



Republic of the Philippines
Department of Education
REGION IX, ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DAPITAN CITY

Office of the Schools Division Superintendent

September 11, 2024

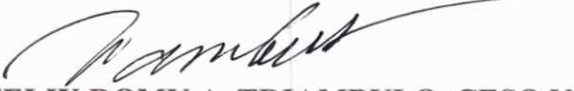
DIVISION MEMORANDUM

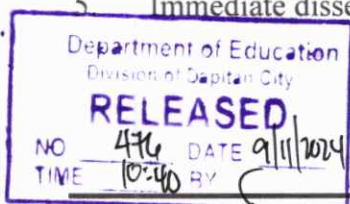
No. 476, s. 2024

**DEVELOPMENT OF UNIFIED QUARTERLY ASSESSMENTS FOR ALL LEARNING
AREAS UNDER THE MATATAG CURRICULUM (KINDER, GRADES 1, 4 & 7) FOR SY
2024-2025**

To: Assistant Schools Division Superintendent
Chief Education Supervisors, CID and SGOD
Education Program Supervisors
Public Schools District Supervisors
Elementary and Secondary School Heads/Principals
Elementary and Secondary School Teachers
All Others Concerned

1. In alignment with the Department of Education's MATATAG Curriculum, the Schools Division of Dapitan City will develop a unified quarterly assessment for Kinder, Grades 1, 4, and 7 across all learning areas. These assessments aim to evaluate pupils/students learning outcomes, track academic progress, and ensure the successful implementation of the curriculum. This memorandum also provides guidelines for the formulation, review, and administration of these quarterly examinations.
2. The objectives of this endeavor are as follows:
 - a. **Align Assessments with Curriculum Standards:** Ensure that all quarterly examinations reflect the competencies and learning outcomes outlined in the MATATAG Curriculum.
 - b. **Monitor Student Progress:** Regular assessments will help monitor students' mastery of core concepts and identify areas for improvement.
 - c. **Provide Feedback to Educators:** Examinations will serve as tools to evaluate the effectiveness of teaching strategies and curriculum delivery.
 - d. **Foster Comprehensive Learning:** Encourage balanced learning across all areas, including literacy, numeracy, science, social studies, and values education.
3. Attached are the Enclosures on the customized guidelines for the development of a unified quarterly assessment for Kinder, Grades 1, 4, and 7 across all learning areas.
4. For more information and/or clarifications please contact the CID Chief Vicente Jose V. Suarez II through at 09175100066 or EPS Esmeralda A. Bagaipo at 09195811093.
5. Immediate dissemination and compliance of this Memorandum is desired.


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Enclosure 1 of Division Memorandum No. ____, s. 2024

GUIDELINES ON THE DEVELOPMENT OF UNIFIED QUARTERLY ASSESSMENTS FOR ALL LEARNING AREAS UNDER THE MATATAG CURRICULUM (KINDER, GRADES 1, 4 & 7) FOR SY 2024-2025

I. RATIONALE

1. In alignment with the Department of Education's MATATAG Curriculum, a standardized quarterly assessment will be developed for Kinder, Grades 1, 4, and 7 across all learning areas. These assessments aim to evaluate student learning outcomes, track academic progress, and ensure the successful implementation of the curriculum.
2. The successful development and administration of these quarterly examinations will ensure that our students are progressing effectively through the MATATAG Curriculum. It is the responsibility of all staff to ensure that these assessments are fair, comprehensive, and aligned with our educational goals.

II. SCOPE

This memorandum applies to the Curriculum Implementation Division (CID), particularly all Learning Area Supervisors, Public School District Supervisors/DICs, their identified Learning Area and Grade Level Coordinators/Lead Teachers, School Heads, TICs, all Kinder, Grades 1, 4 and 7 teachers and non-teaching staff involved in the development, review, validation, digitization and administration of assessments for Kinder, Grades 1, 4 and 7.

III. DEFINITION OF TERMS

For purposes of this guidelines, the following terms are defined and understood as follows: (As adopted from DO 10, s. 2024 (Policy Guidelines on the Implementation of the MATATAG Curriculum))

- a. **Competency** refers to a specific skill performed with varying degrees of independence. It has different degrees of difficulty and performance levels. It also refers to the ability to perform activities according to the standards expected by drawing from one's knowledge, skills and attitudes.
- b. **Curriculum** refers to the set of formal documents that determines content, learning, teaching, and assessment by describing the what, the why, the how well learners shall learn and by ensuring that these elements reflect the principles of quality, equality, inclusion and relevance.
- c. **Foundational Skills** refers to the necessary skills and competencies for higher learning that learners need to develop, including basic literacy and numeracy skills.
- d. **Learning Outcomes** refer to the clear statements of what a learner can be expected to know, understand, and/or do as a result of the learning experiences.





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- e. **Unified Quarterly Examinations** refers to the customized set of assessments formulated, reviewed, validated by teachers and administered across all sections and classes for Kinder, Grades 1, 4 and 7 based on quarterly exams schedule in DO 9, s. 2024 (School Calendar) focusing on evaluating student learning and mastery of the competencies outlined in the MATATAG Curriculum.

IV. POLICY STATEMENT

The **Unified Quarterly Examinations** for Kinder, Grades 1, 4, and 7 shall be a customized but standardized set of assessments administered across all learning area, sections and classes at these grade levels, focusing on evaluating student learning and mastery of the competencies outlined in the MATATAG Curriculum. These examinations shall:

- Ensure consistency in the assessment of core learning areas such as literacy, numeracy, science, mathematics, and social studies.
- Follow a common format, structure, and schedule, allowing for uniformity in evaluation.
- Facilitate the tracking of student progress, comparison of learning outcomes, and identification of areas needing improvement.
- Are designed collaboratively by teachers and academic personnel to align with curriculum objectives and standards.

This approach fosters a fair, comprehensive, and systematic evaluation process across different learning areas and ensures that all learners are assessed according to the same criteria.

V. GUIDELINES

The following are the guidelines in the formulation, review, and administration of the quarterly examinations:

a. **Assessment Design and Blueprint:**

- Ensure that the quarterly exams cover the key learning competencies for each quarter, as outlined in the MATATAG Curriculum Guide.
- Create a balanced test blueprint that reflects a variety and appropriateness of question types (e.g., multiple-choice, NAT-like, PISA-like questions, performance tasks, etc.) to assess different levels of cognitive skills.
- Incorporate questions that assess critical thinking, problem-solving, ICT Skills and application of knowledge.
- Kinder examinations should focus on basic concepts, readiness skills, and formative assessment methods appropriate to the developmental stage.
- Integration of technology in the administration of quarterly examinations to foster exposure of learners to national and international assessments.

b. **Inclusive and Differentiated Assessments:**

- Ensure that the examinations cater to the diverse learning needs of students, including those with disabilities and learning differences.



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- Consider using visual aids, simplified language, and interactive assessment methods, especially for Kinder and Grade 1 learners.
- c. Collaboration in Exam Development:**
- The designated Learning Area Coordinators, grade-level leaders, and teachers should collaborate in the formulation of test items to ensure consistency across subjects and learning areas.
 - Each teacher per learning area per grade level will be assigned with a specific learning competency and is encouraged to formulate a draft of **two (2) assessment questions** to be submitted to the Learning Area Coordinator per Grade Level.
 - Learning Area Coordinators are responsible for collection and compilation of the Kinder, Grades 1, 4, and 7 Test Questions (TQ) and must ensure completeness of the test item bank per learning area per grade level, and submit the compiled test item bank to the Quality Assurance Team for review and validation 1 to 2 weeks before the schedule of the quarterly exams.
- d. Review and Validation:**
- A committee of Master Teachers, Subject Heads, and School Heads will be identified and organized by the CID per learning area to conduct the review and validation of the draft examinations for accuracy, completeness, alignment with competencies, and appropriateness of difficulty.
 - Ensure that all assessments are align with the MATATAG Curriculum's competencies.
 - Attend any scheduled meetings or workshops related to assessment development and validation.
- e. Schedule and Deadlines:**
- All quarterly examinations should be completed and submitted for review two weeks prior to the scheduled examination week.
 - Review and final approval will take place within one week following the submission.
 - Examination schedules as stipulated in the School Calendar per DO 9, s. 2024 (School Calendar) shall be observed.
- f. Encoding and Uploading:**
- A group of encoders composed of ICT Coordinators from all districts shall take charge in the encoding and uploading of the quality-assured test questions.
 - A special Google link shall be created by the ITO where the quality-assured Exams are uploaded and provide the link to all school heads 2 -3 days before the scheduled quarterly exam.
 - Quality-assured Quarterly Exams (QE) to be provided to schools are in all digitized version.
- g. Administration and Monitoring:**
- Learning Area Teachers per Grade Level are responsible for the proper administration of exams, ensuring that all instructions are clear and that students are provided with an environment conducive to testing.
 - Teachers are encouraged to utilized the digitized version of the QEs using the DCP Packages (Desktops, Laptops and Tablets) received by the schools in the administration of the quarterly exams. This is to minimize expenses in the printing of TQs and to provide exposure to learners the opportunity to experience Computer-based Exams.
 - Regular monitoring and feedbacking should be provided during the review period to ensure quality and fairness.
- h. Post-Examination Evaluation:**
- After the exams, teachers should conduct item analysis and reflection sessions to identify areas of improvement for future assessments.





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- Use the data collected from the exams to inform instructional adjustments and targeted interventions for students.
6. The Curriculum Implementation Division (CID) shall take charge of the following:
- a. facilitate the crafting of test questions with adherence to the higher order thinking skills and 21st century skills development;
 - b. establish that all quarterly examinations reflect the competencies and learning outcomes outlined in the MATATAG Curriculum through formulation of test question that is according to the standards on test construction and Table of Specification (TOS);
 - c. address the gap of constructing low-level and inappropriate type of test questions;
 - d. utilize the results and findings as baseline data to improve the teaching skills of teachers through Learning Action Cell sessions; and
 - e. develop a school intervention/remediation plan for the identified learning gaps in the different learning areas and grade levels headed by the school head with the assistance of the Master Teachers (if applicable).
7. The Schools District Offices through the District Supervisor shall identify and assign teachers in every learning area, and grade level, to develop at least two (2) NAT-like type of test questions for Kinder, Grades 1, 4 & 7 per competency to be submitted to the CID Chief through the Division Assessment Coordinator on or before September 16, 2024 in preparation for the 1st Quarter Exam on September 23-24, 2024.
8. Guidelines on the validation of the test questions, releasing of the validated exams to schools and the administration of the quarterly exams using the digitized version will be provided in Enclosure No. 3





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Enclosure No. 2 of Division Memorandum No. ___, s. 2024

**Distribution of Assignments in the formulation of test questions by Learning Area and Grade Level
 Among the Five Schools District in Kinder, Grades 1, 4 & 7 per quarter.**

Kinder

District	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Potungan	Language (Weeks 1-10)	Makabansa (Weeks 1-10)	Mathematics (Weeks 1-10)	Reading and Literacy (Weeks 1-10)
Barcelona	Reading and Literacy (Weeks 1-10)	Language (Weeks 1-10)	Makabansa (Weeks 1-10)	PNE (Weeks 1-10)
Sulangon	Mathematics (Weeks 1-10)	PNE (Weeks 1-10)	Language (Weeks 1-10)	Makabansa (Weeks 1-10)
Central	Makabansa (Weeks 1-10)	Reading and Literacy (Weeks 1-10)	PNE (Weeks 1-10)	Mathematics (Weeks 1-10)
Baylimango	PNE (Weeks 1-10)	Mathematics (Weeks 1-10)	Reading and Literacy (Weeks 1-10)	Language (Weeks 1-10)

Grade 1

District	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Potungan	Language (Weeks 1-9)	Makabansa (Weeks 1-9)	Mathematics (Weeks 1-9)	Reading and Literacy (Weeks 1-9)
Barcelona	Reading and Literacy (Weeks 1-9)	GMRC (Weeks 1-9)	Makabansa (Weeks 1-9)	Mathematics (Weeks 1-9)
Sulangon	Mathematics (Weeks 1-9)	Language (Weeks 1-9)	GMRC (Weeks 1-9)	Makabansa (Weeks 1-9)
Central	Makabansa (Weeks 1-9)	Reading and Literacy (Weeks 1-9)	Language (Weeks 1-9)	GMRC (Weeks 1-9)
Baylimango	GMRC (Weeks 1-9)	Mathematics (Weeks 1-9)	Reading and Literacy (Weeks 1-9)	Language (Weeks 1-9)

Grade 4

District	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Potungan	Mathematics (Weeks 1-9)	English (Weeks 1-9)	AP (Weeks 1-9)	EsP (Weeks 1-4)
Barcelona	Science (Weeks 1-9)	Filipino (Weeks 1-9)	MAPEH (Weeks 1-9)	EsP (Weeks 5-9)
Sulangon	EsP (Weeks 1-9)	Math & Science (Weeks 1-9)	English & Filipino (Weeks 1-9)	AP & MAPEH (Weeks 1-9)
Central	AP & MAPEH (Weeks 1-9)	EsP (Weeks 1-9)	Math & Science (Weeks 1-9)	English & Filipino (Weeks 1-9)
Baylimango	English & Filipino (Weeks 1-9)	AP & MAPEH (Weeks 1-9)	EsP (Weeks 1-9)	Math & Science (Weeks 1-9)

Grades 7

District	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Potungan	Mathematics (Weeks 1-9)	English (Weeks 1-9)	AP (Weeks 1-9)	TLE (Weeks 1-9)
Barcelona	Science (Weeks 1-9)	Filipino (Weeks 1-9)	MAPEH (Weeks 1-9)	EsP (Weeks 1-9)
Sulangon	TLE & EsP (Weeks 1-9)	Math & Science (Weeks 1-9)	English & Filipino (Weeks 1-9)	AP & MAPEH (Weeks 1-9)
Central	AP & MAPEH (Weeks 1-9)	TLE & EsP (Weeks 1-9)	Math & Science (Weeks 1-9)	English & Filipino (Weeks 1-9)
Baylimango	English & Filipino (Weeks 1-9)	AP & MAPEH (Weeks 1-9)	TLE & EsP (Weeks 1-9)	Math & Science (Weeks 1-9)

