



UPGRADE: UPGRADING NAT PERFORMANCE THROUGH GOAL-SETTING, RECALIBRATED APPROACHES, AND DEVELOPING EVALUATION MATERIALS

MARVIN A. ATIENZA
LANNY A. TOLENTINO
JETT MAJAY H. ROFULI

Authors

ABSTRACT

The National Achievement Test (NAT) is a standardized examination administered in the Philippines to students in Grades 3, 6, 10, and 12. It is designed to assess their academic proficiency, identify strengths and weaknesses, and evaluate the knowledge they have acquired in key subjects over the course of the year. Placido T. Amo Senior High School ranked 110th out of 120 public and private schools in the Division of Batangas Province. This study aimed to determine the factors that affect the school's performance in NAT. The researchers analyzed the data through the use of frequency and count to determine such factors. The researchers utilized a qualitative research design where 6 subject group heads/coordinators participated in a Focus Group Discussion. The results revealed that the school got an overall rate of 35.63% in 7 learning areas. It has also been found that the main factor that affects the NAT result of students lies in comprehension and analysis. Other factors include the mindset and attitude of the students towards the test and the teaching strategies/approaches of the teachers. Moreover, retention is also emphasized as one of the identified factors. Based on the results gathered, the researchers propose a program entitled "UPGRADE: Upgrading NAT Performance through Goal-Setting, Recalibrated Approaches, and Developing Evaluation Materials" that aims to enhance the students' performance in the NAT through innovative strategies such as crafting review materials aligned with NAT test constructions, review sessions, LAC session, test-taking drills, pre-assessment, and recognition.

Keywords: *national achievement test, performance, comprehension, review*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



INTRODUCTION

Education is a transformative force that shapes individuals and societies and provides knowledge and skills necessary for personal and professional growth. High-quality education is an enormously the global and national educational systems main objective. Quality education is noticeably stated in the Global Goals or commonly known as Sustainable Development Goals (SDGs).

In the Philippines, the constitution puts emphasis on quality and access to education. Section 1, Article XIV of the 1987 Philippine Constitution, specifies that “the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.” In cognizance of this, the Department of Education is continually developing and enhancing the curriculum to adapt to the needs of 21st-century learners.

As part of the evaluation of the effectiveness of the curriculum and to assess and monitor the quality of basic education in the Philippines, the National Achievement Test or NAT assessment has been administered by the Department of Education for public schools, particularly for Grade 6, 10, and 12 students nationwide. The results of the National Achievement Test are utilized by DepEd to check and determine the students’ achievement level, strengths, and weaknesses in five key curricular subject areas specifically Math, Science, English, Araling Panlipunan, and Filipino (Philippines: The National Achievement Test, n.d.).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



This standardized test serves several purposes, including assessing students' academic proficiency, guiding educational policies, and identifying areas for improvement in the educational system. By providing a comprehensive overview of student performance, the NAT helps to shape the future of education.

NAT assists educators and policymakers in determining how well students are mastering the curriculum. The findings can reveal whether educational goals are being met and highlight achievement disparities. By identifying strengths and weaknesses in student performance, the NAT serves as a diagnostic tool that can guide instructional improvements and adjustments.

Pursuant to the Department Memorandum No. 16, s. 2024, the Bureau of Education Assessment of DepEd Central Office, through the Schools Division Office, administered the National Achievement Test for Grade 12 last March 19-20, 2024. When the result came out recently, Placido T. Amo Senior High School ranked 110th out of 120 private and public schools in the Division of Batangas. This calls for immediate action to assess teaching styles and strategies and evaluate student performance to gear toward shaping the future of our students and the educational system as a whole.

Hence, this research seeks to determine the factors that affect the school's performance in NAT and propose a solution through a program called "UPGRADE" which aims to enhance the students' analysis and comprehension skills and at the same time improve the school's overall rate and ranking in NAT for the current school year.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research Questions

This research aims to determine the factors that affect the performance of Placido T. Amo Senior High School in the National Achievement Test for S.Y. 2023-2024. It also aims to elevate the level of students' performance and improve the school's ranking in the NAT for the current school year. Specifically, it seeks to answer the following questions:

1. What is the performance of Placido T. Amo Senior High School in the National Achievement Test 2023?
2. What are the factors that affect the performance of PTASHS in the National Achievement Test 2023?
3. Based on the findings, what action plan may be proposed to elevate the students' performance in the National Achievement Test?

RESEARCH METHODOLOGY

a. Sampling

The respondents of the study are the 5 subject group heads/coordinators at Placido T. Amo Senior High School. These teachers assessed the feedback and observations of their respective groups to thoroughly analyze the root cause of the problem. The researchers used purposive sampling and selected all the subject group heads/coordinators as respondents.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



b. Data Collection

The researchers gathered the baseline data based on the results released from the National Achievement Test for Grade 12 2023. After getting the results, the researchers interviewed the subject group heads/coordinators regarding the factors that affect the students' performance in the recently concluded NAT. However, the subject group heads gained their insights from the students and their colleagues who observed the students' behavior on a daily basis. The researchers employed a qualitative research design and conducted a focus group discussion with the subject group heads/coordinators. Moreover, after gathering the relevant information, the data were analyzed and interpreted. The researchers ensured that the data gathered would remain confidential and secured.

c. Ethical Issues

While conducting the study, the researchers considered several ethical issues to ensure the study was conducted responsibly. Here are key ethical concerns:

Informed Consent: The subject group heads who participated in the focus group discussion need to fully understand the purpose of the study, how their responses will be used, and any potential risks or benefits involved. The researchers obtained informed consent from all participants. Clear information was provided about the goals of the research, the voluntary nature of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



participation, and participants' right to withdraw at any time. Written consent was obtained before the FGD begins.

Confidentiality and Privacy: During the focus group discussion, participants discussed sensitive issues related to student performance, teaching strategies, or institutional practices, which could affect their professional standing. The researchers ensured that the information shared during the discussion was treated with strict confidentiality. Identifiable details were anonymized in reports, and care was taken to ensure that no sensitive information was disclosed in a way that could lead to reputational harm to participants or the institution.

Potential Bias and Power Dynamics: As subject group heads, participants hold positions of authority, which could influence their openness or willingness to discuss factors affecting student performance. Some participants might feel pressure to provide answers that align with administrative expectations. The researchers created an environment that encourages honest, open discussion. The researchers value the importance of ensuring that power dynamics do not hinder the free exchange of ideas or lead participants to give socially desirable responses. Facilitating an unbiased and neutral atmosphere will help ensure more accurate data collection.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



d. Plan for Data Analysis

The researchers analyzed the data through the use of frequency and count. This was employed to determine the factors affecting the performance of Placido T. Amo Senior High School in the National Achievement Test 2023 through a Focus Group Discussion (FGD). The research is qualitative in form and there is no statistical treatment involved. However, the results of the FGD were coded, analyzed, and interpreted.

RESULTS AND DISCUSSION

1. What is the performance of Placido T. Amo Senior High School in the National Achievement Test 2023?

GRADE 12 NATIONAL ACHIEVEMENT TEST RESULT 2023		
SUBJECT AREA	RESULT	RANK
Science	31.61	7
Philosophy	39.65	1
Humanities	32.25	6
Media Information Literacy	34.51	4
Mathematics	33.48	5
Language and Communication	38.05	2
Social Science	37.61	3
OVER-ALL	35.63	
POPULATION: 473	RANK: 110/120	

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The table shows the status of Placido T. Amo Senior High School in the National Achievement Test 2023 taken by 473 Grade 12 students from different strands and tracks. It indicates that the subject that got the highest score is Science (31.61%), followed by Language and Communication (38.05%), third in the rank is Social Science (37.61%), fourth is Media and Information Literacy (34.51%), fifth is Mathematics (33.48%), sixth is the Humanities (32.25%), and the subject that got the lowest score is Science (31.61%). Moreover, the 7 subjects got an overall rate of 35.63%. On the other hand, Placido T. Amo Senior High School ranked 110th out of 120 public and private senior high schools in the province of Batangas.

Based on the data presented, it can be inferred that the school has a low performance in NAT 2023. The researchers view this as a serious problem and seek to improve its performance for the current school year.

2. What are the factors that affect the performance of PTASHS in the National Achievement Test 2023?

Theme	Defining Element	Frequency	Participant
Comprehension and Analysis	"...did not analyze the questions given"	2	Teacher A Teacher C
	"The answers are in the question; they just don't analyze each well."	2	Teacher E Teacher D
	"...didn't read and looked for keywords that may	1	Teacher B

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



	lead to the answer."		
Attitude and Mindset	"...didn't take it seriously---they know it will not affect their grade."	1	Teacher E
	"...are not focused."	1	Teacher B
	"...not interested."	1	Teacher D
Teaching Strategies and Approach	"...level of questioning is not the same."	1	Teacher D
	"type of questions seems new to them; statements are too long."	1	Teacher A
	"...teacher's mastery of the lesson; strategy used in teaching."	1	Teacher B
Retention	"..can't recall the topics because it was taught last year and the exam was administered a year after."	2	Teacher A Teacher D

Cited by Teacher A, B, C, D, and E, the main factor that affects the NAT result of students lies in comprehension and analysis. A study conducted by Kimbell and Huzinec (2019) revealed that comprehension and analysis which depend on one's cognitive ability, are one of the many factors that affect assessment. Further, it is added by Teachers E, B, and D that it has something to do with mindset and attitude. On the same note, a study

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



by Ramos (2021) showed that student factors have the largest impact on the NAT Performance. Also, Teacher D and Teacher A assert that it is somehow connected to teaching strategies/approaches. Moreover, retention is also given emphasis, given that the majority of the subject matters included in the NAT were taught in Grade 11.

3. Based on the findings, what action plan may be proposed to elevate the students' performance in the National Achievement Test?

The result of the National Achievement Test 2023 posed a serious problem that needs to be addressed. Based on the findings, the researchers would like to propose a program entitled "UPGRADE".

This program aims to enhance the students' performance in the National Achievement Test through collaborative efforts of different people from the learning areas concerned. The researchers also seek to improve the school's ranking in NAT for the current school year. The said program has the following objectives:

- To craft reviewers for all NAT subjects and increase the school's performance by 5%
- To schedule a review class for Grade 12 students at least once a week
- To improve students' comprehension, analysis, and retention through enhanced teaching strategies and approaches
- To redirect students' mindset towards test-taking

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- To impose a pre-assessment before the NAT schedule
- To recognize students with exemplary performance during the Pre-Assessment

On the other hand, this program may also be replicated, innovated, and enhanced depending on the progress of its implementation.

Proposed Innovation, Intervention, and Strategy

The UPGRADE is an initiative that aims to enhance the students' performance in the National Achievement Test through collaborative efforts of different people from the learning areas concerned. The researchers also seek to improve the school's ranking in NAT. Specifically, the researchers aim to obtain at least a 5% increase in the overall rate for NAT 2024.

This program covers the following objectives and corresponding strategies/tasks:

Objectives	Strategies/Tasks
1. To craft reviewers for all NAT subjects and increase the school's performance by 5%	<ul style="list-style-type: none">▪ Teachers will be grouped according to the learning areas to which they belong.▪ Each group will craft a 100-item multiple choice test which will serve as a reviewer for the specific learning area.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



	<ul style="list-style-type: none">▪ The construction of the test will be patterned in NAT questionnaires.▪ The review materials will be printed and reproduced.
2. To schedule a review class for Grade 12 students at least once a week	<ul style="list-style-type: none">▪ There will be a schedule for lecturers every week.▪ The review time will be 2:00-3:00 pm, every Friday.▪ The crafted review materials will be used.
3. To improve students' comprehension, analysis, and retention through enhanced teaching strategies and approaches	<ul style="list-style-type: none">▪ Each question from the review materials will be thoroughly processed and explained.▪ Students will be more exposed to HOTS questions.▪ LAC session will be proposed for reiteration of teaching strategies and approaches.
4. To redirect students' attitudes and mindsets towards test-taking	<ul style="list-style-type: none">▪ Multiple choice type of tests will be integrated and practiced in daily discussions as part of the evaluation process.
5. To impose a pre-assessment before the NAT schedule	<ul style="list-style-type: none">▪ There will be a two-day dry run or pre-assessment of all learning areas before the NAT schedule.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



	<ul style="list-style-type: none">▪ The results of this assessment shall be used for further innovations and better preparations.
6. To recognize students with exemplary performance during the Pre-Assessment	<ul style="list-style-type: none">▪ The list of topnotchers (Top 20) during the pre-assessment will be recognized.

The researchers suggest that by shifting students' attitudes toward test-taking, they can cultivate a sense of responsibility in how they approach exams. Additionally, the program includes enhancing the comprehension and analysis skills of the students which will lead to better retention. Also, it involves acknowledging students who perform exceptionally well in the pre-assessment as a way to enhance their motivation and encourage them to take the assessment more seriously.

Conclusion

Based on the results garnered, the following conclusions are drawn:

1. Placido T. Amo Senior High School ranked 110th out of 120 public and private senior high schools in the province of Batangas. It indicates that the subject that got the highest score is Science (31.61%), followed by Language and Communication (38.05%), third in the rank is Social Science (37.61%), fourth is Media and Information Literacy (34.51%), fifth is Mathematics (33.48%), sixth is the Humanities (32.25%),

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



and the subject that got the lowest score is Science (31.61%). Moreover, the 7 subjects got an overall rate of 35.63%.

2. The main factor that affects the NAT result of students lies in comprehension and analysis. Results also revealed that it has something to do with mindset and attitude, and it is somehow connected to teaching strategies/approaches. Moreover, retention is also given emphasis, given that the majority of the subject matters included in the NAT were taught in Grade 11.
3. The researchers would like to propose a program entitled "UPGRADE". This program aims to enhance the students' performance in the National Achievement Test through collaborative efforts of different people from the learning areas concerned. The researchers also seek to improve the school's ranking in NAT for the current school year.

Recommendation

Based on the conclusion drawn, the following recommendations are offered:

1. Students and teachers must devote time to look over the learning areas included in the National Achievement Test.
2. Teachers are recommended to recalibrate teaching strategies and approaches to enhance students' retention and improve their analysis and comprehension skills.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



3. The school administration may support the reproduction of review materials and other necessities related to the realization of the goals of elevating the school's performance in the National Achievement Test.

(See attached Action Plan)



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



ACTION PLAN

Project Name	Objectives	Activities/ Strategies	Time Frame	Person s Involve d	Resources		Expe cted Output
					Materi als	Budget	
UPGRADE: Upgrading NAT Performance through Goal-setting, Recalibrated Approaches, and Developing Evaluation Materials	To craft reviewers for all NAT subjects	CRAFTING NAT REVIEWERS <ul style="list-style-type: none">Each subject group of teachers will craft a 100-item multiple choice test which will serve as a reviewer for the specific learning area.The construction of the test will be patterned in NAT questionnaires.The review materials will be printed and reproduced.There will be a schedule for lecturers every week.The review time will be 2:00-3:00 pm, every Friday.The crafted review materials will be used.	Decem ber	All teachers	Bond papers Printers Laptops	MOOE	Review Materials
	To obtain at least a 5% increase in the overall rate for NAT 2024		Decem ber- April				
	To improve students' com prehens ion, analysis, and retention through enhanced teaching strategies and approaches						
	To redirect students' at titudes and mindsets towards test-taking	IMPROVING ANALYSIS AND	Year Round	All teachers G12 Students	Lessons		Improve Analaysis and Compreh

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



		COMPREHENSION SKILLS <ul style="list-style-type: none">Each question from the review materials will be thoroughly processed and explained.Students will be more exposed to HOTS questions.LAC session will be proposed for reiteration of teaching strategies and approaches.					ension Skills
		REDIRECTING STUDENTS' ATTITUDES AND MINDSETS <p>Multiple choice type of tests will be integrated and practiced in daily discussions as part of the evaluation process.</p>	Year Round	All teachers G12 Students	Tests		Positive Attitudes toward Test-taking
		PREPARATION FOR NAT <ul style="list-style-type: none">There will be a two-day dry run or pre-assessment of all learning areas 2 weeks before the NAT schedule.The results of this assessment shall be used for further innovations and	March/ April	All teachers G12 Students	Bond Papers Printers	MOOE	Dry-run results

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

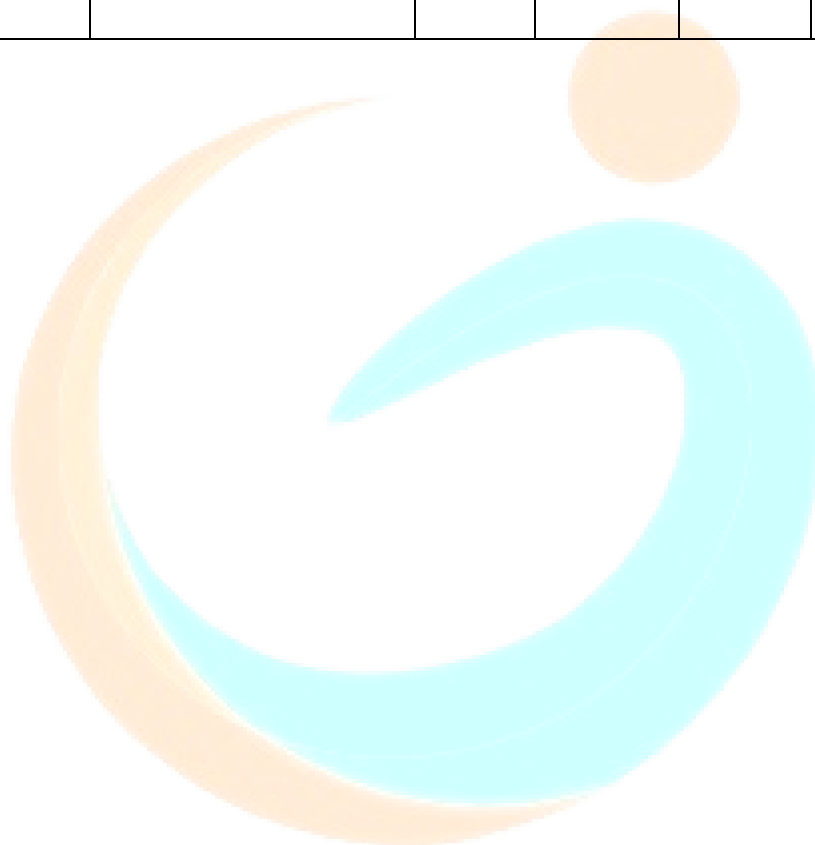
Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



		<p>better preparations.</p> <ul style="list-style-type: none">▪ The list of topnotchers (Top 20) during the pre-assessment will be recognized.					
--	--	--	--	--	--	--	--



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

Behiga, Roland. (2022). ISSUES WITH NATIONAL ACHIEVEMENT TEST P

(n.d.). Retrieved from Philippines: The National Achievement Test: <https://studymoose.com/philippines-the-national-achievement-test-essay> (2021, September 24).

Kimbell, A and Huzinec, C. (2021). Factors that Influence Assessment. Retrieved from <https://www.pearsonassessments.com/content/dam/school/global/clinical/us/assets/campaign/factors-that-influence-assessment.pdf>

Policy Guidelines on System Assessment in the K to 12 Basic Education Program. (2017, June 5). Retrieved from <https://www.deped.gov.ph/2017/06/05/do-29-s-2017-policy-guidelines-on-system-assessment-in-the-k-to-12-basic-education-program/>

Ramos, M. (2021). Determinants of Performance in the National Achievement Test among Augustinian Schools in Central Luzon. International Journal of Scientific & Engineering Research Volume 12, Issue 12, December-2021 854 ISSN 2229-5518

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
