



Republic of the Philippines  
**Department of Education**  
Region VI – Western Visayas  
**SCHOOLS DIVISION OF CAPIZ**

October 25, 2024

**DIVISION MEMORANDUM**

No. 673, s. 2024

**CONDUCT OF THE SCHOOL- BASED PORTFOLIO DAY ACROSS THE REGION**

To: OIC, Office of the Assistant Schools Division Superintendent  
Chief Education Supervisor- Curriculum Implementation Division  
Education Program Supervisors  
Public Schools District Supervisors  
Heads of Public Elementary, Secondary, and Integrated Schools  
All Others Concerned

1. Attached is Regional Memorandum No. 1023, s. 2024 titled **Conduct of the School-Based Portfolio Day Across the Region.**
2. In reference to the said memorandum, please take note of the following:
  - 2.1. Schedule of Portfolio Day:  
  
December 14, 2024- 2<sup>nd</sup> Quarter  
February 22, 2025- 3<sup>rd</sup> Quarter
  - 2.2. List of suggested learners' outputs to be displayed as enclosed in this memorandum
  - 2.3. Submission of quarterly report with pictures to be submitted to the schools division office, three days after the conduct of the activity
3. Widest dissemination of and compliance with this Memorandum are desired.

  
**MIGUEL MAC D. APOSIN EdD, CESO V**  
Schools Division Superintendent 

Enclosure: As stated

Reference: Regional Memorandum No. 1023, s. 2024

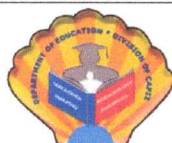
Allotment:

To be indicated in the Perpetual Index under the ff. subjects:

PORTFOLIO

CURRICULUM

LEARNERS



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**Department of Education**  
REGION VI-WESTERN VISAYAS

REGIONAL MEMORANDUM  
No. 1023 s. 2024

OCT 22 2024

**CONDUCT OF THE SCHOOL-BASED PORTFOLIO DAY ACROSS THE REGION**

To: Schools Division Superintendents  
All Others Concerned

1. To ensure the impact and meaning of the Regional Mantra which emphasizes that every child in the Region is a champion, this Office, through the Curriculum and Learning Management Division (CLMD), announces the conduct of the School-Based Portfolio Day across the Region.
2. The activity aims to:
  - a. showcase the written works and performance task outputs of learners, thus providing tangible learning evidences to parents/ guardians;
  - b. encourage schools to hold quarterly conferences with parents/ guardians as indicated in the DepEd School Calendar;
  - c. distribute report cards of learners to their respective parents/ guardians, coupled with learning-focused conversations;
  - d. provide a space for learning-centered dialogues between parents and teachers; and
  - e. discuss relevant issues and concerns regarding learners' academic and non-academic performances and collaboratively devise solutions to address such.
3. The following schedule shall be followed:
  - a. December 14, 2024 - 2<sup>nd</sup> Quarter
  - b. February 22, 2025 - 3<sup>rd</sup> Quarter
4. Enclosed is the list of suggested learners' outputs to be displayed.
5. The Schools Division Superintendents shall ensure compliance with the conduct of the activities by assigning division or district monitors. Quarterly report with pictures shall be submitted to this Office a week after the conduct of the activity.
6. Since the activity falls on a weekend, teachers are entitled to Service Credits for their services but not to exceed 15 days in accordance with DepEd Order No. 53, s. 2003 entitled "Updated Guidelines on the Grant of Vacation Service Credits to Teachers." On the other hand, non-teaching personnel shall be provided with Compensatory Time Off (CTO) per Civil Service Commission (CSC) and Department of Budget and Management (DBM) Joint Circular No. 2, s. 2004 on Non-Monetary Remuneration for Overtime Service Rendered.



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

RAMIR B. UYTICO EdD, CESO III  
Regional Director

Encl.: As stated

Reference: None

To be indicated in the Perpetual Index  
under the following subjects:

CURRICULUM  
ASSESSMENT

PAREN-TEACHER CONFERENCE  
DISTRIBUTION OF CARDS

PORTFOLIO

GJH/IRM - Conduct of the School-Based Portfolio Day  
001/OCTOBER 21, 2021



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**LIST OF SUGGESTED LEARNERS' OUTPUTS TO BE DISPLAYED**

The following are the suggested outputs per learning area to be displayed during the School-Based Portfolio Day:

English & Filipino	Science	Mathematics
<ul style="list-style-type: none"> <li>◦ Creative Writing Samples: Short stories, poems, essays, and other written outputs</li> <li>◦ Reading Logs: Summaries and reflections on books read</li> <li>◦ Book Reviews: Written or video reviews of favorite books</li> <li>◦ Presentations: Slideshows or posters on a literary topic</li> <li>◦ Debate Reflections: Notes or reflections from debates or discussions</li> </ul>	<ul style="list-style-type: none"> <li>◦ Lab Reports: Detailed reports on experiments conducted</li> <li>◦ Projects: Science fair projects or research papers</li> <li>◦ Posters: Informational posters on scientific concepts</li> <li>◦ Data Analysis: Graphs and charts from experiments or surveys</li> <li>◦ Other written outputs</li> </ul>	<ul style="list-style-type: none"> <li>◦ Problem Sets: Examples of solved problems or challenges</li> <li>◦ Projects: Real-world applications of math concepts, like budgeting or architecture</li> <li>◦ Math Journals: Reflections on learning progress or strategies</li> <li>◦ Presentations: Demonstrations of math concepts or group projects</li> <li>◦ Games: Descriptions or creations of math-related games</li> </ul>
Araling-Panlipunan	TLE/TVL	MAPEH
<ul style="list-style-type: none"> <li>◦ Research Projects: Papers or presentations on historical figures or events</li> <li>◦ Diaries or Letters: Creative writing pieces from different historical perspectives</li> <li>◦ Maps: Drawn or digital maps highlighting significant historical locations</li> <li>◦ Cultural Studies: Projects on different cultures or traditions</li> <li>◦ Debate Summaries: Reflections on class debates about historical or current events</li> <li>◦ Other written outputs</li> </ul>	<ul style="list-style-type: none"> <li>◦ Project Portfolios: Samples of work or completed projects (e.g., woodworking, culinary)</li> <li>◦ Skill Assessments: Certificates or evaluations of skills learned</li> <li>◦ Reflective Journals: Entries documenting the learning process and challenges faced</li> <li>◦ Videos: Demonstrations of skills or processes</li> <li>◦ Business Plans: Written proposals for entrepreneurial projects</li> <li>◦ Other Learning Proofs: Entrepreneurial/IGP records, community</li> </ul>	<ul style="list-style-type: none"> <li>◦ Performance Recordings: Videos or audio of performances</li> <li>◦ Compositions: Original music pieces or arrangements</li> <li>◦ Artwork Samples: Drawings, paintings, or digital art</li> <li>◦ Art Projects: Documentation of larger projects, including sketches and final pieces</li> <li>◦ Fitness Assessments: Records of personal fitness goals and achievements</li> <li>◦ Skill Demonstrations: Videos or presentations</li> </ul>



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	involvement outputs, immersion journals	of sports skills or techniques • Stage presentations
<b>ESP</b>	<b>Other Possible Outputs/Activities</b>	
<ul style="list-style-type: none"> <li>• Reflection Essays: Written pieces on values learned throughout the year</li> <li>• Community Service Projects: Documentation of volunteer work and its impact</li> <li>• Group Discussions: Summaries of discussions on values and ethics</li> <li>• Personal Goals: Statements outlining personal values and goals</li> <li>• Artistic Expressions: Creative works that represent personal values (e.g., poems, drawings)</li> </ul>	<ul style="list-style-type: none"> <li>• Outputs showing financial literacy, campus journalism, or peace education integration</li> <li>• Cross Wire of Outputs</li> <li>• Curating other school spaces to display learners' outputs or achievements</li> <li>• Conduct of simple classroom-based programs to showcase learners' stage performances</li> <li>• Business simulation for ABM learners</li> </ul>	

The outputs to be presented during the School-Based Portfolio Day should ideally be anchored on the competencies tackled within the quarter. Thus, the provided list is suggestive in nature. Teachers must ensure the relevance of the outputs to the given competencies and may explore other possible outputs to be presented. All displays should be within the homeroom of the learners and are organized with the guidance of the class adviser.



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