



### Full Paper

# K to 12 Assessment Policies Vis-a-vis Relevant Sustainable Development Goals: Towards Quality, Equality, and Equity in Basic Education

Marilyn U. Balagtas<sup>1\*</sup>, Teresita T. Rungduin<sup>1</sup>, Brando C. Palomar<sup>2</sup>, Minie Rose C. Lapinid<sup>2</sup>, Richard DLC Gonzales<sup>3</sup>, Cesar T. Medula Jr.<sup>1</sup>, Edwin C. Barba<sup>1</sup>, Ria Lorraine H. Pagliawan<sup>1</sup>, Marla C. Papango<sup>1</sup>

<sup>1</sup>Philippine Normal University, Taft Avenue, Manila, 1000 Metro Manila

<sup>2</sup>De La Salle University, 2401 Taft Ave, Malate, Manila, 1004 Metro Manila

<sup>3</sup>Cagayan State University, Tuguegarao City, 3500 Cagayan Valley

This policy research examined the articulation of relevant quality, equality, and equity indicators of the United Nations Sustainable Development Goals (UNSDGs) in the four assessment policies in the K to 12 Program of the Philippines. It identified crucial areas for improvement in the basic education program to address equal access to quality education and the global competitiveness of Filipino learners. The results show the responsiveness of the four assessment policies to some indicators under SDGs 4.0, 5.0, and 10.0, underscoring the importance of these indicators in the educational landscape. However, gaps appear in the consistency of SDG articulation across the four assessment policies and the policy dimensions of purpose, process, practice, and product. The national assessment policy articulates SDG indicators the most, while the classroom assessment policy articulates them the least. The results suggest the improvement of assessment policies to vigorously address relevant quality, equality, and equity indicators.

**Keywords;** policy research; K to 12 assessment; Sustainable Development Goal 4.0, Sustainable Development Goal 5.0, & Sustainable Development Goal 10.0

\* Corresponding author.

E-mail addresses: [balagtas.mu@pnu.edu.ph](mailto:balagtas.mu@pnu.edu.ph) (M. U. Balagtas), [rungduin.tt@pnu.edu.ph](mailto:rungduin.tt@pnu.edu.ph) (T. T. Rungduin), [palomar.bc@pnu.edu.ph](mailto:palomar.bc@pnu.edu.ph) (B. C. Palomar), [minie.lapinid@dlsu.edu.ph](mailto:minie.lapinid@dlsu.edu.ph) (M. R. C. Lapinid), [drichard.gonzales@gmail.com](mailto:drichard.gonzales@gmail.com) (R. DLC Gonzales), [medulajr.ct@pnu.edu.ph](mailto:medulajr.ct@pnu.edu.ph) (C. T. Medula Jr.), [barba.ejc@pnu.edu.ph](mailto:barba.ejc@pnu.edu.ph) (E. C. Barba), [pagliawan.rh@pnu.edu.ph](mailto:pagliawan.rh@pnu.edu.ph) (R. L. H. Pagliawan), [papango.mc@pnu.edu.ph](mailto:papango.mc@pnu.edu.ph) (M. C. Papango).

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