Research Article

ANALYZING PREDICTORS OF SUCCESS IN THE LICENSURE EXAMINATION FOR TEACHERS (LET): BASIS FOR CURRICULUM ENHANCEMENT

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ABSTRACT

This study examined the predictors of success in the Board Licensure Examination for Professional Teachers (BLEPT) among teacher education graduates. It profiled BLEPT takers, analyzed academic and performance metrics, evaluated differences in BLEPT ratings across specializations, and examined the relationships between college admission test (CAT) scores, grade point averages (GPA), and competency enhancement course (CEC) grades with BLEPT outcomes. A quantitative approach utilizing documentary analysis and statistical techniques was employed. Findings showed that 81% of respondents were female, and 56% specialized in Elementary Education. Academic performance metrics revealed strong results, with a median GPA of 1.76. Analysis of BLEPT ratings identified significant differences among specializations, with Bachelor of Secondary Education in Science (BSED-Science) consistently achieving the highest scores of 87.00 (IQR = 5.25) across all components. Correlation analysis indicated that GPA (Rho = 0.54 to 0.56) and CAT scores (Rho = 0.36 to 0.44)were moderate predictors of BLEPT performance, highlighting their importance in licensure preparation. However, CEC grades (Rho = 0.28 to Rho = 0.32 (all p < .001) demonstrated weaker correlations, suggesting a limited impact on examination success. These findings highlight the significant effect of academic preparedness, specifically GPA and CAT. The study highlights the need for targeted curriculum enhancements in Competency Enhancement, tailored to different specializations, with a focus on strengthening core competencies and providing focused support for underperforming groups. This structured Competency Enhancement Review Program aims to improve licensure examination success rates and better equip teacher education graduates for professional practice.

Keywords: Curriculum Enhancement, Licensure Examination for Professional Teachers, Success Predictors.

INTRODUCTION

The study supports the attainment of Sustainable Development Goal (SDG) 4 - Quality Education, which ensures inclusive and equitable access to education and emphasizes lifelong learning potentials that foster personal growth, development, and essential skills for sustainable livelihoods. In line with this, the Philippine Quality Assurance framework guarantees that educational institutions meet rigorous standards, focusing on continuous improvement to enhance learning outcomes and prepare students for the demands of the modern workforce. To achieve excellence in internationalization, the Philippine Quality Assurance mechanism for Higher Education Institutions involves systematic reviews of educational programs and processes. One key area measured in the accreditation process is Curriculum and Instruction. Regular reviews and revisions of the curriculum are conducted to evaluate and improve program content.

Public Higher Education Institutions (HEIs) accreditation is carried out by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), a non-profit accrediting body. Indicators of effective curriculum and instruction in program accreditation include the licensure examination for teachers (LET) and high employability rates. The indicators also play a role in SUC Levelling, the awarding of Performance-based Bonuses, and compliance with International Organization for Standardization (ISO) standards.

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Several studies discovered predictors that have significant relationships to LET performance such as academic performance (Amanonce, *et al.,* 2020), personal profile (college admission rating, attendance to Review Center, and pre-board exam) (Chan-Rabanal *et al.,* 2018), and quality of curriculum and instruction (Delos Angeles, 2019). Similarly, Orlanda-Ventayen (2020) has identified in her thematic review of studies the academic predictors of the licensure examination for teachers like academic performance, review center attendance, student factor, faculty factor, and administrative factor.

Bataan Peninsula State University Dinalupihan Campus (BPSU-DC) Teacher Education Graduates of Batch 2022 are a remarkable first batch who completed the K to 12 Curriculum, including an additional two years in senior high school. They are also the first recipients of the new tertiary curriculum aligned with the policies, standards, and guidelines set by the Commission on Higher Education through CMOs 74, 75, and 76, series of 2017. Additionally, these graduates were the first to experience blended learning and online classes, both synchronous and asynchronous. Meanwhile, Batches 2020 and 2021 graduates encountered an abrupt transition in their academic setting due to the pandemic, shifting their experiential learning and final demonstration teaching from on-site to online modes. Given these unique academic experiences, the performance of graduates in the Licensure Examination for Teachers (LET) is highly anticipated, indicating the effectiveness of curriculum and instruction. Moreover, this performance is crucial for the Teacher Education Programs at BPSU-DC in pursuing Level IV accreditation by 2025. The institutional passing rate must exceed the national passing rate (NPR) to qualify. Failure to meet this benchmark would disqualify the program from achieving the accreditation status. Hence, this research aims to analyze board examination performance predictors that significantly affect LET performance.

PROJECT OBJECTIVES

This study examined the predictors of licensure examination performance among teacher education graduates. Specifically, the study sought to answer the following:

1. How may the demographic profile of the respondents be described in terms of sex and area of specialization?
2. How may the academic and performance metrics of the respondents be described in terms of:
   2.1. College Admission Test Scores;
   2.2. Grade Point Average (GPA) across academic years;
   2.3. Performance in the Competency Enhancement Course (CENC); and 2.4. Board Licensure Examination for Professional Teachers (BLEPT) ratings, disaggregated into General Education, Professional Education, and Majorship components?
3. Is there a significant difference in the BLEPT ratings of respondents when grouped according to their area of specialization?
4. Is there a significant relationship between respondents' academic and performance metrics (e.g., College Admission Test Scores, GPA, and CENC Performance) and their BLEPT ratings in General Education, Professional Education, and Major subject components?
5. What is the proposed Curriculum and Instruction Enhancement?

LITERATURE REVIEW

Predictors on Licensure Examination Performance

A thematic review of studies on Academic Predictors of the Licensure Examination for Teachers was investigated by Orlanda-Ventayen (2020). Predictors identified are academic performance, review center attendance, student, faculty, and administrative factors that significantly affect LET performance. Also, Chan-Rabanal *et al.,* (2018) discovered that the profile of the graduates such as college admission rating, TAT result, GWA, practicum performance, and attendance in review classes, correlate significantly with their LET performance.

Amanonce, *et al.,* (2020) conducted a study on the correlation between academic achievement and pre-board examination to LET performance. The study found a significant and strong correlation between the graduates' grade-weighted average in college and LET performance. A significant relationship was also established between the graduates' performance in the pre-board examination and LET albeit with a weak correlation. Similarly, it was disclosed that the academic performance of the graduates has a significant positive relationship with their LET performance (Navida, *et al.,* 2022) (Ibarrientos, 2022). Performance in LET has a moderate correlation with general education and only a slight correlation between professional education and specialization (Pachejo, 2014). Likewise, Delos Angeles (2019) found that the quality of curriculum and effective instruction are the variables most significantly related to LET performance. Attainment of course objectives; the relevance of course requirements; and mastery of the subject matter were the curriculum variables significantly related to LET performance. On instructional quality, the relevance of written requirements and the teachers' performance are highly significant to LET performance. The strongest predictors of LET performance identified in this study are professors' mastery of the subject matter and the quality of the content of the general education courses. Another study was conducted by Valencia (2020) which aims to develop a criterion-referenced admission policy for a state college based on the predictors of LET performance. It was found that HS Grade, IQ, Spelling, and Mechanical Reasoning are significant predictors of LET Performance using the multiple regression analysis.

Similarly, Kalaw (2017) found a correlation between the graduates' English proficiency and their LET- General Education performance. A significant difference was also revealed in education graduates' performance when grouped according to their profile such as the year of the LET exam, grade point average, and English Proficiency and Intelligence Tests.

METHODOLOGY AND MATERIALS

A descriptive research design was used to explore the predictors of the performance of teacher education graduates in the licensure examination. This type of research was used to gather information about the existing condition (Creswell, 1994). Its purpose is to find a detailed explanation and description of the object of the research systematically Creswell (2012, p. 274).

Secondary data were obtained from school records and Licensure Exam results from the Professional Regulation Commission (PRC). These data were treated and analyzed using percentages, t-tests, Analysis of Variance, and Spearman rho. The percentage was used to profile the participants, and T-test and ANOVA were utilized to compare LET rating to program/major. Moreover, Spearman's rho was used to test the significant relationship and analyze the relationship of selected variables like college entrance exam results, academic performance, and CENC grade to the BLEPT ratings of the respondents.

Ethical considerations were employed in the research, and proper protocols and procedures were followed. A request letter was sent to the target participants and concerned offices to ask permission to gather the needed information using school records such as college entrance test results, grade point averages, and competency enhancement course (CENC) grades. Data confidentiality was strictly followed.

Population and Sample of the Study

The records of 285 BLEPT takers from 2022 to 2024 under the BEEd, BSEd, and BECEd programs were used in the study. The sample respondents were teacher education graduates from 2020 to 2023.

RESULTS AND DISCUSSION

I. Profile of the Respondents

Table 1 reflects the respondents' profile regarding sex and area of specialization.

Table 1. Demographic Profile of the Teacher Education Graduates

Profile	Frequency	Percentage
Sex		
Female	231	81
Male	54	19
Field of Specialization		
Early Childhood Education	50	18
Elementary Education	159	56
Secondary Education- Math	40	14
Secondary Education- Science	36	13
Total	**285**	**100**

Table 1 illustrates the demographic profile of the respondents in the study, revealing that a significant majority are female (81%, n = 231), while males represent 19% (n = 54) of the sample. In terms of field of specialization, the largest group is in Elementary Education (56%, n = 159), followed by Early Childhood Education (18%, n = 50), Secondary Education - Math (14%, n = 40), and Secondary Education - Science (13%, n = 36). Female dominance in the teaching profession is growing globally where proportion of female teachers has increased in the different levels, with 43% in the tertiary level since 2015 (UNESCO, 2023).

2. Respondents' Academic and Performance Metrics

Table 2 presents the respondents' academic and performance metrics of the BLEPT takers.

Table 2. Respondent's Academic and Performance Metrics

Indicator	Median	IQR	Minimum	Maximum
College Admission Test (CAT) Score	64.00	13.80	21.60	89.70
Grade Point Average (GPA)	1.76	0.26	1.33	2.24
Competency Enhancement Course (CEC) Score	1.75	0.50	1.00	3.00
Licensure Exam Score (Gen Ed)	83.00	7.00	54	93
Licensure Exam Score (Prof Ed)	82.00	5.00	54	92
*Licensure Exam Score (Specialization)	79.00	6.85	50	92

*Applies to the BSEd programs only

Table 2 provides an overview of the academic and performance metrics of the respondents, using key statistics such as median

scores, interquartile ranges (IQR), and the minimum and maximum values for various indicators. The College Admission Test (CAT) scores have a median of 64.00 with an IQR of 13.80, indicating a moderate spread of scores from a minimum of 21.60 to a maximum of 89.70. This means that most respondents performed at a moderately high level, with some exhibiting either exceptionally high achievement or struggling with entry-level competencies.

The Grade Point Average (GPA) shows a median of 1.76 and an IQR of 0.26, with a range from 2.24 to 1.33. These values suggest that most respondents maintain a solid academic performance throughout their coursework. In addition, performance in the Competency Enhancement Course (CEC) has a median score of 1.75, with a range from 3.00 to 1.00 and an IQR of 0.50, indicating variability in student outcomes and possibly differences in mastery or engagement. As for the Licensure Exam scores, the median score in General Education is 83.00 (IQR = 7.00), while the Professional Education scores have a median of 82.00 (IQR = 5.00). The specialization scores of respondents in the Bachelor of Secondary Education (BSEd) programs show a median of 79.00 (IQR = 6.85), with scores ranging from 50 to 92 across all components. This denotes a slightly lower performance in the specialization components compared to general and professional education. These findings support the study of Balinario, Of queria, and Arca (2024), which indicated that BSEd LET examinees tend to experience difficulty in their area of specialization, possibly due to gaps in curriculum alignment and a lack of mastery of competencies needed in the licensure exam.

On the other hand, the observed trend that BEEd graduates obtained higher grades in General Education courses than in Professional Education subjects aligns with the findings of Lagcao, Tuquero, and Tusoy (2023), as well as Igdon, Ballado, and Giray (2024), who reported similar patterns in the performance of teacher education graduates.

3. Test of significant difference on respondents' BLEPT scores as to specialization.

Table 3 reflects the significant difference in teacher education graduates' BLEPT scores as to specialization.

Table 3. Significant Difference in Teacher Education Graduates' BLEPT Scores as to Specialization

Indicator	Group	Md	IQR	Statistic (X^2 / *U)	p-value	Effect Size (ε^2/*RBC)	Decision on Ho	Interpretation
BLEPT - GenEd	BECED	80.00	6.00	34.43	<.001	0.12	Reject Ho	Significant
	BEED	83.00	6.00					
	BSED-M	84.00	5.25					
	BSED-S	87.00	5.25					
BLEPT –ProfEd	BECED	81.00	6.00	27.02	<.001	0.10	Reject Ho	Significant
	BEED	81.00	5.00					
	BSED-M BSED-S	82.00	4.00					
		83.50	5.00					
*BLEPT - Major	BSED-M	84.00	5.25	151.00	<.001	0.79	Reject Ho	Significant
	BSED-S	87.00	5.25					
BLEPT - Average	BECED	80.30	5.55	24.13	<.001	0.08	Reject Ho	Significant
	BEED	81.80	6.21					
	BSED-M BSED-S	79.30	5.60					
		84.90	5.05					

*Applies to the BSEd programs only

Table 3 presents significant differences in the respondents' Board Licensure Examination for Professional Teachers (BLEPT) scores across their areas of specialization, as indicated by a Chi-square statistic of 34.43 (p < .001), leading to the rejection of the null hypothesis (Ho). In the General Education (GenEd) component, Bachelor of Secondary Education – Science (BSED-S) examinees obtained the highest median score of 87.00 (IQR = 5.25), followed by BSED Mathematics (BSED-M) with 84.00 (IQR = 5.25), Bachelor of Elementary Education (BEED)

with 83.00 (IQR = 6.00), and Bachelor of Early Childhood Education (BECED) with 80.00 (IQR = 6.00). Post-hoc analysis using the Dwass-Steel-Critchlow-Fligner (DSCF) pairwise comparisons reveals statistically significant differences between BECED and BSED-S (p < .001), and between BEED and BSED-S (p < .001).

In the Professional Education (ProfEd) domain, BSED-S again leads with a median score of 83.50 (IQR = 5.00), whereas both BEED and BECED recorded median scores of 81.00 (IQR = 6.00). The Chi-square statistic of 27.02 (p < .001) confirms significant differences, prompting rejection of the null hypothesis. The DSCF post-hoc test further identifies significant differences between BECED and BSED-S (p < .001), as well as between BEED and BSED-S (p < .001). For the Major component, the Mann-Whitney U test was utilized to compare BSED-M and BSED-S, revealing median scores of 84.00 (IQR = 5.25) and 87.00 (IQR = 5.25), respectively. The resulting Mann-Whitney U statistic of 151.00 with a p-value < .001 confirms a significant difference in favor of BSED-S, again leading to the rejection of the null hypothesis.

With regard to the average BLEPT scores, BECED posted a median of 80.30 (IQR = 5.55), while BSED-S achieved a higher median of 84.90 (IQR = 5.05). The Chi-square statistic of 24.13 (p < .001) indicates significant differences across specializations. Post-hoc results show statistically significant differences between BECED and BSED-S (p < .001), and between BSED-M and BSEDS (p < .001). Across all teacher education programs, BSED-S consistently attained the highest median scores in all BLEPT components, followed sequentially by BSED-M, BEED, and BECED. These results suggest that specialized programs, such as BSED-S, better equip students for licensure exams, whereas generalist programs, such as BEED and BECED, may face challenges in achieving the same level of content mastery.

The findings of this study reinforce previous research showing that BSED graduates outperform BEED and BECED graduates in BLEPT performance. Valle and Brobo (2022) found that BSED graduates performed better in both Professional and General Education components of the exam. Similarly, Sabornido *et al.,* (2024) reported that BSED graduates consistently achieved higher LET scores, highlighting the importance of content specialization. These studies collectively emphasize that mastery in a field of specialization enhances BLEPT success, while generalist teacher education programs may benefit from targeted improvements in content preparation.

4. Test of Significant Relationship Between Academic and Performance Metrics, and BLEPT Scores

Table 4. Significant relationship between academic and performance metrics and BLEPT scores

Variables	Statistic (Rho)	pvalue	Decision on Ho	Strength of Correlation	Interpretation
CAT and BLEPT-GE	0.44	< .001	Reject Ho	Moderate	Significant
CAT and BLEPT-PE	0.41	< .001	Reject Ho	Moderate	Significant
CAT and BLEPT-Spe	0.36	< .001	Reject Ho	Weak	Significant
GPA and BLEPT-GE	0.54	< .001	Reject Ho	Moderate	Significant
GPA and BLEPT-PE	0.56	< .001	Reject Ho	Moderate	Significant
GPA and BLEPT-Spe	0.44	< .001	Reject Ho	Moderate	Significant
CEC and BLEPT-GE	0.32	< .001	Reject Ho	Weak	Significant
CEC and BLEPT-PE	0.32	< .001	Reject Ho	Weak	Significant
CEC and BLEPT-Spe	0.28	< .001	Reject Ho	Weak	Significant

Table 4 presents the results of Spearman's rank correlation analysis, examining the relationships between various academic and performance metrics and scores obtained in the Board Licensure Examination for Professional Teachers (BLEPT). The analysis reveals a moderate positive correlation between College Admission Test (CAT) scores and BLEPT scores across different components, with correlation coefficients of Rho = 0.44 (p < .001) for BLEPT-General Education (GE), Rho = 0.41 (p < .001) for BLEPT-Professional Education (PE), and Rho = 0.36 (p < .001) for BLEPT-Specialization (Spe). All these relationships are statistically significant, indicating that higher CAT scores are associated with better performance in the BLEPT. This finding aligns with the study of Foronda (2017), who found that first- and second-year achievements mediate the college entrance test results, which are significant predictors of LET performance. Similarly, Ognayon and Afalla (2022) identified admission test scores and high school grade point averages as strong predictors of teachers' licensure examination performance.

In addition, a stronger relationship is observed between Grade Point Average (GPA) and BLEPT scores, with moderate positive correlations of Rho = 0.54 (p < .001) for BLEPT-GE, Rho = 0.56 (p < .001) for BLEPT-PE, and Rho = 0.44 (p < .001) for BLEPT-Spe. These findings suggest that higher GPAs are linked to improved performance in the BLEPT. Ferrer (2015) found a significant relationship between academic performance and LET scores across all areas, including General Education, Professional Education, and Major subjects. This is further supported by the study of Bellen, Abela, and Truya (2018), which found that college academic achievement in both general education and specialization subjects predicted LET performance. Moreover, Amanonce *et al.,* (2020) established a strong correlation between graduates' grade-weighted averages in college and their LET performance, reinforcing the role of academic performance as a predictor of licensure examination outcomes.

Conversely, the Competency Enhancement Course (CEC) scores exhibit weaker correlations with BLEPT scores, with coefficients ranging from Rho = 0.28 to Rho = 0.32 (all p < .001), indicating a less pronounced impact on licensure outcomes. This is consistent with the findings of Orlanda-Ventayen (2020), who identified several factors influencing LET performance, including academic performance, review center attendance, and institutional support from faculty and administration. Similarly, Chan-Rabanal *et al.,* (2018) discovered that graduates' profiles—including college admission ratings, TAT results, general weighted average (GWA), practicum performance, and attendance in review classes—correlated significantly with their LET performance.

Furthermore, Navida *et al.,* (2022) and Ibarrientos (2022) revealed that graduates' academic performance has a significant positive relationship with their LET performance, affirming the predictive value of academic achievements in determining licensure examination success. However, Pachejo (2014) found that LET performance exhibits only a moderate correlation with General Education subjects and a slight correlation with Professional Education and Specialization subjects, suggesting that while academic preparedness plays a crucial role, other factors may also contribute to BLEPT success.

Overall, these results highlight the significance of academic preparedness—measured by CAT and GPA—in predicting success in the BLEPT. The findings reinforce previous studies' conclusions that educational performance is a crucial determinant of LET performance, emphasizing the need for strong foundational knowledge and effective preparatory programs for teacher education students.

5. Proposed Structured Competency Enhancement Review Program

Table 5 reflects the proposed Structured Competency Enhancement Review Program (SCERP).

Table 5. Structured Competency Enhancement Review Program (SCERP)

Key Results Areas	Objectives	Activities	Resources	Persons Involved	Expected Outputs
Alignment with BLEPT Competencies	Strengthen the alignment of CERP with BLEPT subject areas.	Curriculum review, BLEPT syllabus mapping.	BLEPT syllabus, past exam blueprints.	Program Heads, Faculty.	Revised CERP curriculum integrating BLEPT topics.
Assessment-Based Reinforcement	Familiarize students with BLEPT-style questions.	Weekly mock exams, item analysis, and rationalization sessions.	Mock exams, and test analysis tools.	Faculty, Review Instructors.	Improved testtaking skills and strategies.
Targeted Remediation & Enrichment	Address students' weak areas in BLEPT subjects.	Diagnostic tests, remedial tutorials, peer mentoring.	Diagnostic exams, tutorial materials.	Faculty, Peer Mentors, Tutors.	Higher proficiency in weak subject areas.
Data-Driven Curriculum Adjustments	Continuously refine CERP content based on data insights.	Post-exam performance analysis, student feedback sessions.	BLEPT data trends, and feedback forms.	Faculty, Administrators.	Data-driven modifications to CERP
Higher-Order Thinking Skills (HOTS)	Develop critical thinking and problem-solving skills.	Case-based discussions, problem-solving workshops, and debates.	Case studies, and problem-solving materials.	Faculty, Subject Matter Experts.	Enhanced critical thinking and analytical skills.
Collaboration with BLEPT Passers	Gain insights from successful BLEPT examinees.	BLEPT passers' talk, panel discussions, Q&A forums.	Guest speakers, webinar platforms.	BLEPT Topnotchers, Alumni, Faculty.	Motivated students with effective study habits.

The SCERP is the pre-service teacher education students' key to fortifying its preparation for the Board Licensure Examination for Professional Teachers (BLEPT). Due to a weaker correlation of CEC with BLEPT performance, the plan to solve the concern is through a databased strategy, targeted remediation, and test-specific improvements. An important component of the program is the alignment of the SCERP to the BLEPT competencies so that the review sessions will emphasize aligned content areas in General, Professional, and Specialization subjects. When students encounter this type of question, mock tests, item analysis, and rationalization sessions are used as strategies to prepare students for the format of the BLEPT and test-taking strategies. In addition, diagnostic testing, peer mentoring, and tutorial sessions allow for targeted interventions for students who require additional assistance.

In this program, curriculum progression to review content and instructional strategies is made data-driven, using trends in BLEPT performance and students' feedback. Additionally, problem-solving activities, case-based discussions, and analytical exercises encourage HOTS development, which is integral for passing the exam and teaching practice. Another key aspect is the presence of review sessions led by BLEPT passers, where successful examinees offer advice, study techniques, and motivational experiences to guide current students.

To cultivate competent future educators and improve BLEPT success rates, the SCERP will be implemented for both first-time takers and retakers. This initiative employs evidence-based strategies, ongoing formative assessments, and intensive mentoring to provide comprehensive support. Through this structured and research-informed approach, pre-service teachers will be better equipped for licensure exam success and professional readiness.

CONCLUSION

This study highlights key insights into teacher education in the Philippines. The female-dominated respondent pool reflects global trends in the teaching profession. Respondents showed solid academic performance, though variability in CAT and CEC scores and slightly lower specialization scores in the BLEPT suggest areas for improvement. Significant differences in licensure exam results were found across specializations, with BSED Science consistently outperforming others, emphasizing the advantage of content-focused training. Strong correlations between CAT, GPA, and BLEPT success underscore the role of academic preparedness, while weaker links with CEC scores suggest the need for review. A structured, competency-based review program is recommended to enhance licensure performance, particularly in generalist programs.

RECOMMENDATIONS

Based on the findings, the following are recommended:

1. Gender Inclusivity and Representation
   Promote gender inclusivity in teacher education programs by incorporating diverse gender representations in promotional materials, such as videos and brochures. This helps break stereotypes and encourages broader participation across genders.
2. Academic Excellence and Student Support
   Strengthen admission and retention policies to ensure students maintain strong academic performance and to address variability in outcomes, particularly in foundational and enhancement courses. Utilize CAT and GPA scores as early indicators for providing targeted academic advising, mentoring, and other personalized support services to prepare students more effectively for the BLEPT.
3. Curriculum Improvement and Best Practice Transfer
   Identify and adapt best practices from the BSEd Science curriculum and instructional strategies—especially those contributing to strong BLEPT outcomes—and integrate these into BEEd and BECEd programs. Focus on enhancing content mastery and test-taking strategies in generalist programs.
4. Licensure Exam Preparedness
   Implement a structured competency enhancement program for both first-time BLEPT takers and retakers. Develop and administer mock board exams that reflect the structure and rigor of the actual BLEPT, ensuring alignment with tested content areas and emphasizing the application of higher-order thinking skills.

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