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## School Testing in the Philippines and the Need for Testing Standards and Guidelines

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### **Abstract**

Tests and assessments are widely used for admission, placement, scholarship awards, psychological and educational screening of children with special needs, and career and vocational placement. Given their diverse and important use, measurement professionals have become increasingly concerned with questions of their validity, fairness, intended uses, and consequences. These issues have led to a dramatic increase in professional and technical standards on testing and assessment. The objectives of the study are two-fold: (1) to determine the current testing and assessment practices and procedures employed by the different educational institutions in the country; and (2) to come up with proposed guidelines or standards for school testing that are applicable in the Philippine setting. The study included two groups of respondents: (1) 50 personnel from 33 educational institutions who participated in the survey on the current testing and assessment practices and procedures, and (2) 15 who participated in a workshop on the development of school testing standards. The results of the study indicate that most schools have testing and assessment program that cater to the testing and assessment needs of their students. Tests are used for various reasons, particular for admission and for measuring students' ability, aptitude and attitude purposes. It is also good to note that the counselors and psychometricians handle the testing and assessment activities. Most of them also possess different kinds of tests that assess students' intelligence/IQ, aptitude, achievement, and personality. Seven school

testing standards and guidelines were proposed, which cover the following: (1) Test User Competence and Training, (2) Ethical and Professional Conduct of Test Users, (3) Test Selection, (4) Test Administration and Scoring, (5) Interpretation and Reporting of Test Results, (6) Rights of Test Takers, and (7) Use of Foreign Made Tests.

*Keywords:* testing and assessment, school testing standards, Philippine school testing

## Introduction

Individuals are first exposed to tests and assessments very early in their school years. Tests and assessments are widely used in schools for admission, placement, scholarship awards, psychological and educational screening of children with special needs, and career and vocational assessment. In other countries, a number of mandated tests are administered to students, which compelled schools, teachers and students to put much time preparing for them. For example, a study by the Council of Great City Schools (2015) on the tests administered in 66 urban districts in the United States during SY 2014-2015 found that a typical student took 112.3 mandated standardized tests between pre-kindergarten classes and 12<sup>th</sup> grade. Students across grade levels spent on the average 4.8 hours (pre-K) to 25.3 hours (8<sup>th</sup> graders) during the school year taking the mandated assessments. This did not account for the quizzes or tests created by classroom teachers and the amount of time schools devoted to test preparation.

In Philippine schools, the Department of Education (DepEd) Order No. 55 s2016 (Department of Education, 2016) also provides that students take mandatory national tests to provide feedback on the current state of Philippine education and to assess the effectiveness and efficiency of the delivery of education services. The Early Language, Literacy and Numeracy Assessment is administered to Grade 3 students towards the end of the year while Exit Assessments are administered to the Grades 6, 10, and 12

students to determine if learners are meeting the learning standards of the elementary, junior high school, and senior high school curricula. The Career Assessment, on the other hand, seeks to determine the Grade 9 students' aptitude and occupational interests to guide them in their career choices.

The practice of testing and assessment in schools is not only limited to educational assessment. Educational assessment seeks to “determine how well students are learning ... (and) provides feedback to students, educators, parents, policy makers, and the public about the effectiveness of educational services” (National Research Council, 2001, p. 1) and takes into account students' achievement, abilities, and learning outcomes. Psychological assessment is also widely used in schools to identify students who may have psychological, emotional, or behavioral difficulties. A psychological assessment is “an objective measure of samples of behavior including its causes, significance, and consequences. It may include the evaluation of social adjustment, emotional status, personality, cognitive/developmental functioning, language and information processing, visual-motor development, executive functioning, aptitude, academic achievement, and motivation” (Canadian Psychological Association, 2007, p.8). Results of educational and psychological assessments help the school, teachers, psychologists, and other concerned personnel to come up with academic and co-academic programs that will meet the student needs.

Given the diverse and important uses of tests and assessments, professional organizations come up with their own code of ethics that address the issues on competent assessment practice, test construction, and test use. According to Palladino Schultheiss and Stead (2008), ethical codes “describe a common set of principles and standards upon which practitioners can build their professional and scientific work” and “inform professional communities and societies about responsible assessment practices” (p. 604).

## Existing Standards and Guidelines on Testing and Assessment

Ethical codes for psychologists have been developed by at least 71 national psychological associations across the globe (Leach & Harbin, in Palladino, Schultheiss, & Stead, 2008). The American Psychological Association (APA) was the first to adopt a formal code of ethics for any profession that uses assessments in 1952. Eighteen principles of this code addressed the issues on the use of psychological tests and diagnostic aids particularly on: (1) qualifications of test users (3 principles); (2) responsibilities of the psychologist sponsoring test use (4 principles); (3) responsibilities and qualifications of test publishers' representatives (3 principles); (4) readiness of a test for release (1 principle); (5) description of tests in manuals and publications (5 principles); and (6) security of testing materials (2 principles). Other organizations followed suit, which led to the increase awareness of the public on the appropriate use of tests and assessments (Camara, 1997).

At present, a number of testing standards and guidelines are in place to guide testing practitioners in the conduct of educational and psychological testing and assessment. The International Test Commission (ITC) has developed guidelines on adapting tests (2005), test use (2001), computer-based and internet-delivered testing (2005), quality control in scoring, test analysis and reporting of test scores (2012), security of tests, examinations, and other assessments (2014), and practitioner use of test revisions, obsolete tests, and test disposal (2015). The Joint Committee on Testing Practices has developed the *Code of Fair Testing Practices in Education* (2004), which is a “guide for professionals in fulfilling their obligation to provide and use tests that are fair to all test takers regardless of age, gender, disability, race, ethnicity, national origin, religion, sexual orientation, linguistic background, or other personal characteristics” (p.1). The American Federation of Teachers, the National Council on Measurement in Education, and the National Education

Association jointly developed the *Standards for Teacher Competence in Educational Assessment of Students* (1990). The Joint Committee on Testing Practices (JCTP), which was established in 1985 by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME) has developed *The Standards for Educational and Psychological Testing* (2014), *Code of Fair Testing Practices in Education* (2004), *Responsible Test Use: Case Studies for Assessing Human Behavior* (2010), and *Assessing Individuals with Disabilities in Educational, Employment & Counseling Settings* (2002), among others.

These above standards are universal and internationally-accepted and in fact, are encouraged to be made as benchmarks or the basis from which to develop locally applicable documents as these will promote a high level of consistency across national boundaries (International Test Commission, 2001).

## Testing in Philippine Schools

A number of issues and concerns face the Philippine schools with regard to testing and assessment. First, the twin problem of the inapplicability of foreign-made tests and the dearth of locally-made tests has been recognized as early as the 1970's. Guanzon (1985) also noted the tendency of test users to use foreign-made tests *in toto*, without attempting to adapt these tests, through test or item modification, test translation, or development of local norms.

Most Philippine schools also do not have comprehensive testing and assessment program. One of the primary reasons for the inability to provide such program is the unavailability of standardized psycho-educational tests as well as of experts or personnel to conduct the assessment in the schools. Referral to outside agencies or psychologists or experts also poses a problem since psycho-educational testing is very expensive, and thus, not affordable especially for parents and children from poor families. Schools, outside agencies, psychologists, and experts/practitioners also rely heavily

on foreign-made standardized tests. This again would pose some problems since, aside from too costly, these tests are being questioned with regard to their validity and applicability for use in other cultures (Valladolid, 2014).

The DepEd mandated-tests also did not skip the ire of some organizations or associations related to education. For example, the Federation of Association of Private Schools and Administrators (FAPSA) has called on the Department of Education (DepEd) to abolish the National Achievement Test (NAT), saying, “students need to think, not memorize.” FAPSA President Eleazardo Kasilag said that schools teach only what students are most likely to encounter during exams, such as in Science, Math, English, Filipino and Sibika, making students abandon assignments that require critical thinking in favor of drill, memorization, and repetitive practice (Flores, 2014).

To regulate the practice of psychology and psychometrics in the Philippines, the Republic Act No. 10029, known as the “Philippine Psychology Act of 2009”, was signed into law in March 2010. The law aims to protect the public from inexperienced or untrained individuals offering psychological services. Article III, Section 3b provides that the practice of assessment by licensed psychologists covers diverse types of clients consists of delivery of psychological services that involve among other things, psychological assessment, particularly in

*gathering and integration of psychology-related data for the purpose of making a psychological evaluation, accomplished through a variety of tools, including individual tests, projective tests, clinical interview and other psychological assessment tools, for the purpose of assessing diverse psychological functions including cognitive abilities, aptitudes, personality characteristics, attitudes, values, interests, emotions and motivations, among others, in support of psychological counseling, psychotherapy and other psychological interventions* (“An Act to Regulate”, 2010, p. 3).

This means that the scope of psychological assessment also covers that of assessment in the educational context especially in assessing cognitive abilities, aptitudes, attitudes, values, interests, emotions, and motivations. This defined role implies a collaborative work between assessment/testing practitioners and psychologists (Magno, 2010). The passing of the law needs trained and licensed practitioners, particularly psychologists and psychometricians, to handle testing and assessment activities in school and industrial settings.

The professionalization of the testing profession demands the need for standards and guidelines that will guide the schools, test users and test takers in the Philippines. This is to encourage best practice in the field of testing and assessment and to prevent their negative consequences and misuse.

## **Objectives of the Study**

The objectives of the study are two-fold: (1) to determine the current testing and assessment practices and procedures employed by the different educational institutions in the country; and (2) to come up with proposed guidelines or standards for school testing that are applicable in the Philippine setting.

## **Method**

The study included two groups of respondents: (1) 50 personnel from 33 educational institutions who participated in the survey on the current testing and assessment practices and procedures, and (2) 15 who participated in a workshop on the development of school testing standards that will guide schools, test users, and test takers in the Philippines. The data from the two surveys were analyzed using frequencies and percentages. Responses to open-ended questions were content analyzed. Table 1 presents the profile of the participants.

## Scope and Limitation of the Study

This study is a preliminary study to get an overview of the testing and assessment practices in selected Philippine schools. It involved a purposively selected participants of the International Conference on Educational Measurement and Evaluation (EME) held in September 2016 chosen as they are practitioners of EME in their schools. Data were drawn from a survey form analyzed using descriptive statistics, which the researcher acknowledge to be limited, hence recommends a more comprehensive study in the future.

Table 1  
*Profile of the Respondents*

<b>Profile</b>	<b>f</b>	<b>%</b>
<b><i>A. Survey on Testing and Assessment Practices (N=50)</i></b>		
<b>Gender</b>		
Male	13	26.00
Female	37	74.00
Total	50	100
<b>Educational Background</b>		
Bachelors	23	46.00
Masters	22	44.00
Doctoral	5	10.00
Total	50	100
<b>Place of School</b>		
Metro Manila	32	64.00
Rizal	3	6.00
Luzon	15	30.00
Total	50	100
<b>Job Position/Title</b>		
Faculty/Teacher	22	44.00
Dean/VP/Executive Head	5	10.00
Psychometrician	8	16.00
Office Head/Officer (Testing, Assessment, etc.)	4	8.00
Evaluation Asst.	3	6.00
Admissions Coordinator	1	2.00

Math Coordinator	1	2.00
Staff Assistant	1	2.00
NR	5	10.00
Total	50	100

### ***B. Survey on School Testing Standards (N=15)***

<b>Gender</b>		
Male	4	26.67
Female	11	73.33
Total	15	100

## **Results**

The results of the study are presented following the sequence of the objectives of the study indicated in the earlier part of the study.

### **Testing and Assessment Practices and Procedures**

#### **Availability of Testing/Assessment Program.**

It is good to note that of the 33 educational institutions, majority (27 or 81.80%) of the respondents indicated that their schools have their own testing and assessment program. Only five (15.20%) indicated having no testing/assessment program (Table 2).

Table 2

*Distribution of Schools with Testing Assessment Program*

<b>Availability</b>	<b>f</b>	<b>% (N=33)</b>
With Testing/Assessment Program	27	81.80
Without Testing/Assessment Program	5	15.20
NR	1	3.00
Total	33	100

Inability of the school to develop a testing/assessment program (80%) and unavailability or lack of experts or personnel to handle the testing program

(60%) are the top-most reasons given by the respondents for the lack or absence of an assessment system in their schools. Two (40%) respondents cited the high cost of test materials as the other reason. (Table 3)

Table 3

Reasons for Not Having Testing/Assessment Program/Center	f	% (N=5)
School was not able to develop a testing program.	4	80.00
There is no personnel/expert to handle the program.	3	60.00
Tests are too expensive.	2	40.00
There is no space or room to house testing center.	0	0
The school does not see the need for it.	0	0

The most popular means by which these schools get information about their students' ability, aptitude, personality, and attitude is through the use of other forms or methods of assessment and by engaging the services of outside agencies or psychologists (Table 4).

Table 4

*Other Ways to Get Information on Students' Ability, Aptitude, Personality, or Attitude*

Ways	f	% (N=5)
Engages the services of outside agencies/psychologists	3	60.00
Uses other forms/methods of assessment	3	60.00

## Nature of Schools' Testing and Assessment Program

### Purpose of Testing and Assessment Activities.

All (100%) respondents whose schools have testing

program indicated that they conduct testing and assessment for student admission purposes. Others use tests to determine their students' ability, aptitude, and attitude (22 or 81.48%), as supplement or support to their counseling services (18 or 66.67%), and for career and placement services (18 or 66.67%). A little half of them indicated using tests to identify students with learning or special needs (15 or 55.56%) and to screen personnel applicants (14 or 51.85%).

Table 5  
*Purposes of Testing/Assessment Activities*

<b>Purposes</b>	<b>f</b>	<b>% (N=27)</b>
For admission purposes	27	100
To determine students' ability, aptitude, attitude, etc.	22	81.48
To supplement or support for counseling	18	66.67
For career and placement services	18	66.67
To determine who has learning or special needs	15	55.56
For personnel applicant screening	14	51.85
For referral to outside testing	8	29.63

**Types or Forms of Assessment Used.** Majority of the respondents indicated that their schools rely on their counselors (81.48%) and psychometricians (70.37%) to handle the testing and assessment of their students. Eight (29.63%) schools each also seek the services of psychologists and classroom teachers. Only two respondents cited hiring consultants.

Table 6

*Personnel Handling the Assessment of Students*

<b>Personnel</b>	<b>f</b>	<b>% (N=27)</b>
School Counselors	22	81.48
Psychometricians	19	70.37
Psychologists	8	29.63
Classroom teachers	8	29.63
Consultants	2	0.07
Others		
-CEM outsource	2	0.07
- principal	1	0.04
- statistician	1	0.04

Both foreign-made and locally-made tests are employed by the schools, as indicated by 21 (77.78%) respondents each. Other schools, however, rely on school-developed tests (59.26%), teacher-made tests (55.56%), and DepEd tests (37.04%).

Table 7

*Types or Forms of Assessment Employed by Schools*

<b>Types</b>	<b>f</b>	<b>% (N=27)</b>
Foreign-made standardized tests	21	77.78
Locally made tests	21	77.78
School-developed tests	16	59.26
Teacher-made tests	15	55.56
DepEd tests	10	37.04

Various tests are being used by the schools, which include IQ or intelligence (74.07%), aptitude (81.48%), achievement (66.67%), and personality tests (66.67%). There are also some schools that make use of reading tests (48.15%) and performance-based tests (40.74%). Only a few of them use projective tests (7 or 25.93%).

Table 8

*Types of Test Used by Schools and Outside Agencies/Psychologists*

<b>Response</b>	<b>f</b>	<b>%</b> <b>(N=27)</b>
IQ/intelligence tests, such as	20	74.07
Aptitude tests	22	81.48
Achievement tests	18	66.67
Personality tests	18	66.67
Projective tests	7	25.93
Reading tests	13	48.15
Performance-based tests	11	40.74

Aside from using tests to assess students' cognitive abilities and personality, the respondents also indicated that their schools make use of other methods and approaches. The most-commonly used method or approach is reviewing of child's school records and past evaluation results (85.19%). Direct observations, projective tests, and interviews (77.78%), task analysis or assessment of the student's works (62.9%), and questionnaires/checklist for parents, teachers and students (59.26%) are also employed.

Table 9

*Other Methods/Approaches Used to Assess Students*

<b>Types</b>	<b>F</b>	<b>%</b> <b>(N=27)</b>
Review of child's school records and past evaluation results	23	85.19
Assessment of student works (task analysis)	17	62.96
Direct observations, projective tests, and interviewing of child	21	77.78
Use of parent, teacher, and student questionnaires/ checklist	16	59.26
Interview with parents	0	0

## **Development of Guidelines and Standards on School Testing**

There are a number of guidelines and codes of ethics that were formulated by various organizations. While these are applicable to and can be used in the Philippine context, there is still a need to come up with guidelines relevant to the specific needs and conditions in the Philippine schools. As such, the proponent formulated some ethical and professional standards and guidelines for school testing that will guide schools, test users, and test takers in the country. This is also to encourage best practice in the field of testing and to prevent the negative consequences of its misuse.

### **Proposed Standards/Guidelines for School Testing**

Seven school testing standards and guidelines were proposed, which cover the following: (1) Test User Competence and Training, (2) Ethical and Professional Conduct of Test Users, (3) Test Selection, (4) Test Administration and Scoring, (5) Interpretation and Reporting of Test Results, (6) Rights of Test Takers, and (7) Use of Foreign Made Tests.

These proposed standards are not an invention of new guidelines but they will represent the previous work of specialists and organizations on psychological and educational testing standards. The aim of this set of standards is to bring together the common concepts and principles that embody existing guidelines, standards, codes of ethics, and other related documents, and to come up with guidelines that are much needed by Philippine schools and industrial setting.

**Proposed Guidelines on Test Users/Practitioners Competence and Training.** The lack of adequate training and experience of testing personnel in many Philippine schools is one concern that needs to be addressed. Thus, it is advisable that they update their skills and competencies by either enrolling in post-graduate courses or by attending relevant seminars and

conferences. In addition, it is necessary that guidelines be developed to help them in the execution of their assessment tasks and responsibilities. Some of these guidelines cover the need for them to have formal academic coursework in tests and measurement, to use tests that they are only competent to administer and interpret, to observe the classification system and requirements and qualifications specified by test publishers, and to participate in continuing education.

**Proposed Guidelines on Ethical and Professional Conduct of Test Users.** Test users are expected to maintain and adhere to the highest standards of ethical practice. They should act in professional and ethical manners and should treat all people involved in the testing process with respect. The proposed guidelines cover the need for test users to set and maintain high personal standards of competence, to only offer testing services and use tests for which they are qualified, to purchase only tests that they are qualified in accordance with the competency levels set by test producers, to ensure that test materials are kept confidential, to protect tests from unauthorized access, and to respect copyright law and agreements stipulated in the test manual.

**Proposed Guidelines on Test Selection.** Test users should be able to justify the selection of tests to be administered to the client. Tests selected should be appropriate for the client's needs and status, purpose of testing, and setting (i.e., school or industry). This can be done by reviewing the test manual and materials to be able to get complete information about the test, selecting tests based on the appropriateness, evaluating the evidence of technical quality (i.e., validity, reliability) of the test, ensuring the availability of evidence that the tests have validity to predict performance in another situation or setting, and evaluating samples of test questions to check the appropriateness of the test.

**Proposed Guidelines on Test Administration and Scoring.** Test users are expected to be able to use

the prescribed and standardized procedures to administer and score the test. The proposed guidelines cover the need for the test users to secure informed consent from the client or his/her parents before test administration, to follow the established or standardized procedures for administering in a standardized manner as stipulated in the Test Manual, to conduct the test administration in a structured and controlled environment, and to protect the security of test materials.

**Proposed Guidelines on Interpretation and Reporting of Test Results.** Test users should be able to ensure that test data are interpreted appropriately, also taking into consideration the limitations of test data. They should also ensure that information from testing is not misused. They should release the interpreted results only to those who have a legitimate right to receive that information. Such guidelines would include the need for test users to follow the procedures in scoring and interpreting the results as set in the Test Manual, to avoid making generalizations about the test takers based on a single test score, to gather other information about the test taker to support the interpretation of test results, and to communicate the test results in a timely fashion and in a manner that is understood by the test taker. These guidelines also require that test users to consider multiple factors that can compromise a test taker's performance on the test, to develop norms based on the intended population of test takers, to ensure that test results are presented in a form that is understandable to the recipient, and to ensure that only qualified personnel will receive the raw data on his/her behalf.

**Proposed Guidelines on Rights of Test Takers.** Test takers who have the highest stake in the whole testing process also have rights and responsibilities and they should be informed about them. Test takers have the right to know in advance about the purpose and use of testing, coverage of the test, and the types of question included. They should also be told how to get information to help them or their parents/guardians judge whether the test

should be taken, how long scores will be kept on file, to whom the results will be released, and in what manner test scores and related information will or will not be released. Test takers should also be treated with courtesy, respect, and impartiality, regardless of their age, gender, religion, SES, and other personal characteristics. They should also be assured that interpreted results are released only to those who have a legitimate right to receive the information.

**Proposed Guidelines on the Use of Foreign-Made Tests.** Because of the lack of locally-made psychological and educational tests, there is a proliferation in the use of foreign-made standardized tests, not only in schools but also in industrial setting for employment testing. However, validity is one of the most important attributes of a good assessment. Validity is commonly referred to as the extent to which a test measures what it purports to measure. It also reflects the degree to which interpretations of the test scores are valid reflections of the skill or proficiency that an assessment is intended measure (Pitoniak, Young, Martiniello, King, Buteux, & Ginsburgh, 2009). Using foreign-made tests may bring about threats (i.e., construct-irrelevant variance) that are irrelevant to the skills or proficiencies being measured. One reason for having guidelines on using foreign-made tests is to minimize these threats to validity and to maximize the degree to which the test scores reflect the true ability level of the test taker in the content area being assessed and minimize the impact of other factors on test scores, such as level of English language proficiency, educational background, and cultural background and differences.

The International Test Commission (ITC) has formulated the “Guidelines for Translating and Adapting Tests” in 2005, covering four different categories: Context Guidelines, Test Development and Adaptation Guidelines, Administration Guidelines, and Documentation/Score Interpretation Guidelines. Most relevant of these and which can be adapted to the Philippine setting are the guidelines in test administration.

The proposed guidelines will cover the need for

test users to be sensitive to a number of factors related to the test materials, administration procedures, and response modes that can moderate the validity of the inferences drawn from the scores, and to ensure that tests to be used are unbiased and appropriate for the various groups that will be tested. They also require test users to review if the constructs being assessed by the test are meaningful to the test takers, to check if the test includes evidences and empirical studies on possible group differences in performance on the test, to ensure that there is validity evidence to support the intended use of the test for other groups not included in the normative data, to conduct validity study to ensure the applicability of the test to the intended test takers, and to come up with norms based on the intended population.

### **Discussion of the Results**

The results of the study indicate that most schools have testing and assessment program that will cater to the testing and assessment needs of their students. Tests are used for various reasons, particular for admission and for measuring students' ability, aptitude and attitude purposes. It is also good to note that the counselors and psychometricians handle the testing and assessment activities, since they normally have academic background in test and measurement. Most of them also possess different kinds of tests that assess students' intelligence/IQ, aptitude, personality, achievement, and personality.

Schools also employ other ways to meet their assessment needs and requirements. These include review of the student's school records and past evaluation results, interview of parents, assessment of student works, and direct observation of students' behavior. This is true most especially for schools that do not have testing and assessment program.

However, while the result may mirror or depict, to some extent, the testing and assessment practices in big and private schools, we cannot ascertain if this is also the reality in other parts of the country and most especially in

small schools and public schools across the country. The cost of standardized tests, the lack of qualified personnel or expert to handle, the lack of funds/budget, and the failure of the schools to realize the importance of a testing program are some of the factors that may hinder schools from putting up a testing program. As such, a more in-depth and extensive study should be conducted involving more schools and of different types (public vs. private schools), grade or year levels offerings (basic vs. secondary vs. higher educational institutions), and setting (urban vs. rural areas). Other aspects of testing and assessment practices also need to be explored, such as, the types and specific tests used and for what purposes, qualifications of personnel handling the testing and assessment in terms of academic qualifications and years of experience, quality or effectiveness of test administration, scoring, interpretation and reporting of test results, and the practice of assessing students with special needs.

The importance of test and assessment necessitates the need for standards and guidelines that will guide the schools, test users and test takers in the Philippines. This is to encourage best practice in the field of testing an assessment and to prevent negative consequences and misuse of testing. First, having testing and assessment standards that are applicable to the Philippine milieu is needed to ensure that the test user has the necessary competencies to carry out the testing process, and the knowledge and understanding of tests and test use. This is also to protect the test takers, who have the greatest stake in the testing activities.

Second, the proposed guidelines will help schools to be aware of the consequences of using foreign-made tests that were developed in different settings using different samples as normative group. This will also encourage schools to develop tests that are applicable to their own clientele or students.

Third, since the role of testing and assessment specialists is increasing due to the demand for quality assurance in schools, especially in teaching and

implementation of programs and due to the shift from national testing to institutional testing to support instruction, research and organizational performance (Magno & Gonzales, 2011), guidelines such as these will provide the schools parameters on how school testing should be conducted in their schools.

The proposed standards/guidelines need to be further studied and validated by experts and practitioners in the field of psychological and educational testing and assessment. It is hoped that the final sets of testing standards will be developed and eventually adopted by schools and organizations that are engaged in school testing and assessment.

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