - 9940
sdo.muntinlupa@gmail.com



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Dear Sir/ Madam:

Greetings from APSA!

We at APSA believe that Social and Emotional Learning (SEL) plays a vital role in student success as an essential skill in the 21st century. There is a growing amount of research that links SEL in childhood and positive health, education, and well-being outcomes in later life.

APSA is proud to introduce our latest innovation with the SEL Survey and School Climate Inventory. The survey aims to describe students' SEL competencies in terms of their typical behavior. The SEL helps students

- develop mindset to persevere amidst challenges
- manage emotions and develop coping skills
- build habits necessary to drive own learning
- develop empathy, and pro social skills like teamwork and hs aring

Schools can benefit from its high impact uses such as

1. Creating a data- driven culture
2. Identfyng at- risk students and improving student retention, and
3. Creating a parent engagement and support student personal development.

This type of assessment may also be used for accreditations such as "Schools of Character" accreditation (<https://www.character.org/schools-of-character>).

Thank you very much and we look forward to your favorable response. You may reach us at 09206583554.

Very truly yours,

Adelaida de Perio (sgd)
VP for Business Development

www.apsaphilippines.com

@apsaphilippines

APSA Manila

@apsaphilippines

@apsaphilippines

Room 207 Heritage
Condominium, Vasquez St.
Malate, Philippines.

(02) 8525-7277 / (02) 8525-7277

apsa.marketing@apsa.ph

Description of the SEL and School Climate Survey

Background

Rigorous research links Social and Emotional Learning (SEL) in childhood and positive health, greater academic achievement, and well-being outcomes in later life. According to the *Collaborative for Academic, Social, and Emotional Learning* (CASEL), social and emotional learning enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. This is supported further by the *Association for Supervision and Curriculum Development* (ASCD) affirming that while SEL is often considered as "soft skills" or "non-cognitive skills," "socially and emotionally competent people are adaptive, able to regulate their behavior, respond to situations in appropriate ways, and seek out opportunities to build and strengthen their communities." With that, SEL is becoming more widely accepted and integrated in academic institutions worldwide.

For many years, the *Asian Psychological Services and Assessment, Inc.*, a leading organization in educational assessment in the Philippines focused on the development of Standards- Based Assessment that measures student achievement in core subject areas. APSA then realized the need to develop an assessment that would measure not only student achievement but more so students' socio- emotional learning , and school climate. APSA also believes that students learn best when they are in environments in which they feel safe, supported, challenged, and accepted. In addition, environments that have strong school climates foster the social, emotional, and academic well-being of all students.

APSA's SEL and School Climate Survey is a 30- minute survey consisting of 68 items measuring students' mindsets, behaviors, and attitudes that are related to success in school and beyond the classroom. The survey is designed to help educators understand the social-emotional competencies of their students and how they are supported in classrooms and schools.

The first part of the survey is the socio-emotional learning which measures grit, growth mindset, self-management, social-awareness, and self- efficacy. The second part of the survey is the school climate which measures teacher- student connection, sense of belonging, physical surroundings, school safety, and social media and cybersafety.

APSA's SEL is anchored on the CASEL's SEL Framework which is composed of five (5) interrelated areas such as self-awareness, self-management, social awareness, relationship skills and decision-making. (1) Self-awareness (2) Self-management (3) Social awareness (4) Relationship skills and (5) Responsible decision making.

Norm Group:

Around 5000 students from private school

Reliability:

Cronbach's alpha is .887 for Social Emotional Learning while for School Climate is .903

Reports:

1. Individual Report
2. Institutional/ Management Report
3. Score Roster
4. Raw Score Roster

After Sales Service:

1. Webinar for Parents/ Teachers/ Student on SEL
2. Assistance/ Consultancy in Reseach

Rates:

Php 250-300/student depending on the number of test takers



**AVAILABLE SBA TESTS
FOR BASIC EDUCATION**

NAME OF TEST	LEVEL	SCHEDULE OF TESTING	DESCRIPTION
Standards-Based Assessment (SBA) for Pre-Elementary	Pre-Elementary	February - March	A comprehensive test to assess the readiness of preschoolers to step up to a structured education system. The results present a view of how prepared these young students are for academic work in the Elementary level.
Standards-Based Assessment (SBA) in English, Math and Science	Grade 1-Grade 11	June to Aug-as Diagnostic February to March- as Achievement	SBA is a battery of tests that focuses on accepted STANDARDS for each level from Grade school to High School, based on National Norms and International Standards. It covers the core subject areas: MATH, SCIENCE and ENGLISH.
Assessment for High School Potential (AHP)	Grade 6		AHP is designed to be used as one of the tools in assessing the potential of Grade 6 students to do high school work. It is composed of the Achievement test which measures proficiency in core subject areas, an Aptitude Test which measures innate-based learned abilities and Study Habits Test which measures study habits of students.
Assessment for Senior High School Potential (ASHSP)	Grade 10		A comprehensive test used to assess the potential of senior high school to do senior high school work made up of an APTITUDE test measuring innate-based learned abilities, an ACHIEVEMENT test measuring school-based learned abilities, and an AFFECTIVE-BASED test measuring cultivated multiple intelligences and study habits, thereby, providing a broad base for decision-making processes

**AVAILABLE SBA TESTS
FOR SENIOR HIGH SCHOOL**

NAME OF TEST	DESCRIPTION
Standards- Based Assessment (SBA) in English, Math and Science Core Subjects for STEM	SBA is a battery of tests that focuses on accepted STANDARDS for each subject area: English- Communications, Media and Information Literacy (with Reading and Writing) Math- General Mathematics and Statistics and Probability Science-Earth Science and Disaster Readiness and Risk Reduction
Standards- Based Assessment (SBA) in English, Math and Science Core Subjects for NON STEM	SBA is a battery of tests that focuses on accepted STANDARDS for each subject area: English- Communications, Media and Information Literacy (with Reading and Writing) Math- General Mathematics and Statistics and Probability Science-Earth and Life Science and Physical Science
Standards- Based Assessment (SBA) for For Grade 12 ABM	ABM 1. Applied Economics, Business Finance and Business Ethics and Social Responsibility (AABB) ABM 2. Entrepreneurship with Immersion and Capstone (EICABM)
Standards- Based Assessment (SBA) for For Grade 12 HUMSS	HUMSS 1: Creative Writing and Creative Non Fiction (CWCNF) HUMSS 2: World Religions and Belief Systems, and Trends, Networks, and Critical Thinking (WRBSNCT) HUMSS 3: Philippine Politics and Governance, and Community Engagement, Solidarity and Citizenship (PPGCSC) HUMSS 4: Social Sciences and Applied Social Sciences (SSASS)
Standards- Based Assessment (SBA) for For Grade 12 GAS	GAS 1: Philosophy of Human Person, Culture, Society and Politics GAS 3: Organizational Development and Management and Disaster Readiness and Risk Reduction

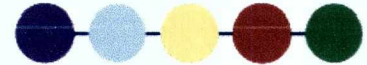
<p>Standards- Based Assessment (SBA) for For Grade 12 STEM</p>	<p>STEM 1: Pre-Calculus and Basic Calculus (PC& C)</p> <p>STEM 2: Biology I and II, Chemistry I and II, Physics I and II (BCP)</p> <p>STEM 3: Research I and II, and Inquiries, Investigations and Immersion (RRIII)</p> <p><i>Only STEM students will be assessed on laboratory experimental principles and methods</i></p>
<p>College Readiness Test (CRT)</p>	<p>A comprehensive test to assess the readiness of Grade 12 students to enter an academic degree program and manage academic requirements in college life, in view of the labor market expectations for the 21st century. It has three components:</p> <p>Achievement Test-measures school based learned abilities in the following areas:</p> <p>Achievement Test- measures school based learned abilities in the ff areas: Communications and Media and IT Literacy Mathematics Sciences</p> <p>Aptitude Test- assesses innate based learning of students in the ff: areas: Verbal Reasoning Abstract Reasoning Quantitative Analysis Logic Knowledge Management</p> <p>Attitudinal Survey- examines the predisposition of students to complete collegiate schooling and prepare oneself to the demands of entry level work Learning Styles Coping Mechanism Management and leadership Abilities Commitment</p>
<p>Socio-emotional Learning and School Climate Survey</p>	<p>The Social Emotional Learning Survey (SEL) measures the following STUDENT COMPETENCIES:</p> <ul style="list-style-type: none"> • Grit • Growth Mindset • Self- Management • Social Awareness • Self-Efficacy • Self-Awareness <p>The School Climate Survey (SCS), on the other hand, assesses the following aspects of STUDENT SUPPORT AND ENVIRONMENT: Teacher-Student connection Sense of Belonging, School Safety, Social Media and Cyber Safety, Physical Surroundings May be given from Grades 3-12</p>

AVAILABLE STANDARDS- BASED TESTS

NAME OF TEST	DESCRIPTION
Assessment for Nursing Potential (ANP)	A combination of three tests which forms a strong base for selecting students for the Upper Nursing division level, composed of an APTITUDE test to measure innate-based learned abilities, an ACHIEVEMENT test to measure school-based learned abilities, and QUALITY NURSING SCALE to assess the traits essential to a nurse
Assessment for Engineering Potential (AEP)	A combination of three tests forming a strong base for selecting students for the Upper Engineering division level, which includes an APTITUDE test to measure innate-based learned abilities, an ACHIEVEMENT test to measure school-based learned abilities, and BEST ENGINEERING TRAITS to assess the traits essential to an engineer
Assessment for Accountancy Potential (AAP)	A combination of three tests forming a strong base for selecting students for the Upper Accounting division level made up of an APTITUDE test measuring innate-based learned abilities, an ACHIEVEMENT test measuring school-based learned abilities, and ACCOUNTING QUALITY SCALE assessing the traits essential to an accountant and measuring accounting disposition
Assessment for Teachers Potential (ATP)	A combination of three tests forming a strong base for selecting students for the Upper Teaching division level made up of an APTITUDE test to measure innate-based learned abilities, an ACHIEVEMENT test to measure school-based learned abilities, and INVENTORY FOR TEACHING POTENTIAL to assess the level of passion towards teaching and beliefs about teaching which may contribute to one's success in the teaching profession
Assessment for Maritime Potential (AMP)	A combination of three tests forming a strong base for selecting students for the Upper Maritime division level made up of an APTITUDE test measuring innate-based learned abilities, an ACHIEVEMENT test measuring school-based, subject-related learned abilities, and SEAFARERS ATTITUDE SCALE assessing the stress tolerance, work pressure level, competence, risk behavior, reporting culture, and safety attitude
Assessment for Criminology Potential (ACrP)	A combination of three tests forming a strong base for selecting students for the Upper Criminology division level made up of an APTITUDE test measuring innate-based learned abilities, an ACHIEVEMENT test measuring school-based, subject-related learned abilities, and ATTITUDE TOWARDS CRIME assessing the attitude towards crime (Certainty, Severity and Celerity)

INDUSTRIAL TESTS

NAME OF TEST	DESCRIPTION
Mental Ability	A composite of several cognitive functions required for the mental demands of the job: Verbal Aptitude Numerical Aptitude (Reasoning) Numerical Aptitude (Computation) Abstract Reasoning (Non-verbal)
Work Habits Profile	A profile of the examinee's work behavior in the following areas: Energy Order/Scheduling Deference/Team Interpersonal Relations Emotional Stability Perseverance
Trait Survey	Measures motivation to achieved as determined by covert responses classified as follows: Affective Conceptual Purposive Instrumental Evaluative
Supervisory Attitudinal Survey	Measures preferred responses to selected situations relevant in the supervision or management of employees. Scores reflect one's degree of adherence to accepted principles of supervision.
Management Inventory	This inventory assesses an individual's management skills revolving around seven basic components: Organizational Sensitivity Management Control Decision Making and Judgment Leadership Planning Drive Ethics
Sales Orientation Survey	This inventory consists of two parts. The first part identifies the examinee's orientation. The orientations, which results from the relative importance placed on the concern to make a sale vs. concern for the customer are as follows: Just a Job Orientation Friendly Salesperson Orientation Sales Technique Orientation Hard Sell Orientation Person Product Orientation



2. SELECTING AREAS FOR DEVELOPMENT

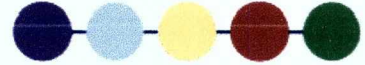
This development plan is for:

This development plan is overseen by:

Name
Position
Signature
Date

The table below lists the competencies used in Universal Competency Framework. The areas which have been determined as most in "Need" for development from the profile have been marked with a check mark under the "Need" column, though users may also select other areas which they deem to be in need for development.

Domain	Competency Cluster	Need	Priority
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>



What areas do you wish to develop?

Why is it important or necessary to develop these areas?

How will you go about developing these areas?

Who do you need support from in order to achieve your development objectives?

When do you wish to achieve the desired development?

**AVAILABLE STANDARDS- BASED TESTS
FOR FACULTY AND STAFF**

NAME OF TEST	DESCRIPTION
Mental Ability	A composite of several cognitive functions required for the mental demands of the job: Verbal Aptitude Numerical Aptitude (Reasoning) Numerical Aptitude (Computation) Abstract Reasoning (Non-verbal)
Work Habits Profile	A profile of the examinee's work behavior in the following areas: Energy Order/Scheduling Deference/Team Interpersonal Relations Emotional Stability Perseverance
Trait Survey	Measures motivation to achieved as determined by covert responses classified as follows: Affective Conceptual Purposive Instrumental Evaluative
Supervisory Attitudinal Survey	Measures preferred responses to selected situations relevant in the supervision or management of employees. Scores reflect one's degree of adherence to accepted principles of supervision.
Management Inventory	This inventory assesses an individual's management skills revolving around seven basic components: Organizational Sensitivity Management Control Decision Making and Judgment Leadership Planning Drive Ethics
Sales Orientation Survey	This inventory consists of two parts. The first part identifies the examinee's orientation. The orientations, which results from the relative importance placed on the concern to make a sale vs. concern for the customer are as follows: Just a Job Orientation Friendly Salesprson Orientation Sales Technique Orientation Hard Sell Orientation Person Product Orientation
Clerical Aptitude	Measures three aspects of clerical jobs: Checking Coding Filing

Sample Standards-Based Test Results STUDENT PERFORMANCE REPORT



STUDENT PERFORMANCE REPORT ENGLISH GRADE 2



Elementary Level: 2

Item Description	Score	Percent Correct		
		Section	School	Country
Associate picture to text	Correct	96%	94%	95%
Associate picture to text	Correct	96%	92%	88%
Associate text to picture	Correct	92%	87%	76%
Apply the rules of punctuation	Correct	88%	83%	81%
Associate text to picture	Correct	84%	83%	76%
Identify the meaning of words	Correct	80%	78%	73%

Item Description	Score	Percent Correct		
		Section	School	Country
Divide words into syllables	Wrong	56%	45%	43%
Identify the synonym	Correct	80%	76%	69%
Note details in the selection	Correct	68%	76%	57%
Identify the main idea	Wrong	60%	59%	49%
Contract pronouns and helping verbs	Correct	64%	64%	55%
Classify words	Wrong	56%	45%	58%

Name of Student: **DELA CRUZ, JUAN A.**
 Name of School: **XYZ School**
 Section: **A**
 Date of Test: **January 26, 2006**

RAW SCORE	35 out of 50
Student's Scaled Ability Score (SAS)	91
Qualitative Description	Highly Proficient
School Mean Scaled Ability Score	90
STUDENT'S PERCENTILE RANK COMPARED TO:	
STANDARDS-BASED	86%ile
COUNTRY	71%ile
SCHOOL	50%ile
SECTION	60%ile

(back portion)

Interpreting the Scores

The Raw Score is the number of items answered correctly on the test. This Raw Score is transformed into a Standard Score called the Scaled Ability Score (SAS). The SAS ranges from a minimum of 50 to a maximum of 110. The scores are grouped into four (4) categories, namely:

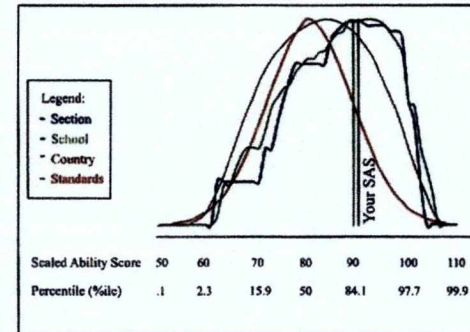
Scaled Ability Score	Qualitative Description
90 - 110	Excellent/Highly Proficient
80 - 89	Meets Standards/Proficient
70 - 79	Progressing Towards Standards
50 - 69	Does Not Meet Standards

If the SAS falls within 90 to 110, the student's ability in this subject area exceeds the standards set for his grade level. An SAS of 85, for example, suggests that the student meets the standards set for his grade level. This interpretation is true for scores falling within the 80 to 89 range. Those falling below the SAS of 80 are progressing towards standards (70-79) or not meeting the standards (50-69).

This Student Performance Report (SPR) also shows the School's Mean Scaled Ability Score (MSAS). This score reflects the average ability of the students in this school. An MSAS of 78 indicates that the students, as a whole, are moving towards meeting the standards set for this grade level and subject area.

The SAS is also transformed into Percentile Rank (PR) scores. These scores allow the student to compare his performance in this subject against the set standards, as well as with the performance of other students of the same grade level in his school and throughout the country. A PR score of 63 in the "Your Percentile Rank (Section)" and a PR score of 53 in the "Your Percentile Rank (School)" headings, for example, indicate that the student earned an SAS higher than 63% of the students who took the test in his section while his SAS is better than 53% of the total number of students in the school who took the test. If the "Your Percentile Rank (Country)" shows a PR score of 52, then the student's SAS is higher than 52% of the students in the same grade level who took the test countrywide. Conversely, around 37% of students in the same section, 47% of the students in the school, and 48% of students across the country who took the same test received higher SAS scores than this student.

Performance on each item in the test is also reported. The column labeled "Score" shows whether the student got an item correct or incorrect. This information can help students, teachers and parents identify areas of strengths and areas that need to be further reviewed and studied. The percentage of students answering an item correctly is reflected in the columns labeled Section, School and Country. A 92% in the Section column (first row) means that 92% of his classmates in his section got the correct answer. A 93% in the School column shows that 93% of the whole grade level answered this item correctly; and a 95% in the Country column indicates the percentage of students who took the test throughout the country that answered this item correctly.



Sample Standards-Based Test Results SCHOOL PERFORMANCE REPORT

Asian Psychological Services & Assessment Corp.

School Performance Report

Name of Test: English Grade 2

Date of Test: January 26, 2006

Name of School: XYZ School

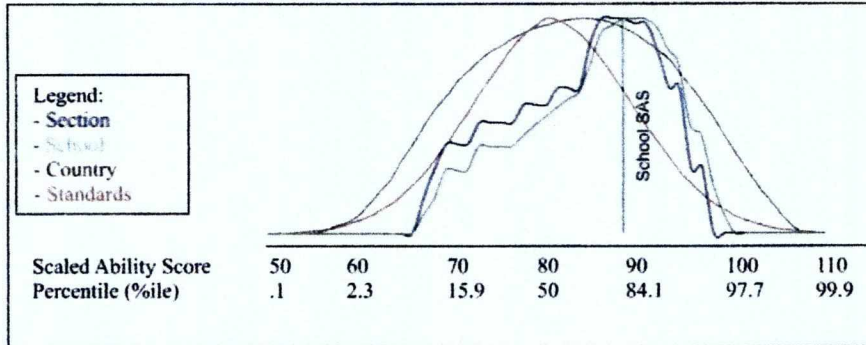
Section: A

Level: II

Distribution of Students Based on Proficiency Level

Proficiency Level	freq	% dist	graph
Not met standards	2	6%	
Progressing towards standards	3	9%	
Proficient	14	44%	
Highly Proficient	13	41%	
Total	32	100%	

Comparative Distribution Curves: Section, School, Country vs. Standards



Asian Psychological Services & Assessment Corp.

School Performance Report

Name of Test: English Grade 2

Date of Test: January 26, 2006

Name of School: XYZ School

Section: A

Level: II

Name	SAS	%ile Rank				Qualitative Description
		Standards	Country	School	Section	
DELA CRUZ, JUAN A.	91	86	71	50	60	Highly Proficient
DELA CRUZ, JUAN B.	92	89	74	71	81	Highly Proficient
DELA CRUZ, JUAN C.	95	93	81	88	94	Highly Proficient
DELA CRUZ, JUAN D.	78	42	35	11	16	Progressing towards standards
DELA CRUZ, JUAN E.	81	54	43	15	19	Proficient
DELA CRUZ, JUAN F.	85	70	56	35	47	Proficient
DELA CRUZ, JUAN G.	91	86	71	62	72	Highly Proficient
DELA CRUZ, JUAN H.	92	89	74	71	81	Highly Proficient
DELA CRUZ, JUAN I.	86	74	56	35	50	Proficient
DELA CRUZ, JUAN J.	91	86	71	62	72	Highly Proficient
DELA CRUZ, JUAN K.	95	93	81	88	94	Highly Proficient



APSA's Standards- Based Assessment Based on DepEd's K-12 Curriculum and International Standards

TO: THE PRINCIPAL

Dear **Madam/Sir**:

Greetings from APSA!

The Enhanced Basic Education Act of 2013 stating that the "State shall create a functional basic education system that will develop productive and responsible citizens equipped with essential competencies, skills and values for both life- long learning and employment, strengthens the Department of Education's serious resolve to improve the quality of basic education in our country.

The Asian Psychological Services and Assessment, a leading organization in test development in the country is one with DepEd's mission in giving students equal opportunity to receive quality education that is at par with international standards and in providing students better career opportunities and preparation for college education in a globally competitive world.

In 2003, APSA introduced the latest approach in evaluating student achievement, the **Standards- Based Assessment (SBA)**. APSA's Standards- Based Assessment addresses the needs of schools for quality assessment that will identify what students should know or what students should be able to do at a certain grade level in various subject areas.

At present, based on DepEd's K-12 curriculum, SBA focuses on the STANDARDS each level from Preschool to High School, pronounced both nationally and internationally. The APSA SBA test measures student achievement and competencies in the core subject areas: **English Language Arts** (Reading, Writing, and Media) **Mathematics** (Numbers and Number Sense Operations, Measurement, Patterns and Algebra, Geometry, Statistics and Probability) **and Science** (Earth and Space, Life Science, Physical Science, and Nature of Science).

Through APSA's SBA, student performance is evaluated based on the required standards for a specific grade level, rather than comparing a student's performance with other students. Moreover, the SBA specifies academic performance standards by defining different levels of proficiency.

With standards-based assessment, individual student, teachers, parents, school administrators will get the following **BENEFITS**:

1. The SBA provides good feedback to the student on how well he/she has learned and the degree of his/her readiness to move to a higher educational level.
2. The SBA pinpoints competencies of students and learning gaps which serve as bases for learning reinforcement or remediation.
3. The SBA will determine performance of your students against school, national and international norms.
4. Results of the assessment can also aid teachers and the school to identify the areas of strengths and developmental areas which consequently can provide information for improvement of the institution's curriculum.
5. Furthermore, the SBA provides an objective and relevant feedback to the school in terms of its quality and effectiveness of instruction against national norms and international standards.

I hope our proposal meets with your approval. Should you have further inquiries, please feel free to call us at **285257336** or **09667651472** and look for **Romeo** or email us at **apsaprogramsph@gmail.com**. We hope to hear from you soon.

We look forward to being your partner in your quest for excellence through quality assessment.

Very truly yours,


Rose Marie Salazar- Clemente, Ph.D, RGC, RPsy
President

FEATURES OF SBA

I. With the **STANDARDS-BASED ASSESSMENT (SBA)** as an educational tool, your school can:

- Benchmark your instruction against National and International Standards. SBA tools were carefully designed and developed based on both the Department of Education's Curriculum and McRel Curriculum with International Standards.
- Gauge the effectiveness and efficiency of your curriculum and instruction.
- Determine whether students of a particular section/class, school, and country as a whole meet or exceed the set national and international standards for the grade level.

II The Unique Features of the SBA tools also includes how the results are presented and given as feedback. The different reports include:

- The **Student Performance Report (SPR)** includes the following data:
 - A graphic presentation of a student's Scaled Ability Score (SAS) and its equivalent Percentile Rank (PR) scores.
 - The Scaled Ability Score (SAS) indicates whether the student meets or does not meet the required skills for his grade level. The Percentile Rank (PR) scores allow the student to compare his ability with other students in his school and other examinees throughout the nation.
 - Furthermore, the SPR also **details the items that the student answered correctly**; it also shows the student's learning deficiencies. This then, allows students, parents, and teachers to focus learning towards these noted specific developmental areas.
- **Class Performance Report (CPR)** for the TEACHERS. This report details the performance of the students in a particular section or class.
- **A School Performance Report (ScPR)** for the SCHOOL ADMINISTRATOR OR PRINCIPAL. This report graphically summarizes the performance of the school in relation to the standards.
- **Not Just Norm-Referenced.** The other significant feature of the SBA in education is that it is not just Norm Referenced, but also Standards Based. The score of a norm-referenced test is based on the performance of the test takers. With the SBA score, it is also based on the content and performance standards needed to be learned in a particular curricular level.

SUMMARY OF FEATURES

- To sum up, while current tests present only general score, the SBA tests pinpoint:
 - a) specific competencies and deficiencies, b) performance of the students against international standards, national and school, c) it is standards-based, not just norm-referenced.

III Additional Services

To allow more schools the use of the Standards-Based Assessment, we are willing to conduct seminars on the said topic as part of the test package for **FREE**. We can also assist your school in giving inputs to your educational program based on the SBA results.

IV Sample SBA Profiles

Please see attached samples of the SBA test profiles the SPR and CPR. We believe the information in these profiles will benefit the students, teachers, and especially, the school as it upgrades the quality of its curriculum and instruction.

V. Membership

A school that avails of APSA testing services becomes an automatic member and is entitled to privileges such as free seminars and discounted rates to APSA sponsored seminars and conventions. No annual membership fee.

NAME OF TEST

Pre Elementary Test

Standards Based Assessment (SBA) in English, Math and Science (Grade School to Senior High School)
Assessment for Senior High School Potential (ASHSP)

EXAM DURATION:

Pre Elementary Test: **1hr**

Standards Based Assessment (SBA) in English, Math and Science: **1hr per test**

Assessment for Senior High School Potential (ASHSP): **3hr 40mins for complete set**

College Readiness Test (CRT): **4hr for complete set**

LEVEL:

Pre Elementary Test: **for K2**

Standards Based Assessment (SBA) in English, Math and Science: **for Grade School to High School**
Assessment for Senior High School Potential (ASHSP) and College Readiness Test (CRT): **for Senior High School**

PROCEDURES AND TIMETABLE***Conduct of the Test***

The school should inform APSA Office regarding any scheduled testing at least a week before the said testing date. Testing will be conducted in the school.

In house examiners- Teachers who will act as proctors will be trained by the APSA coordinator. No honorarium will be given however APSA will give free seminar-workshop for teachers on their desired topics.

Delivery of Results

The hard copy of results will be submitted fourteen (14) working days after the exam. Soft copy will be sent thru email once available.

Mode of Payment:

50% upon test administration

50% upon delivery of test results

Billing

Billing will be sent together with the result. Check payments should be payable to APSA or Asian Psychological Services and Assessment Corporation or remit payment directly to APSA Account:

Bank of the Philippine Islands (BPI)
Aguirre Branch
Legaspi Village
Account Number: 1431-01212-6



**AVAILABLE STANDARDS- BASED TESTS
FOR BASIC EDUCATION**

NAME OF TEST	LEVEL	SCHEDULE OF TESTING	DESCRIPTION
Standards-Based Assessment (SBA) for Pre-Elementary	Pre-Elementary	February - March	A comprehensive test to assess the readiness of preschoolers to step up to a structured education system. The results present a view of how prepared these young students are for academic work in the Elementary level.
Standards- Based Assessment (SBA) in English, Math and Science	Grade 1- 11	June to Aug-as Diagnostic February to March- as Achievement	SBA is a battery of tests that focuses on accepted STANDARDS for each level from Grade school to High School, based on National Norms and International Standards. It covers the core subject areas: MATH, SCIENCE and ENGLISH.
Assessment for High School Potential (AHP)	Grade 6		AHP is designed to be used as one of the tools in assessing the potential of Grade 6 students to do high school work. It is composed of the Achievement test which measures proficiency in core subject areas, an Aptitude Test which measures innate-based learned abilities and Study Habits Test which measures study habits of students.
Assessment for Senior High School Potential (ASHSP)	Grade 11		A comprehensive test used to assess the potential of senior high school to do senior high school work made up of an APTITUDE test measuring innate-based learned abilities, an ACHIEVEMENT test measuring school-based learned abilities, and an AFFECTIVE-BASED test measuring cultivated multiple intelligences and study habits, thereby, providing a broad base for decision-making processes



**AVAILABLE STANDARDS- BASED TESTS
FOR SENIOR HIGH SCHOOL**

NAME OF TEST	DESCRIPTION
<p align="center">Standards- Based Assessment (SBA) in English, Math and Science For Grade 11</p>	<p>English- 1.Communications, Media and Information Literacy (with Reading and Writing) 2.Reading and Writing</p> <p>Math- 1. General Mathematics 2.General Mathematics and Statistics and Probability</p> <p>Science-1. Earth Science (STEM) 2.Earth Science and Disaster Readiness and Risk Reduction (STEM) 1. Earth, Life Science and Physical Science (Non-STEM)</p>
<p align="center">Standards- Based Assessment (SBA) for For Grade 12 ABM</p>	<p>ABM 1. Applied Economics, Business Finance and Business Ethics and Social Responsibility (AABB) ABM 2. Entrepreneurship with Immersion and Capstone (EICABM)</p>
<p align="center">Standards- Based Assessment (SBA) for For Grade 12 HUMSS</p>	<p>HUMSS 2: World Religions and Belief Systems, and Trends, Networks, and Critical Thinking (WRBSNCT) HUMSS 3: Philippine Politics and Governance, and Community Engagement, Solidarity and Citizenship (PPGCSC) HUMSS 4: Social Sciences and Applied Social Sciences (SSASS)</p>
<p align="center">Standards- Based Assessment (SBA) for For Grade 12 GAS</p>	<p>GAS 1: Philosophy of Human Person, Culture, Society and Politics (PHPCSP) GAS 3: Organizational Development and Management and Disaster Readiness and Risk Reduction (ODMRRR)</p>

NAME OF TEST	DESCRIPTION
Standards- Based Assessment (SBA) for For Grade 12 STEM	<p>STEM 1: Pre-Calculus and Basic Calculus (PC& C) STEM 2: Biology I and II, Chemistry I and II, Physics I and II (BCP) STEM 3: Research I and II, and Inquiries, Investigations and Immersion (RRIII) <i>Only STEM students will be assessed on laboratory experimental principles and methods</i></p>
College Readiness Test (CRT)	<p>A comprehensive test to assess the readiness of Grade 12 students to enter an academic degree program and manage academic requirements in college life, in view of the labor market expectations for the 21st century. It has three components: Achievement Test-measures school based learned abilities in the following areas:</p> <p>Achievement Test- measures school based learned abilities in the ff areas: Communications and Media and IT Literacy Mathematics Sciences</p> <p>Aptitude Test- assesses innate based learning of students in the ff: areas: Verbal Reasoning Abstract Reasoning Quantitative Analysis Logic Knowledge Management</p> <p>Attitudinal Survey- examines the predisposition of students to complete collegiate schooling and prepare oneself to the demands of entry level work Learning Styles Coping Mechanism Management and leadership Abilities Commitment</p>