Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF CAPIZ

DIVISION ADVISORY NO. 054, S. 2022
February 9, 2022

To: Public Schools District Supervisors
Elementary School Heads
Heads of Secondary and Integrated Schools

Attached is the **REGIONAL MEMORANDUM No. 107, s. 2022 titled FEEDBACK-GATHERING OF CLMD PROPOSALS ON ASSESSMENT PROGRAM AND AWARDS: CHAMPerformance and CIRCLE Awards** which is self-explanatory. Please see attached file for your reference.

For your information and guidance.

SALVADOR O. OCHAVO JR., Ed.D., CESO V
Schools Division Superintendent
FEB 09 2022

Address: Banica, Roxas City
Contact Number: (036) 620 2371
Email Address: capiz@deped.gov.ph
Website: http://depedcapiz.ph

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Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS

FEB 0 8 2022

REGIONAL MEMORANDUM
No. 107, s. 2022

FEEDBACK-GATHERING OF CLMD PROPOSALS ON ASSESSMENT PROGRAM AND AWARDS: CHAMPerformance and CIRCLE Awards

To: Schools Division Superintendents
All Others Concerned

1. This Office, through the Curriculum and Learning Management Division (CLMD), shall conduct the Feedback-Gathering of CLMD Proposals on Assessment Program and Awards: CHAMPerformance and CIRCLE Awards.

2. The process will gather comments, suggestions, and inputs for the enhancement of the attached proposal for the **CHAMPerformance** (*Contextualized and Humanized Assessments for a Meaningful and Performance-based Learning Results*) Assessment Program and **CIRCLE** (*Curriculum and Instruction Regional Champions for Learning Excellence*) Awards write-up hereto attached.

3. The Schools Division Superintendents are expected to submit their comments, suggestions, and inputs through the review icon of MS Word and send to clmd_depedro6@yahoo.com on or before February 24, 2022.

4. Immediate dissemination of and compliance with this Memorandum are desired.

RAMIR B. UYTICO EdD, CESO III
Regional Director

Enclosure: None
Reference: None
To be indicated in the Perpetual Index
under the following subjects:

CURRICULUM
PROGRAMS
PROPOSALS

Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS

CIRCLE AWARD
Curriculum and Instruction Regional Champions for Learning Excellence

I. RATIONALE

The Curriculum and Instruction is the heart of the educational system. All efforts to improve the system are geared towards the achievement of the learning outcomes. Student achievement is the end goal and the reason of the existence of all education leaders, policy makers, curriculum implementers, instructional mangers and stakeholders. The relevance and significance of the curriculum and instruction rely on their impact to learning.

DepEd through the Office of the Undersecretary for Curriculum and Instruction launched the Secretary's Award for Excellence in Curriculum and Instruction (SAFE CI) in 2020 per DepEd Order 002 s. 2020 and continued the search for outstanding performances in curriculum and instruction through DepEd Order 066 s. 2021. This program recognized and awarded the exemplary performance and contribution of the field and central offices (schools, schools division offices, regional offices, and CI Bureaus/offices in making authentic learning happen in the lives of public school learners. Moreover, this appreciates the initiatives and innovations exerted by various offices in managing the delivery of instruction during the COVID-19 Pandemic.

The SAFE CI has underscored significant accomplishments and innovative programs and projects of offices and schools in the different governance levels and how these accomplishments, programs and projects created a big impact to learning. This program prompted and inspired everyone to be learning focused regional and division offices, schools and community learning centers.

In support to the SAFE- CI principles, guidelines and mechanics, the DepEd Regional Office VI through the Curriculum and Learning Management Division **(CLMD)** initiates the **Curriculum and Instruction Regional Champions for Learning Excellence (CIRCLE) Award** as a contextualized award and recognition program for school, district and division curriculum implementers. The CIRCLE award highlights holistic and outstanding performance, innovations and initiatives of the 21 Schools Division offices (SDOs) and their schools districts and schools in fostering the culture of excellence in teaching and learning.

The name itself, **Curriculum and Instruction Regional Champions for Learning Excellence,** underscores an imperative response of the school personnel, School heads, Public Schools District Supervisors, Division Education Program Supervisors and Division Education Leaders to employ exceptional and outstanding ways, mechanisms and processes to champion curriculum and instruction implementation such as curriculum enhancement, learning delivery, learning resources and learning assessment which will eventually result to excellent learning outcomes.

As the region takes the lead in promoting Sulong Edukalidad, the CIRCLE award shall be its mechanism gauge the impact of all the programs of the region to the learning outcomes such as the Institutionalization of Educational Innovations in the Region, the Establishment of the School Heads Academy, the Pool of Scholars, the Development of the Culture of Research, the Establishments of Farm Schools and Home Gardening Program and the effective implementation of the School-Based Management (SBM) and many other innovations that will realize the Region's mantra ..... ***every child is a champion.***

II. OBJECTIVES

The CIRCLE Award aims to achieve the following:

1. Recognize the exemplary performance of the schools and SDOs in championing curriculum implementation and learning outcomes.
2. Ensure adherence of schools and SDOs to the School-based Management (SBM) guiding principles and processes.
3. Gauge the impact of schools and SDOs initiatives, innovations and accomplishments to learning outcomes.
4. Determine the degree of implementation of the roadmap of the regional mantra on curriculum implementation and the BE-LCP+.
5. Provide venue for the showcasing of effective learning-focused practices and innovations for benchmarking.

III. CATEGORIES OF THE AWARD (

1. Most Learning Focused Elementary School

K to 3	Grades 4-6
- **Small** - **Medium** - **Large** - **Very large**	- **Small** - **Medium** - **Large** - **Very Large**

2. Most Learning-Focused Junior and Senior High School

Grades 7-10	
- **Small** - **Medium** - **Large** - **Very Large**	- **Small** - **Medium** - **Large** - **Very Large**

*The school typology is indicated in *DO No. 19, s. 2016* as follows:

Type of Public School	Number of Learners
Small	Less than 440
Medium	441-840
Large	841-1,240
Very Large	1,240 and above

3. Most Learning-Focused Inclusive Program

Alternative Learning System **(ALS)**
Indigenous Peoples Education **(IPEd)**
Madrasah Education Program **(MEP)**
Special Education **(SPED)**
Open High School Program **(OHHP)**
Multi-grade Program of the Philippine Education **(MPPE)**

4. **Most Learning-Focused Interest Program**
   - Science Technology and Engineering **(STE)**
   - Special Science Elementary Schools **(SSES)**
   - Special Program in Sports **(SPS)**
   - Special Program in the Arts **(SPA)**
   - Special Program in Foreign Language **(SPFL)**
   - Special Program in Journalism **(SPJ)**
   - Special Technical and Vocational Education Program **(STVEP)**
   - Farm School

5. **Most Learning-Focused Schools Division Office (SDO)**

IV. CRITERIA for EVALUATION

Criteria	Criteria Points
1. Performance Rating of the Head	**15**
2. Significant Accomplishment/s in Fostering Learning 2.1 Project/Work Accomplished - **5** 2.2 Number of Activities done that have significantly influenced/ provided greater impact - **5** to the schools, district, division and region	**20**
3. Impact of Accomplishments in Making Learning Happen 3.1 Scope -5 3.2 Replicability -5 3.3 Number of people, office benefited -5 3.4 Level of attainment per indicator (School, District, Division, Region) -10	**25**
4. Innovations in Enhancing Learners' Achievement 4.1 Originality -5 4.2 Creative programs, projects for the last two years -10 4.3 Scope/replicability of innovation -5 4.4 Level of attainment per indicator/ (School, District, Division, Region, National and International) -10	**30**
5. Awards Major awards/citations received. Major awards refer to the highest award or recognition received by the school, SDO, RO and CO that gives greater impact in the organization	**10**
Total	**100**

Note:

- *For Key Stages 1 and 2, emphasis on Reading Literacy, Science Literacy, and Mathematical Literacy shall be considered in Criteria 2, 3, 4 and 5.*
- *The nominee who obtained the **HIGHEST TOTAL POINTS** (Indicator 1-5) shall be recognized as the **Most Learning-Focused** (Elementary School - (K- Grade 3 and Grade 4-6), JHS (Grade 7-10), SHS (Grade 11-12), ALS, SDO, and RO).*

- For **Inclusive and Interest Programs,** the criteria as stated shall be adopted but with focus on the program.

V. SCREENING, NOMINATION AND RECOGNITION PROCEDURE

Level	Procedure	Timeline
District Level *(SDOs may use other ways in determining the District categories Ex. For large SDOs, they may use Congressional Level while for small to medium SDOs, the may use Clusters of Schools for their District level)*	**Phase 1** – Submission of Write Up and Documentary Requirements **Phase 2** - Evaluation of the Documents and identification of the Top 3 per category **Phase 3** - Validation (Virtual/Onsite) of the MOVs of the Top 3 **Phase 4** - District Recognition of the CIRCLE Award To 3 per Category and CIRCLE Award Expo **Phase 5** - Submission of Documents of the Top 1 entry per category of the District for Division Validation (with Complete MOVs)	September 2022
Division Level	**Phase 6** – Evaluation of Complete Documents with MOVs of all the Top 1 in the district level **Phase 7** - Presentation and Revalida of the Division Qualifiers **Phase 8** - Recognition of the Division CIRCLE award and CIRCLE Award Expo **Phase 9** - Submission of Documents of the Top 1 entry per category of the Division for Regional Evaluation and Validation with Write-Up and Documents for the Most Learning Focused Division Office (with Complete MOVs)	October 2022
Regional Level	**Phase 10** – Evaluation of the Division the Top Performing School per category **Phase 11** - Recognition of the CIRCLE Awardees per category **Phase 12** – Sharing of Best Practices through the Conduct of the CIRCLE Award Expo	November 2022 **December 2022**

- ***The CIRCLE Award is a regional initiative.*** *Hence, the awarding and recognition are until the regional level only.*

VI. General Guidelines

1. The accomplishments, innovations and their impact must be within 1-2 years.
2. The performance rating of the school head/ Superintendent must be at least VS for the past 2 years.
3. All schools must reach SBM level 3 (Advanced) of practice as certified by the SDO.
4. Presentation of documents must be in order of significance including the MOVs.
5. Use specific terms in the presentation of the accomplishments and documents.
6. State outstanding accomplishments and impact in brief, factual and in bullet form.
7. Present impact of accomplishments by indicating problems addressed people/ office benefited and/ortransactions facilitated.

8. Complete documentary requirements and information must be submitted on the timeline set by the district, division and the region.
9. Any misinformation and misinterpretations made in any documents shall be grounds for disqualification.
10. Schools Division Offices (SDOs) shall conduct division orientation on the mechanics and guidelines of the CIRCLE awards. They shall form a team of evaluators and validators to check all documents and MOVs.
11. All official nominees of the district and division levels must be given recognition prior to the submission of the nomination form to the next level.
12. Awards and Recognition of the CIRCLE Awardees shall be done in the district, division and regional levels. However, SDOs and District level shall employ means to source out budget and other needed resources during the awarding ceremony.
13. All winning entries are expected to present their best practices and experiences during the CIRCLE Awards Learning Expo in the district, division and regional levels.

VII. REQUIRED NOMINATION DOCUMENTS

1. Completely Filled-out CIRCLE Form (Maximum of ten pages including Executive Summary and Nomination Write-Up).
   - Nomination Form;
   - Nomination Write-up;
   - Certification (School, SDOs, ROs, and CO)
2. Certification from the Chairperson of the District CIRCLE Awards Committee/Division PRAISE Committee or its equivalent that the nomination has undergone deliberation by the Committee.

3. Certification from the Chairperson of the Division/District CIRCLE Awards Committee/ Division SBM Coordinator or its equivalent that the nominee is at "Advanced" level.

4. Letter from the head of office endorsing the nomination of the winning entries.

5. Certification signed by the Administrative Officer V/IV(Personnel) that the head of school/ Schools Division Office/ has obtained at least Very Satisfactory (VS) performance rating (OPCRF) for the last two years for the School, and Division Office.

6. Certification of No Unliquidated Cash Advances and Disallowances for previous accountabilities as of December 31, 2021 to be secured by the HRMO from the Commission on Audit (COA) Resident Auditor, should be signed by the agency's COA Resident Auditor and not the by the agency's Financial Officer/ Accountant. (for Schools, SDO).

7. In case of existing unliquidated cash advance and allowance, a certificate of the status of such financial obligation shall be issued by the COA Resident Auditor.

Each completely filled up nomination form should be accompanied by a write-up using the Nomination Write-up form. The maximum allowable number of pages is ten (10) in an A4 size bond paper, using Bookman Old Style and 11 font size

The nomination form and documentary requirements should be placed in **legal size folder (ordinary white color).** Hard-bound and creative covers are discouraged.

VIII. References:

DepEd Order 002 s. 2020 *2019-2020 Secretary's Award for Excellence in Curriculum and Instruction*

DepEd Order 066 s. *2021 Online Validation of the Top 5 Finalists in the 2020-2021 Secretary's Award for Excellence in Curriculum and Instruction*

Submitted by:

NESTOR PAUL M. PINGIL
Education Program Supervisor, CLMD

Noted:

ELENA P. GONZAGA
Chief, Education Program Supervisor, CLMD

Approved:

RAMIR B. UYTICO EdD, CESO III
Regional Director

Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS

CHAMPerformance

(**C**ontextualized and **H**umanized **A**ssessments for a **M**eaningful and **Performance**-based Learning Results)

I. Rationale

Classroom Assessment is the ongoing process of identifying, gathering, organizing and interpreting quantitative and qualitative information about what the learners know and can do (D.O. 31,2020). This provides immediate feedback to teachers and learners on the type of learning strategies used suited to the different learning modalities. Through this, teachers can fairly assess and rate the learners in the continuation of education during this health crisis and even after pandemic.

Despite the challenges faced in this time, efforts of ensuring the learning outcomes of learners are of utmost importance. Though it is difficult to ensure the integrity of the assessment results among learners, this will not hinder the DepEd's advocacy for ensuring learning outcomes. The use of various contextualized assessment strategies is one of the responses to these challenges so that schools in the Schools Division can conduct assessment in the context of the learners.

The DepEd Orders on assessment such as D.O. No. 31, s. 2021 and D.O. No. 08, s.2015 are still the primary bases of this regionally initiated assessment guidelines to contextually guide schools divisions all throughout Region 6. This initiative aims to provide assessment framework that is doable during and even after this pandemic which would primarily serve as guidelines in the operationalization of the Schools Division's contextualized assessment plan. The assessment plan would focus on the holistic mechanism of assessing the written works and performance tasks of the learners in a contextualized and humanized approaches. With this, the DepEd's mission of protecting and promoting the right of every Filipino to quality, equitable, culture-based, and complete basic

education where the students learn in a child-friendly, gender-sensitive, safe, and motivating environment would be realized. Consequently, it would make learners become *Maka-Diyos, Maka-tao, Makakalikasan* and *Makabansa.*

The DepEd is also providing opportunities to learners to showcase their performances through different skills and talents presentation. This allows the teachers to assess learners in different manner aside from the routine classroom assessment.

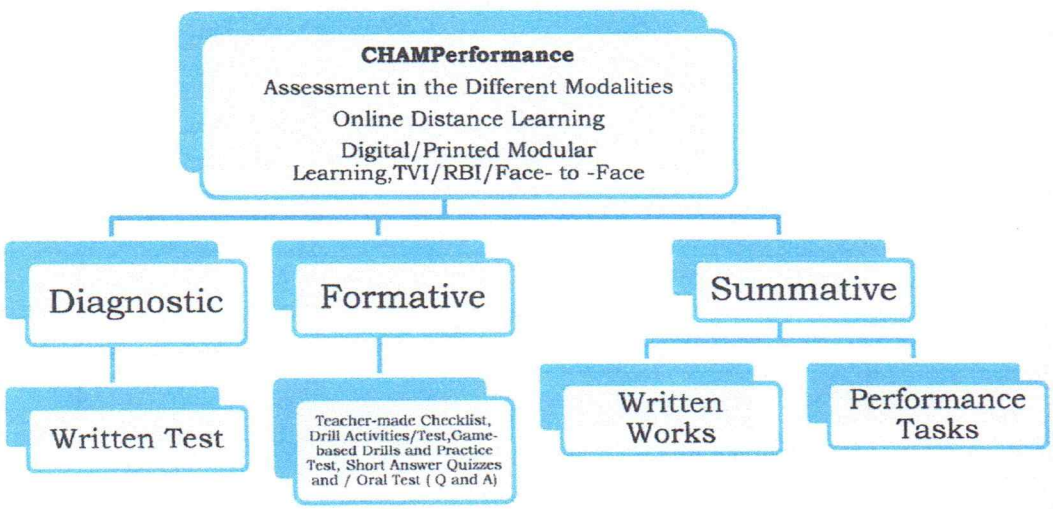
It is envisioned by the Department of Education to continue its mandate despite limitations and confronted with difficulties in monitoring the learning progress of learners considering their context.

II. Objectives

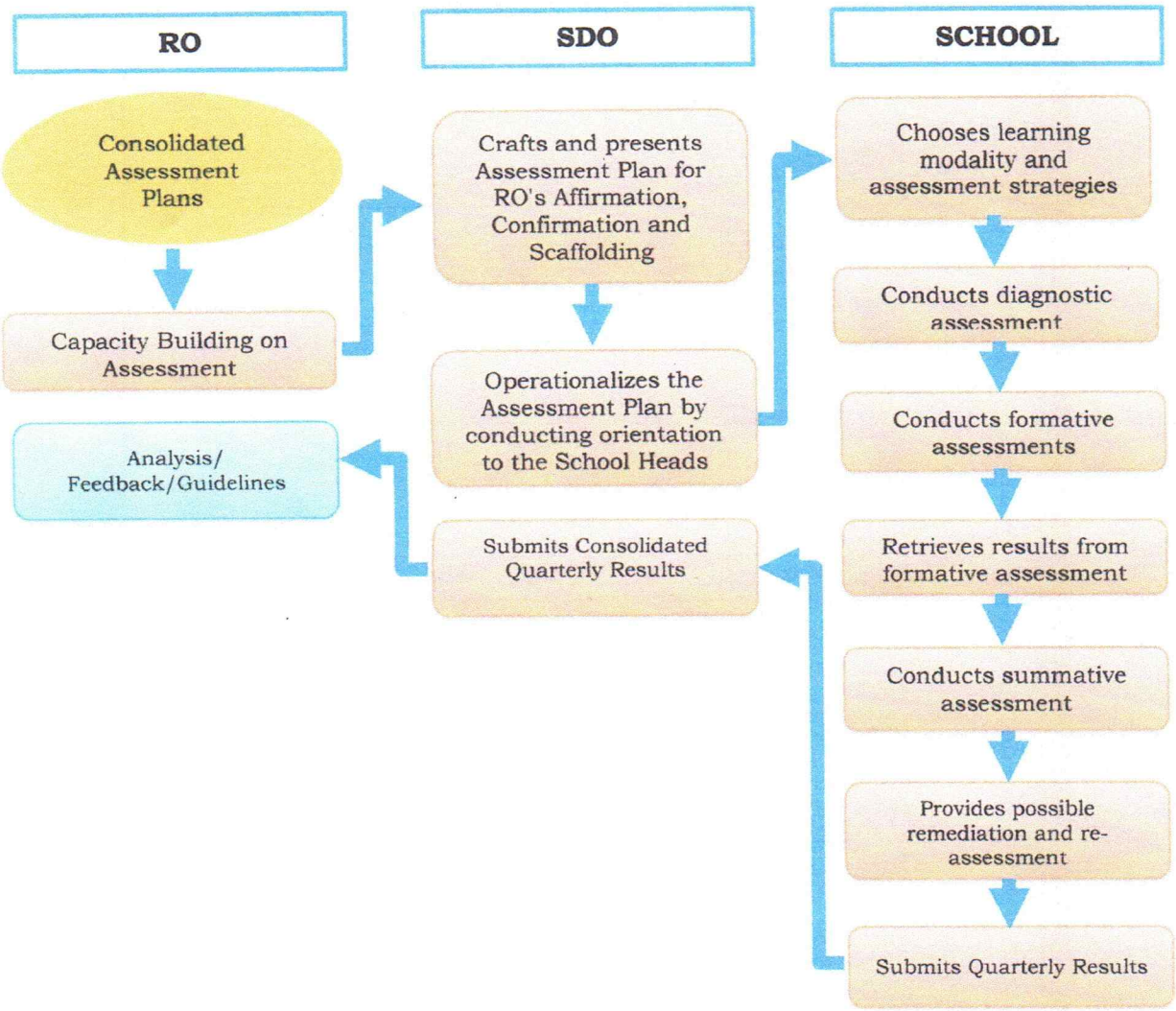
a. Contextualize and humanize assessments in all learning areas and all grade levels in the different learning modalities;
b. Design assessments which integrate within and across learning areas for meaningful and authentic learning outcomes;
c. Establish the validity and reliability of the assessment tools and their results;
d. Provide framework for Schools Divisions in the operationalization of their assessment plan; and
e. Provide feedback on learners' academic performance.

III. Regional Office Assessments Operationalization

The suggested guidelines to operationalize assessment in the different learning modalities and the flowchart, assessment strategies, and skills and talents presentations show what inclusive assessment will be administered in the different learning modalities as shown in the next pages.



Flowchart



Online Distance Learning Assessment Tools

Learning Area	Written Outputs	Products	Performance
Language	➢ Essays submitted through email ➢ E-journals ➢ Electronic mail writing ➢ Reaction/reflection papers submitted through email ➢ PDF reports	➢ YouTube campaign videos ➢ Case studies ➢ E-collage ➢ Compositions submitted through email ➢ Multimedia productions uploaded in social media ➢ E-portfolio ➢ Research project published in an e-journal	➢ Online debates via Zoom or Google meet ➢ Online interviews ➢ Multimedia presentation using PowerPoint or Canva
	➢ Data recording and analyses suing Google Forms ➢ Geometric and statistical analyses	➢ E-diagrams using Adobe Illustrator ➢ Mathematical Investigatory projects with video presentation	➢ Constructing graphs through MS Word or Excel from surveys conducted ➢ Multimedia presentation

Mathematics	using Stata or Aleks ➢ Graphs, charts, or maps using Microsoft Excel or Google Sheets ➢ Problem sets submitted via email ➢ Surveys using Google Forms	➢ Models/ making models of geometric figures presented via Zoom/Google Meet ➢ Number representations using Photoshop or Illustrator ➢ E-portfolio	➢ Probability experiments ➢ Problem-posing ➢ Reasoning and proof through recitation during online classes ➢ Video presentations using manipulatives to show math concepts/ solve problems ➢ Video demonstration using measuring tools/devices
Science	➢ Concept maps submitted via email ➢ Data recording and analyses using MS Excel or Google Sheets ➢ Laboratory reports and video documentation ➢ Reaction/reflection papers ➢ Surveys using Google forms	➢ Investigatory projects ➢ E-models and diagrams ➢ E-construction ➢ Prototype building with video demonstration ➢ Research papers	➢ Designing of action plans ➢ Online debates ➢ Designing various models using software ➢ Doing scientific investigations with video demonstration ➢ Issue-awareness campaigns uploaded in YouTube ➢ Multimedia presentation ➢ Simulation software ➢ Skills demonstration via videos ➢ Verification experiments
Araling Panlipunan (AP)	➢ Concept maps and organizers ➢ Blog essays ➢ E-journals ➢ News writing ➢ News/article reviews ➢ Reaction/reflection papers ➢ Spotify Apps	➢ E-collages ➢ Leaflet, poster and slogan making ➢ Map construction ➢ Research work ➢ Timelines ➢ Film/documentary reviews ➢ Reaction/reflection papers	➢ Community involvement via online platform ➢ Online debate ➢ Online interviews ➢ Issue-awareness campaigns uploaded in YouTube ➢ News reporting ➢ Presentations and multimedia presentations ➢ E-simulations
Music	➢ Blog essays ➢ Reaction/reflection papers ➢ Research paper	➢ Musical arrangements ➢ Musical/song analysis ➢ Musical research ➢ Writing program notes ➢ Canned Videos of performances	➢ Multimedia presentation ➢ Musical presentation ➢ Online skills demonstration (singing, playing instruments)
Art	➢ Blog essays ➢ Reaction/reflection papers ➢ Research paper	➢ Art criticism and appreciation compilation ➢ Online art exhibit via website/Facebook page ➢ Art projects ➢ Portfolio ➢ Canned Videos of performances	➢ Art production ➢ Multimedia presentation ➢ E-portfolio ➢ Online skills demonstration (drawing, coloring, painting)

Physical Education (PE)	➢ Blog essays ➢ Reaction/reflection papers ➢ Research paper	➢ Article/journal review ➢ Personal fitness and health logs ➢ Portfolio ➢ Canned Videos of performances	➢ Video demonstration of personalized exercise programs ➢ Home physical activity/fitness assessment ➢ Skills demonstration
Health	➢ Blog essays ➢ Journal/article review ➢ Reaction/reflection papers ➢ Research paper	➢ E-journal responses ➢ Personal fitness and health logs ➢ E-portfolio	➢ Online debates ➢ Personalized fitness and health program ➢ Issue-awareness campaign via online platform
Edukasyon sa Pagpapakatao (ESP)	➢ Blog essays ➢ Journal writing ➢ Journal/article review ➢ Reaction/reflection papers	➢ Argument analyses ➢ Expressing feelings and ideas through art activities submitted via email ➢ Journal responses ➢ Letter/song/poem writing	➢ Current issue-awareness campaigns via YouTube ➢ Presentations and multimedia presentations ➢ Personal action plan (plano ng pagsasabuhay) ➢ Situation analysis (pagsusuri ng sitwasyon)
Edukasyong Pantahanan at Pangkabuhayan (EPP) / Technology and Livelihood Education (TLE)/Technical Vocational Livelihood (TVL)	➢ Blog essays ➢ Diagram, charts, and models ➢ Work designs and plan	➢ Technical drawing output ➢ Prototype building with video demonstration ➢ Products/projects using locally available materials	➢ Skills demonstration via YouTube/Zoom/Google Meet ➢ Skills application with video demonstration ➢ Online oral tests ➢ Design, creation, and layout of outputs ➢ Video demonstration on diagnosis and repair of damaged equipment

Digital/Printed Modular Learning, TVI/RBI and Limited Face-to-face

Learning Area	Written Outputs	Products	Performance
Language	➢ Essays ➢ Journals ➢ Letter Writing ➢ Reaction/reflection papers ➢ Reports	➢ Case studies ➢ Collage ➢ Compositions ➢ Literary Analyses ➢ Multimedia productions ➢ Portfolio ➢ Research project ➢ Story/poem writing	➢ Multimedia presentation ➢ Project making
Math	➢ Data recording and analyses ➢ Geometric and statistical analyses ➢ Graphs, charts, or maps ➢ Problem sets ➢ surveys	➢ diagrams ➢ mathematical investigatory projects ➢ models/ making models of geometric figures ➢ number representations ➢ portfolio	➢ Constructing graphs from surveys conducted ➢ Multimedia presentation ➢ Outdoor math ➢ Probability experiments ➢ Problem-posing ➢ Reasoning and proof ➢ Using manipulatives to

			show math concepts / solve problems ➢ Using measuring tools / devices
Science	➢ concept maps ➢ data recording and analyses ➢ laboratory reports and documentations ➢ reaction / reflection papers ➢ surveys	➢ investigatory projects ➢ models and diagrams construction ➢ prototype building ➢ research papers	➢ designing and implementation of action plans ➢ designing various models ➢ doing scientific investigations ➢ issue-awareness campaigns ➢ laboratory activity ➢ multimedia presentations ➢ simulation ➢ skills demonstration ➢ verifications experiments
Araling Panlipunan (AP)	➢ concept maps and organizers ➢ essays ➢ journals ➢ news writing ➢ news / article reviews ➢ reaction / reflection papers	➢ collages and diorama making ➢ leaflet, poster, and slogan making ➢ map and construction ➢ research work ➢ timelines ➢ film/ documentary reviews and analysis/ advocacy paper	➢ community involvement ➢ interviews ➢ issue-awareness campaigns ➢ news reporting ➢ presentations and multimedia presentations ➢ simulations
Music	➢ essays ➢ reaction/ reflection papers ➢ research paper	➢ musical arrangements ➢ Musical / song analysis ➢ Musical research ➢ Writing program notes	➢ Multimedia presentation ➢ Musical presentation ➢ Skills demonstration (singing, playing instruments)
Art	➢ Essays ➢ Reaction / reflection papers ➢ Research paper	➢ Art criticism and appreciation compilation ➢ Art exhibit ➢ Art projects ➢ Portfolio	➢ Art production ➢ Multimedia presentation ➢ Portfolio ➢ Skills demonstration (drawing, coloring, painting)
Physical Education (PE)	➢ Essays ➢ Reaction / reflection paper ➢ Research paper	➢ Article / journal review ➢ Personal fitness and health logs ➢ Portfolio	➢ Personalized exercise program ➢ Physical activity participation ➢ Physical activity / fitness assessment ➢ Skills demonstration
Health	➢ Essays ➢ Journal/ article review ➢ Reaction / reflection papers	➢ Journal responses ➢ Personal fitness and health logs ➢ Portfolio	➢ Personalized fitness and health program

	➢ Research paper		➢ Issue-awareness campaigns
Edukasyon sa Pagpapakatao (EsP)	➢ Essays ➢ Journal writing ➢ Journal / article/movie reviews ➢ Reaction / reflection papers	➢ Argument analyses ➢ Expressing feelings and ideas through art activities ➢ Journal responses ➢ Letter/ song / poem writing	➢ Current issue-awareness campaigns ➢ Presentations and multimedia presentations ➢ Personal action plans (plano ng pagsasabuhay) ➢ Situation analysis (pagsusuri ng sitwasyon)
Edukasyong Pantahanan at Pangkabuhayan (EPP) / Technology and Livelihood Education (TLE)/Technical Vocational Livelihood (TVL)	➢ Essays ➢ Diagrams, charts and models ➢ Work designs and plans	➢ Technical drawing output ➢ Prototype building ➢ Products / projects using locally available materials	➢ Skills demonstration ➢ Skills application ➢ Oral tests ➢ Design, creation, and layout of outputs ➢ Diagnosis and repair of damaged equipment

Kindergarten

The kindergarten assessment is done through the use of ECCD CHECKLIST. This tool is standardized and is used to assess child's progress and development in different skills process.

Skills assessed	Assessment process
Gross motor	exhibition of skills
Fine motor	written outputs
Self-help	actual observation and interview to parents/guardians if the skills are present/not present
Receptive language	interview and observation
Expressive language	asking questions and let the child answer in her/his own understanding
Cognitive domain	written, portfolio-based and exhibition
Socio-emotional	observation and interview

	GROSS MOTOR DOMAIN	BoSY		EoSY	
1	Makasaka sa siya ukon mataas nga gamit pareho sang katre nga wala sing bulig.				
2	Makalakat sang paatras.				
3	Makadalagan nga indi makasandad ukon mahulog.				
4	Makapanaug sa hagdanan, 2 ka tikang sa kada lintang nga ginauyatan ang isa ka kamot.				

5	Makasaka sa hagdanan nga nagauyat sa pasamano, 2 ka tiil sa kada tikang.				
6	Makasaka sa hagdanan nga bulos bulos ang tiil nga wala nagauyat sa pasamano.				
7	Makapanaug nga bulos bulos ang tiil nga wala nagauyat sa pasamano.				
8	Makahulag sang bahin sang lawas nga sunod sa direksyon.				
9	Makatumbo sang mataas.				
10	Makahaboy sang bola lapaw sa ulo nga nagasunod sa direksyon.				
11	Makalumpat sang 1 asta sa 3 ka tikang sa gusto nga tiil.				
12	Makalumpat kag makalibot.				
13	Makasaot sunod sa muwestra./ Maka-intra sa panggrupo nga buluhaton.				
Total Score					

	FINE MOTOR DOMAIN	BoSY		EoSY	
1	Magamit ang lima ka tudlo sa pagkuha sang pagkaon/ hampanganan nga nabutang sa matapan nga lugar.				
2	Makapulot sang mga butang gamit ang kamalagku kag tudlo.				
3	Mapakita ang ginapili nga kamot.				
4	Makabutang sangmga gagmay nga mga butang sa sulod ukon gwa sang suludlan.				
5	Makauyat sang krayola gamit ang tanan nga tudlo sang iya kamot gamit ang inumol. (i.e. paghakop)				
6	Maabrehan ang takup sang lata ukon makuha ang putos sang pagkaon.				
7	Makakuriskuris sa iya kagustuhan.				
8	Makasulat sang patindog kag pahigda nga mga linya..				
9	Makadrowing sang bilog nga may katuyuan				
10	Makadrowing sang pigura sang tawo. (ulo, mata, lawas, butkon, kamot/mgatudlo				
11	Makadrowing sang balay gamit ang mga porma sang kurte.				
Total Score					

	SELF HELP DOMAIN	BoSY		EoSY	
1	Mapakaon ang kaugalingon sang paludyuton nga pagkaon (e.g. biskwiits, tinapay) gamit ang mga tudlo.				
2	Mapakaon ang kaugalingon gamit ang mga tudlo nga may usik.				
3	Mapakaon ang kaugalingon gamit ang kutsara nga may usik.				
4	Mapakaon ang kaugalingon gamit ang mga tudlo nga wala sing usik.				
5	Mapakaon ang kaugalingon gamit ang kutsara nga wala sing usik.				

6	Makakaon nga wala nagapahungit kada oras sing pagkaon.				
7	Nagabulig uyat sang tasa sa pag-inom.				
8	Makainom sa tasa nga may usik.				
9	Nga wala ginabuligan.Makainom sa tasa.				
10	Makakuha sang ilimnon para sa kaugalingon nga wala ginabuligan.				
11	Mabubo ang unod sang pitsel nga wala sing usik.				
12	Makahanda sing kaugalingon nga pagkaon/isnak.				
13	Makahanda sang pagkaon para sa manghud/ miyembro sang pamilya kon wala sang tigulang sa palibot.				
14	Makapartisipar kon ginailisan.				
15	Mauba ang de-garter nga delargo.				
16	Mauba ang lu-ab.				
17	Makasuksok sang bayu nga wala sang bulig magluwas sa butones kag paghigot.				
18	Makasuksok sang bayu nga wala sing bulig lakip na ang pagbutones kag paghigot.				
19	Mapahibalo ang kaupod nga tigulang nga nakatapos na sa pagpangihi ukon pamus-on sa delargo.				
20	Mapahibalo ang kaupod nga tigulang nga mangihi sia ukon mamus-on para madala sia sa husto nga lugar (kasilyas)				
21	Makakadto sa kasilyas para mangihi kag mamus-on pero kon kaisa mahimo niya ini sa iya delargo.				
22	Makakadto sa kasilyas para mangihi ukon mamus-on kag wala gid ini mahimo sa iya delargo.				
23	Makatrapo/makatinlo sang kaugalingon pagkatapos pamus-on.				
24	Makapartisipar sa pagpaligo. Participates when bathing (e.g.ginalugod ang butkon sang habon)				
25	Makahugas kag makapamala sang kamot nga wala sing bulig..				
26	Makahugas sang guya nga wala sing bulig.				
27	Makapaligo nga wala sing bulig.				
Total Score					

	RECEPTIVE LANGUAGE	BoSY		EoSY	
1	Matudlo ang miyembro sang pamilya kon ginahambalan nga itudlo ini.				
2	Matudlo ang 5 ka bahin sang lawas kon ginahambalan nga itudlo ini.				
3	Matudlo ang ginahingalanan ang 5 ka laragway sing mga butang kon ginapahimo ini sa iya.				
4	Makasunod sa 1 ka tikang nga pahanumdom nga nagalakip sang simple nga prepositions. (e.g., sa sulod, sa ibabaw, sa idalum, iban pa.)				
5	Makasunod sa 1 ka tikang nga pahanumdom nga nagalakip sang simple nga prepositions.				
Total Score					

	EXPRESSIVE LANGUAGE	BoSY		EoSY	
1	Makahambal sang 5-20 nga mga tinaga				
2	Makahambal sang tal-us nga pangalan (pronouns) (hal. Ako, Akon, ikaw, kita)				
3	Makahambal sang 2-3 ka kombinasyon nga tinaga likga-ngalan (verb-noun) (hal. Inom gatas)				
4	Makahambal sang ngalan sang mga pagkabutang				
5	Makahambal sang husto nga 2-3 ka tinaga sa dinalan				
6	Paggamit sang "Ano" sa pamangkot				
7	Paggamit sang "Sin-o" kag "Ngaa" sa pamangkot				
8	Mahambal ang mga nagkalatabo kag na eksperyensya				
Total Score					

	COGNITIVE DOMAIN	BoSY		EoSY	
1	Makatan-aw sang direksyon sang nagakahulog nga butang.				
2	Makita ang katunga sing nakatago nga butang.				
3	Masunod ang kinaugali nga nakita sa indi lamang madugay.				
4	Ginatanyag ang butang pero indi pagbuy-an.				
5	Makita ang nakatago nga butang.				
6	Mapakita ang simple nga pakunokuno nga hampang. (pakaon,, pagpatulog sang munyika.)				
PP7	Mapares pares ang mga butang.				
8	Mapares ang 2-3 ka mga duag.				
9	Mapares ang mga laragway.				
10	Mapain-pain ang mga butang base sa duha ka sari. (e.g., kadakuon kag duag)				
11	Mapain-pain ang mga butang base sa 2 ka sari. (kurte kag duag)				
12	Makaayo ang mga butang base sa kadakuon halin sa pinakagamay pakadto sa pinakadaku.				
13	Makahingalan sing 4-6 ka duag.				
14	Makakopya sing mga kurte.				
15	Makahingalan sing 3 ka sapat ukon utan kon ginapamangkot.				
16	Makahambal ang mga kinaangdan nga mga gamit sa balay nga ginagamit.				
17	Makaporma ssing simple nga puzzle.				
18	Mapakita ang paghangup sing kabaliskad paagi sa pagkumpleto sing dinalan.(Daku ang ido, ___ ang ilaga.)				
19	Matudlo ang wala kag tuo nga bahin sang lawas.				
20	Makahambal kon ano ang law-ay ukon sala sa laragway.(e.g. Ano ang sala sa laragway nga ini?)				
21	Mapares ang daku kag gamay nga letra.				
Total Score					

	SOCIO- EMOTIONAL DOMAIN	BoSY		EoSY	
1	Malingaw sa pagtan aw sang mga hilikuton sang tawo o kasapatan nga ara sa malapit lang.				
2	Mainabyanon sa mga pangayaw pero nagapakita sang pagkamahuluy on sa una.				
3	Makahampang sang isahanon pero maluyagon sa pagpalapit sa kilala nga may edad na ukon sa mga utod nga lalaki kag babaye.				
4	Makakadlaw kag makahirit sang mabaskug sa hampang.				
5	Makahampang sang tika-tika				
6	Makapaligid sang bola nga pag tig atipan/ tig takus.				
7	Makahakus kag makakugos sang hampanganan.				
8	Makapakita sang respeto sa mga tigulang gamit ang "po" kag "opo".				
9	Makapaambit sang hampanganan sa iban nga kilala nga may edad na ukon utod nga lalaki kag babaye.				
10	Makasunod sa buluhaton sang mga tigulang. (Hal. Pagluto kag paghugas)				
11	Makilala ang balatyagon sang iban.				
12	Makagamit sang husto sang pangkultura nga palatandaan sang panamyaw. nga indi masyado gid ka pormal. (e.g. bisa/bless, halok, etc.)				
13	Makahatag kasulhay sa mga kahampang / utod nga nagapangasubo.				
14	Makapadayon sa pag-atubang sang mga palaligban ukon mga upang sa iya pagkinahanglan..				
15	Makabulig sa mga buluton sang pamilya(e.g.panarapo sang lamisa, pamunyag sang mga tanum.)				
16	Makapanilag nahanungod sa iya palibot pero makahibalo sa pag-untat sa pagpamangkot sa pagpamangkot sa mga tigulang.				
17	Makahulat sang iya nga turno.				
18	Makapangayo sang permiso sa paghampang sang hampanganan nga ginagamit sang iban.				
19	Makadepende sang ginapanag-iyahan nga may determinasyon.				
20	Makahampang sang organisado nga panggrupo nga hampang nga wala sang daya.				
21	Makahambal parte sang mabudlay nga balatyagon. (e.g. kaakig, kasubo, kabalaka) nga iya naagyan.				
22	Ginatahud ang simple nga pagpakigbaylo sa mga tig-atipan. (e.g., Makahampang lang sa gwa kon matapos na himos ang iya nga kwarto.)				
23	Mabantayan sang maayo ang manghud/ miyembro sang pamilya.				
24	Makakooperar upod sa mga tigulang kag mga abyan sa panggrupo nga sitwasyon agud mahagan hagan ang inaway kag konplikto.				
Total Score					

LEGEND:	INTERPRETATION
69 and below	Suggest Significant Delay in Overall Development
70-79	Suggest Slight Delay in Overall Development
80-119	Average Overall Development
120-129	Suggest Slightly Advanced Development
130 and above	Suggest Highly Advanced Development

Alternative Learning System (ALS) Assessment

The *presentation portfolio* contains formal records, completed by the learner or with the assistance of the Alternative learning System (ALS) Teacher/ Community ALS Implementor/Learning Facilitator and work samples. The *work samples* may include a project undertaken by the learner, either individually or as a member of a group, and samples of activities undertaken by the learner that demonstrate learning accomplishments. The work samples, the formal records, Recognition of Prior Learning (RPL), and the Assessment Records should, in total, provide evidence of the learner's achievements across all six (6) Learning Strands in the ALS K to 12Basic Education Curriculum.

Work Samples are written and performance outputs of the learners that demonstrate learning accomplishments across all six (6) Learning Strands in the ASL K to 12 BEC. These shall contain comments, feedback, remarks, and signature of the ALS Teacher/ Community ALS Implementor/Learning Facilitator. Below are the possible work samples that can be included in the presentation portfolio:

Written Output	Performance Output
✓ Completed learning module self-assessment activities pre-tests and post-tests and module assignment ✓ Activity sheets ✓ Life skills written outputs ✓ Essay/reflections/journals ✓ Summative test ✓ Narrative report ✓ Compositions (poems, songs, short stories, scripts, etc.)	✓ Training certificates ✓ Life skills activities and projects ✓ Research ✓ Individual and group project output ✓ Creative arts (slogan, poster, illustration, graphic organizers, etc.) ✓ Digitized outputs (powerpoint presentations, animations, etc.) ✓ Documentation of performances (role playing, interviews, simulations, etc.) ✓ Community service

PISA-Aligned Assessment

The Regional Office initiates the development of PISA-aligned assessment to prepare the learners for PISA assessment conducted annually. The tested literacy domains and types of tests include the following:

Literacy Domains	**Types of Tests**
Reading Literacy	Selected Response
Mathematical Literacy	Constructed Response
Scientific Literacy	

Talents and Skills Assessment

- Metrobank-MTAP DepEd Math Challenge
- Philippine Math Olympiad
- Math Quiz Bee
- Mathematical Investigation and Modeling
- Regional Festival of Talents
    - Technolympics
    - Abilympics
    - Sining Tanghalan
    - PopDev
- Scilympics
- Sining Pangkabuhayan para sa Kabataan
- Kindergarten Festival of Talents
- Tagisan ng Talino at Talento sa EsP
- Home Gardening Champions
- Tagisan ng Talentong Pambansa
- ASEAN Quiz
- Regional and National School Press Conference
- ALS Skills Package

IV. SDOs Contextualized Assessment Operationalization

Each SDO will operationalize its own assessment plan in the different learning modalities based on the context of its schools and learners. Ensuring the integrity of the learning assessment results are encouraged but with maximum adherence to the Memorandum OUCI-2020-307 issued on October 30, 2020 known as Suggested Measures to Foster "Academic Ease" During the COVID-19 Pandemic".

The operationalization of assessment plan is not only during pandemic but can be continued after pandemic if still applicable or can be contextualized to the current educational landscape to become more responsive to the need of time.

V. Timeline

Administration of quarterly assessment will be based on the DepEd issuance as to calendar of activities for the school year.

VI. Submission of Quarterly Assessment Results of

Quarterly submission of results will be via google form that will capture the following data.

- Total Number of Learners per Grade Level and Learning Area
- Number of Number of Learners who Passed

- Number of Learners who Failed
- Average Grade per Learning Area/Grade Level

VII. Analysis of Assessment Results and Recommendations/Action Plan

After the results of assessment had been gathered this will be organized and analyzed. Once analysis had been made recommendations or action plans will follow. This would then be the bases for policy formulation and recommendations or offshoot for training and any other initiatives that would address the identified issues and concerns.

VIII. Monitoring and Evaluation

Indicators	Yes /No	Remarks
The SDO...		
1. implements the D.O. 31, s. 2020 and D.O. 8, s. 2015.		
2. provides technical assistance to all schools in conducting assessment.		
3. provides support to innovations of school in conducting assessment in the different learning modalities		
4. ensures that assessment strategies of the schools are in accordance with the SDO Assessment Plan.		
5. ensures that school considers the context of the learners when conducting assessment.		
6. ensures that school contextualizes the assessment tools per learning area.		
7. ensures that school provides mechanism on integrative assessment of two or more learning areas.		
8. ensures that school contextualizes the number of test items and frequency of assessment to the grade level and learning pace of the learners.		
9. ensures that teachers are properly guided by the School Head in preparing and conducting assessment in the different learning modalities.		
10. ensures that teachers innovate assessment strategies for their learners.		
11. ensures that teachers conducted limited face-to-face assessment for those learners who cannot access the materials due to unavailability of gadgets.		

12. ensures that school heads through teachers establishes the validity and reliability of the assessment tools and their results.		

Prepared by:

DONALD T. GENINE
EPS, LRMS

CELESTINO M. DALUMPINES
EPS, Filipino

DOMINICA T. PARCIA, PhD
EPS, Kindergarten/SPED

MIRIAM T. LIMA
EPS, EsP

JONATHAN O. BORBON, PhD
EPS, Mathematics

ROVEL R. SALCEDO, DSEd
EPS, Science

MARY HAZEL VIVIEN P. PINEDA, PhD
EPS, Araling Panlipunan

ATHEA V. LANDAR, EdD
EPS, MAPEH

NESTOR PAUL M. PINGIL, EdD, PhD
EPS, English

APRIL C. VELEZ
EPS, EPP/TLE/TVL

Noted:

ELENA P. GONZAGA, EdD
Chief Education Supervisor, CLMD

Recommending Approval:

PEDRO T. ESCOBARTE JR, PhD, CESO V
Assistant Regional Director

Approved:

RAMIR B. UYTICO EdD, CESO III
Regional Director