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SENATE

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Senate Bill No. 1141

INTRODUCED BY HON. MANNY VILLAR

EXPLANATORY NOTE

Curriculum, Instruction, and Assessment are the three main pillars of any education system. All three should be strongly linked and networked. The Curriculum should be well defined, and ladderized, with every curricular subject duly described and *particularized in measurable units*. *Instructions are aimed and strategized for learners to attain required (as opposed to desired) pre-formulated minimum knowledge and competencies for every curricular subject in every grade and year of the education ladder. And, Assessment of learning outputs duly calibrated and assiduously measured in every ladder step all the way up, such that when a student graduates or is promoted to the next higher ladder grade/year level, the learner is fully equipped with the Required Minimum Knowledge and Competencies (RMKC) and is learning-ready for the next level as his/her graduation certificate or diploma or report card should attest to.*

The proposed pre-formulated RMKC is designed to fully equip the students the RMKCs in order to improve the extraordinarily low survival rate in elementary and in high school.

This bill seeks by a remedial system designed to improve the quality of Philippine Education. It prescribes what specific learning outputs the students are expected to have acquired and tests them on what they should have learned based on the RMKC.

The immediate passage of this bill is requested.


MANNY VILLAR

That while students may be taught to acquire knowledge, skills, and competencies beyond the RMKC, the assessment and tests to be given students to determine whether or not a passing score has been achieved shall be on test items within the relevant RMKC. Thus, lesson plans to be formulated as teaching guides shall be confined to items within the RMKC before additional components for knowledge, skills, and competencies are introduced to students.

Reference materials for supplementary instruction in classrooms or as assignments to students for self-study shall also be designed, formulated and implemented.

SECTION 5. Diagnostic and Performance Examinations. - A national standardized test shall be administered with such frequency within a school year for every curricular subject for evaluation and diagnostic purposes only, in order to determine and assess the learning progress of the students in order that remedial measures can be introduced to students not meeting the learning rate for the RMKC expected at the various phases and periods of the school year.

SECTION 6. Honors and Rewards System. - While tests, quizzes and examinations based on items from the RMKC shall provide the benchmark passing scores or grades of students in basic education, supplementary learning competencies shall also be prescribed to further upgrade the quality of learning beyond the RMKC in order to reinforce and improve the learning curve of students; to spur their spirit of competitiveness and drive for higher levels of performance, and to instill in students proper conduct, diligence, and discipline to aspire for greater levels of achievement and/or for excellence.

And, accordingly, the DepEd shall also formulate, develop and implement a system of honors, rewards and recognition to students with exemplary performance or achievement.

In addition, an acceleration policy of promoting students to the next higher grade or year within a school year shall also be adopted and thereby provide inspirational models for excellence.

SECTION 7. Repealing Clause. - All laws, presidential decrees, executive orders, rules and regulations contrary to or inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

SECTION 8. Effectivity - This Act shall take effect immediately upon its approval.

Approved,