

Frequently Asked Questions (FAQs) on Individual's Performance in Literacy and Numeracy (IPLAN)

1. What is Individual's Performance in Literacy and Numeracy (IPLAN)?

IPLAN is a standards-based assessment; it is both diagnostic and formative designed to assess student's basic foundational literacy and numeracy skills. It is a performance-based assessment with structured questions and unstructured questions (constructed response and essay questions).

2. What are the unique features of IPLAN?

IPLAN is a criterion-referenced test that assesses performance of students against a set of predetermined learning standards based on the latest Department of Education's K-12 Curriculum guides. IPLAN is administered one-on-one with the students; it is typically non-written and administered using an interview style with reading materials and manipulatives conducted over approximately 15 to 20 minutes. IPLAN also reports the assessor's observations on the testing behaviors of the students because these may have an impact on the performance of the students during the conduct of the assessment (Aylward & Carson, 2005).

3. What is the value of IPLAN?

IPLAN shows whether or not a student is at-risk in his/her basic foundational literacy and numeracy skills. It also indicates student's strengths and pinpoints specific areas of difficulties across content areas and within sub-areas of literacy and numeracy that need further interventions.

4. What are the subjects and grade levels covered in the IPLAN?

IPLAN is offered for students Grades 1, 2, and 3. It covers the English subject for literacy and the Mathematics subject for numeracy. Typically, the school chooses which subject and grade level they would like their students to test on the IPLAN.

5. Why assess literacy and numeracy?

The ability to read, understand, and create text (literacy) and to draw an underlying understanding and control of mathematical concepts (numeracy) are fundamental and foundational skills used to begin, establish, and maintain lifelong learning (Getting the Basics Right: Quality Primary Education in the North Pacific, 2015).

6. Why assess early?

Based on international research and best practice, these foundational skills must be acquired early. They are difficult to attain later, especially as the gap between learners and non-learners widens. Without a good start, non-learners can fall further behind in all future learning as

they progress through school, and so early diagnosis of problem areas enable targeted treatment (Getting the Basics Right: Quality Primary Education in the North Pacific, 2015).

7. How were the items/questions formulated? Are the tests valid and reliable?

GRACE underwent standard and stringent processes of IPLAN test development. Anchored on a conceptual framework, a team of subject matter experts (SMEs) from various fields and disciplines developed items/questions based on the Test of Specifications (TOS) formulated by GRACE. After the development of initial items, the items were subjected to an external item review of 2nd panel of subject matter experts (SMEs). After a rigorous process of content validation, the items were pilot tested in selected schools across the country. The pilot test data were used to do item analysis to establish IPLAN's psychometric properties and formulate the final form of IPLAN.

8. How is IPLAN administered?

Once the school decides to adopt the IPLAN assessment program, GRACE coordinates immediately with the school through the Phoenix agent to formally sign a Memorandum of Agreement (MOA) for a 1 year adoption of the test. After which, the school will inform GRACE on the specific grade levels, subject areas, and schedule of the test administration.

9. How many students can be assessed by the assessor?

In administering IPLAN, an assessor can handle fourteen (14) students per day. Thus, the number of assessors will depend on the number of students who will take the IPLAN assessment.

10. Who will administer the test?

GRACE provides assessors to administer the test to the school. GRACE assessors are Subject Matter Experts (SMEs) who underwent extensive screening and training for the IPLAN test administration. Also, GRACE provides site coordinators who are in-charge of monitoring the general conduct of the test in the entire school. They are responsible for accompanying each student to be assessed in the testing room, making sure to set the timer to 20 minutes, and accompanying the students back in the classroom at the end of every test administration.

11.1 In literacy assessment, how are tasks administered on the following content areas: Oral Language, Reading and Comprehension, and Writing/Composition?

IPLAN consists of tasks that require student to actually perform tasks as instructed by the administrator. These are Oral Language, Reading and Comprehension, Writing/Composition tasks. In Oral Language, the assessor requires a student to talk and interact with him/her about personal experiences and/or text listened to or read. In Reading and Comprehension, the assessor

lets a student read aloud grade level text. In Writing/Composition, the assessor instructs a student to express his/her ideas effectively in formal and informal compositions.

11.2 How are responses on these tasks scored?

Student's responses on these tasks are scored by an assessor using analytic rubrics.

12. How are the tests scored?

Each assessor has scoring sheet per student. In the scoring sheet, the assessor will choose the score appropriate to the student's response. The scoring sheet will be encoded to the datasets and processed by the Psychometricians in generating the reports. After generating the reports, a GRACE Quality Assurance team (QA) reviews the generated reports. Then, reports are printed for delivery to the school.

13. What will the school receive after the test administration? When are they going to receive the reports?

GRACE will provide comprehensive individual reports. The reports are delivered after fourteen (14) working days for Metro Manila schools and twenty-one (21) working days for schools outside of Metro Manila.

14. How did GRACE come up with the proficiency levels?

The proficiency levels used in IPLAN assessment are patterned in the proficiency levels stated in the DepEd Memorandum Order No. 73 and in the Early Grade Reading Assessment (EGRA) Toolkit of United States Agency for International Development prepared by RTI International.

15. Who will interpret the results?

The results will be interpreted by GRACE. The school must first secure a letter of request for results interpretation in order to give ample time for the interpreter to prepare and review the materials.

16. Are we going to receive results in hard and soft copy form?

The soft copy of the results will be sent in a compact disc (CD) together with the hard copies of all individual test results.

17. Are you going to provide absentees testing free of charge?

The school may request for one time absentees testing for free. The school must clearly communicate the request to GRACE through a formal letter or through verbal communication.