



Frequently Asked Questions (FAQs) on Readiness Assessment for Senior High (RASH)

1. What is Readiness Assessment for Senior High (RASH)?

RASH is an aptitude assessment tool that provides predictive information regarding the potential for success of Grade 10 students in a particular track or strand of the Department of Education (DepEd) Senior High School (SHS) curriculum.

2. What are the unique features of RASH?

RASH enables students to explore possible career paths among the tracks and strands of the SHS curriculum based on their core competencies and occupational interests. It also identifies academic proficiency within the (5) applied track subject areas of the SHS curriculum, highlighting specific strengths and weaknesses for each domain.

3. What are the tests that will they take for RASH? Is it necessary to take them all?

The framework of RASH consists of three (3) tests that would assess students with the competencies and skills needed for SHS program. The *Assessment of Achievement Potential* is an achievement test that measures the standards and competencies of students in the five (5) applied track subjects of the K-12 curriculum which students must take regardless of their chosen specialization. The *Measurement of Core Competencies* aims to determine their current skills level with regards to the specialized tracks and strands of the SHS program. It also includes a 10-item artistic inclination test that measures their creativity through visual (drawing) and written responses.

Lastly, the *Occupational Interest Profile* identifies their career preference in pursuing a particular track/strand, given their personal characteristics. The results of each test will enable students to decide on their preferred track/strand; therefore accomplishing the entire assessment is mandatory.

4. How were the items/questions for RASH formulated? Are the tests valid and reliable?

For *Achievement Potential*, Focus Group Discussions (FGDs) with Subject Matter Experts (SMEs) from various fields and disciplines were held to identify and determine the power standards to be assessed in the SHS curriculum. Core Competencies were identified based on a comprehensive review of literature and the SHS curriculum. The framework for the Occupational Interest Profile was derived from John Holland's Occupational Themes as reflected in Cattell's 16 personality factors. Items developed for each component were subjected to a

series of extensive reviews by panels of SMEs for content validation and psychometric item analysis to ensure item quality and functionality.

5. How did GRACE come up with the results of RASH? Do the results indicate where the student will be most appropriately placed?

Results from the *Measurement of Core Competencies* and *Occupational Interest Inventory* obtained by students are used in order to plot their potential tracks/strands, with each strand tagged to a set of needed skills and suggested occupational fields that they could pursue. For instance, in the academic track students could fall under the four strands depending on their scores within the occupational performance and core competencies. An overall *Assessment of Achievement Potential* score is also provided for students to determine their readiness for the five (5) applied track subject areas of the SHS curriculum by measuring their standards and competencies for each subject. Standards-based assessment was used in order to measure the performance of students relative to their proficiency with the competencies (knowledge, skills, and abilities) across subject areas set in the K-12 standards.

By using information that specifically geared towards their achievement, competencies and career interest based on personality, students can be guided in deciding what track/strand is ideal for them.

6. What if the preferred SHS track or strand of a student does not appear in any of the RASH results?

Upon entering Grade 11, students are given the opportunity to choose only one specialization (track/strand) which will not only define what subjects they are about to take but will also serves as a foundation that for their future career. The result from RASH provides them with a comprehensive framework of what they need to learn (among the track subjects), what skills they currently have, and what kind of work environment (occupation) fits their personality. It also provides information that enables students to make better career decisions that would greatly impact their potential for occupational success and satisfaction in the future.

It is important to remember however that there are many factors to consider in choosing a particular track/strand such as school capacity, availability of tracks and strands in their area, and in-demand jobs in their district.

7. When is the testing period for RASH?

RASH is conducted once during the mid-school year (October – November).

8. Who will administer the test?

GRACE will be the one to provide the proctoring services with trained examiners and proctors to administer the test to the students of the school.

9. How long does it take to finish the test? Is it possible to adjust the time allotted?

The test administration for RASH lasts five (5) to six (6) hours without break. All tests must be administered in strict accordance with the instructions provided by GRACE including to the time allotted to ensure test standardization.

10. What will the school receive after the test administration?

Each student will be provided with a *Senior High Potential Profile Report* to help them further explore prospective tracks/ strands in the SHS Program. Each profile report consists of the following:

RASH REPORTS	
Summary of the report	Provides the recommended Senior High tracks/strands based on the three (3) highest categories of core competencies and occupational interests and an overall assessment of achievement potential.
Measurement of Core Competencies	Current skill level of the student based on the eight (8) core competencies needed for the specialized tracks/strands of the SHS Program
Occupational Interest Profile	Overview of personality characteristics and career interest in pursuing a certain track/strand among the six (6) interest areas derived from John Holland's Occupational Themes
Assessment of Achievement Potential	Highlights the proficiency level of students per applied track subject area of the SHS curriculum
Competency Performance Report	Identify areas of strengths and weaknesses for each applied track subject domain

11. How are the reports made?

RASH uses Optical Mark Recognition (OMR) answer sheets for scanning therefore blank responses are disregarded. The scanner produces a soft copy of datasets to be scored and processed by licensed psychometricians. A Quality Assurance (QA) team will then review the generated reports for further validation and evaluation.

12. How is the Artistic Inclination Test scored?

Responses from the artistic inclination test are manually scored by Subject Matter Experts (SMEs) using holistic scoring rubrics. Total scores are then encoded in the datasets endorsed to the psychometricians.

13. When will the reports be delivered?

The reports will be delivered twenty-one (21) working days after the testing date for Metro Manila and provincial schools.