June 19, 2025

DIVISION MEMORANDUM
No. 384, s. 2025

SCHEDULE FOR THE ADMINISTRATION OF DIVISION PRE-TEST AND POST-TEST ASSESSMENTS IN ALL LEARNING AREAS FOR GRADES 1–10 AND THE QUARTERLY EXAMINATIONS FOR SCHOOL YEAR 2025–2026

To: Assistant Schools Division Superintendents
    Chief Education Supervisors
    Education Program Supervisors
    Public Schools District Supervisors
    Public Secondary/ Elementary Principals/ School Heads
    All Others Concerned

1. Pursuant to **DepEd Order No. 12, s. 2025**, entitled *"Multi-Year Implementing Guidelines on the School Calendar and Activities"*, **DepEd Order No. 10, s. 2024**, entitled *"Policy Guidelines on the Implementation of the MATATAG Curriculum"*, and **DepEd Order No. 8, s. 2015**, entitled *"Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program"*, this Office reiterates the directive for all public elementary and secondary schools in the division to administer the quarterly examinations on the following dates:

First Quarterly Examination:	August 20 & 22, 2025
Second Quarterly Examination:	October 23-24, 2025
Third Quarterly Examination:	January 22-23, 2026
Fourth Quarterly Examination:	March 19-20, 2026

2. As stipulated in the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, quarterly assessment is one of the components of summative assessment that measures student learning at the end of the quarter. These assessments may take the form of objective tests, performance-based assessments, or a combination of both. Their purpose is to synthesize the skills, concepts, and values learned throughout the quarter. Quarterly assessments are administered once, at the end of each quarter.

3. In line with this, a unified quarterly examination shall be administered division-wide for **Grades 1, 2, 3, 4, 5, 7, and 8** under the Revised Curriculum. The test construction shall be facilitated by the Education Program Supervisor (EPS) assigned to each learning area. A Quarterly Examination Team per learning area shall be organized for this purpose. The team, composed of division test constructors and validators, shall be selected by the respective EPS. Meanwhile, the quarterly examinations for the remaining grade levels and all subjects in Senior High School shall be teacher-made.

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4. Likewise, unified pre-test and post-test assessments shall be administered in all public elementary and secondary schools in the division. The Division Pre-Test Assessment is scheduled on **July 17–18, 2025**, while the Post-Test Assessment shall be conducted on **March 23–24, 2026**.

5. In adherence to **DepEd Order No. 29, s. 2017**, titled "Policy Guidelines on System Assessment in the K to 12 Basic Education Program", and in response to the challenges posed by the Programme for International Student Assessment (PISA) results, teachers are encouraged to design quarterly assessments that incorporate the Structure of Observed Learning Outcomes (SOLO) Taxonomy and PISA-like assessments.

6. The number of items and time allotment per learning area are as follows:

Grade Level	Total Number of Items	Time Allotment
Grades 1-3	30	45 mins
Grade 4	40	50 mins
Grades 5-6	50	60 mins
Grades 7-10	50	60 mins
Grades 11-12	50	60 mins

7. The language of the assessment tools shall be English, Filipino, and Kapampangan depending on the medium of instruction of the learning area.

8. The Division Learning Resource Management and Development System (LRMDS) Supervisor shall provide the Google Drive link containing the files for the pre-test and post-test assessments, quarterly examinations, Table of Specifications (TOS), and answer keys. This link shall be shared with all school heads, school testing coordinators, and teachers.

9. Schools are strongly discouraged from modifying the technical layout of the pre-test and post-test assessments, as well as the quarterly examinations. This includes changes to paper size, margins, font size, font style, and number of pages.

10. School heads, head teachers, and master teachers are requested to quality assure the quarterly examinations prepared by their teachers for other grade levels before printing. They are tasked to accomplish one (1) checklist per teacher, regardless of the number of quarterly examinations prepared.

11. Schools shall be responsible for the printing and reproduction of the pre-test and post-test assessments, as well as the quarterly examinations. Printing expenses shall be charged to the School Maintenance and Other Operating Expenses (MOOE) or other local funds, subject to the usual accounting and auditing rules and regulations.

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12. The conversion of assessment tools into a computer-based format is highly encouraged for schools with the necessary resources and technical capacity.

13. School heads are advised to implement mechanisms to ensure the proper administration of the pre-test and post-test assessments, as well as the quarterly examinations, and to ensure that learners observe the prescribed time allotment per grade level and key stage.

14. The field is enjoined to keep the integrity of the quarterly examinations. The Division shall adopt **Section 13** of **DepEd Order No. 55, s. 2016** in dealing with any form of dishonesty. The following acts are deemed violation/infraction of security pertaining to examinations:
    - Supplying answers to examinees
    - Cheating
    - Plagiarizing
    - Capturing of items through electronic gadgets
    - Distribution and posting of photos of the test in any form of media
    - Opening of test materials prior to testing schedule
    - Late submission of test/answer sheets
    - Tampering of examinees' answer sheets
    - Infringement of copyright
    - Failure to closely monitor test procedures resulting in test irregularities
    - Using the division-made test in review sessions

15. Should there be any question or query regarding this activity, particularly about the pre-test and post-test assessments, quarterly examinations, TOS, answer keys, or submission of results, please contact the concerned Education Program Supervisor (EPS) at the email address provided below.

Learning Area	EPS In-Charge	Email Address
Filipino	Cherry G. Vinluan, EdD	cherry.vinluan001@deped.gov.ph
English	June D. Cunanan	june.cunanan001@deped.gov.ph
Mathematics	Garry L. Pangan, PhD	garry.pangan001@deped.gov.ph
Science	Ana Marie B. Castañeda, EdD	ana.castaneda003@deped.gov.ph
AP	Vilma T. Arcilla	vilma.arcilla001@deped.gov.ph
EPP/TLE	Garry I. Dela Cruz, PhD	garry.delacruz001@deped.gov.ph
MAPEH	Mary Anne Bernadette M. Samson	mary.samson002@deped.gov.ph
ESP	Leendel Ivy Y. Capulong, PhD	leendelivy.capulong@deped.gov.ph

16. Test results may be used to design appropriate intervention strategies and serve as references for research purposes.

17. Please see the enclosure for the following: (1) List of Assigned Monitoring Supervisors, (2) Schedule for the Administration of the Pre-Test and Post-Test Assessments and Quarterly Examinations, (3) Technical Layout of the Quarterly Examination, (4) Prescribed Format for the Table of Specifications (TOS), (5)
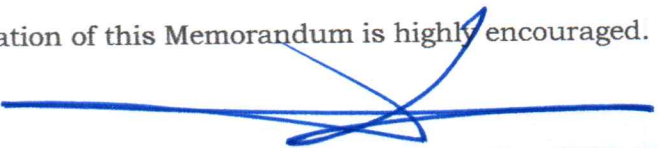
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Email Address: pampanga@deped.gov.ph
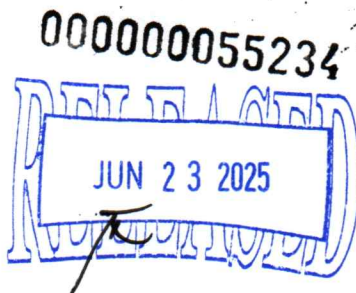**Website:** www.depedpampanga.ph

Checklist for the Evaluation of Teacher-Made Quarterly Examinations, and (6) Monitoring Tool for the Administration of the Pre-Test and Post-Test Assessments and Quarterly Examinations. All results shall be encoded in the Google Sheet provided by the Division Testing Coordinator for consolidation.

18. This Memorandum shall serve as the **official travel order** for all personnel involved in this activity.

19. Immediate and wide dissemination of this Memorandum is highly encouraged.

ROMEO M. ALIP, PhD, CESO V
Schools Division Superintendent

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RELEASED

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Enclosure No. 1 to Division Memorandum No. ___, s. 2025

LIST OF ASSIGNED MONITORING SUPERVISORS FOR THE ADMINISTRATION OF THE PRE-TEST AND POST-TEST ASSESSMENTS AND QUARTERLY EXAMINATIONS FOR SY 2025-2026

Cluster/ District		Monitoring Team	
Cluster I	Arayat East	Marites S. Mallari	Princess Maylene M. Maniacop, EdD
	Arayat West	Irene C. Lulu	
	Magalang North	Ruby M. Jimenez, PhD	
	Magalang South	Andrea T. Gutierrez, PhD, LLB	Ruel F. Bondoc
Cluster II	Porac East	Bernadette C. Tiongco, PhD	Arceli S. Lopez, PhD
	Porac West	Abelardo I. Garcia	
	Guagua East	Emyleen C. Samonte, EdD	
	Guagua West	Ma. Rita Alicia S. Alipio	Jane P. Valencia, EdD
	Sasmuan	Donfermin M. Mercado	
	Santa Rita	Emily R. Maninang	Mary Anne Bernadette M. Samson
Cluster III	Lubao North	Randy N. Batac	
	Lubao East	Gloria M. Pineda, EdD	
	Lubao West	Raquel R. Yuzon, EdD	Garry I. Dela Cruz, PhD
	Floridablanca East	Ignacia P. Quiros	
	Floridablanca West	Bernabeth B. Manio, PhD	
Cluster IV	Bacolor North	Philip T. Paulino, EdD	Celia R. Lacanlale, PhD
	Bacolor South	Lolita L. Molano, PhD	
	Mexico West	Delapaz T. Waje, EdD	
	Mexico North	Bernadette V. Lerit, PhD	June D. Cunanan
	Mexico South	Edna L. Pineda	
	Sta Ana	Eloida N. Labrador	Garry L. Pangan, PhD
Cluster V	San Luis	Madilyn V. Ayson, EdD	
	Candaba East	Constancio L. Rodriguez	
	Candaba West	Elizer M. Dimarucut, EdD	Leendel Ivy Y. Capulong, PhD
	Candaba North	Emeliza R. Sotto, EdD	
Cluster VI	Apalit	Marlene G. Manansala, EdD	Vilma T. Arcilla
	Sto Tomas	Anna Liza I. Pineda	
	Minalin	Edna L. Severo, PhD	Michelle D. Mejia
	San Simon	Nenita G. Salas, EdD	
Cluster VII	Masantol North	Renato B. Canilao	Ana Marie B. Castaneda, EdD
	Masantol South	Aurelio B. Canilao	
	Macabebe East	Alvin G. Gozun, EdD	Nerisse Nicole B. Torres
	Macabebe West	Nairo S. Olalia, EdD	

Enclosure No. 2 to Division Memorandum No. ___, s. 2025

SCHEDULE FOR THE ADMINISTRATION OF THE PRE-TEST AND POST-TEST ASSESSMENTS AND QUARTERLY EXAMINATIONS

Grade Level	Day 1	Day 2
Grade 1	Language Reading and Literacy GMRC	Mathematics Makabansa
Grade 2	Filipino English GMRC	Mathematics Makabansa
Grade 3	Filipino English GMRC	Mathematics Makabansa Science
Grades 4-10	Filipino English EPP/TLE GMRC/Values Education/ESP	Mathematics Science Araling Panlipunan MAPEH
Grade 11	Core and Elective Subjects	Core and Elective Subjects
Grade 12	4 Subjects (Core, Applied, Specialized or Elective)	4 Subjects (Core, Applied, Specialized or Elective)

Enclosure No. 3 to Division Memorandum No. ___, s. 2025

TECHNICAL LAYOUT OF THE QUARTERLY EXAMINATION

1. The total number of items per grade level is as follows:
   Grades 1 - 3: **30 items**
   Grade 4: **40 items**
   Grades 5 - 6: **50 items**
   Grades 7 – 12: **50 items**

2. Paper Size – 8.5" x 13"

3. Margin – top 0.75, below – 0.75, right and left margin – 0.5

4. Font Size/Style
   Grades 1 - 3:   14 font-size; font-style: Century Gothic
   Grade 4:   12 font-size; font-style: Arial
   Grades 5 - 6:   11 font-size; font-style: Arial
   Grades 7 – 12:   11 font-size; font-style: Arial

5. Use single space after each item for better readability.

6. Use single column for the choices:
   One column for longer choices (phrases, sentences, and photos or graphics).
   Choices must be arranged in any of the following format:
      Alphabetical length (shorter to longer or vice versa)
      Ascending and descending/ Lesser to Greater or vice versa for figures

7. Use capital letters for the choices.

8. Ensure consistency and parallelism in the structure and layout of the choices and stems.

9. When blanks (_____) are used, they must be of the same length to ensure uniformity and to avoid giving clues to the learners.

10. Here is a sample format for the header:

Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OFFICE OF PAMPANGA

FIRST QUARTER EXAMINATION IN MATHEMATICS 7
School Year 2025-2026

Name: _____   Date: _____
Grade & Section: _____   Score: _____

Enclosure No. 4 to Division Memorandum No. ___, s. 2025

PRESCRIBED FORMAT FOR THE TABLE OF SPECIFICATIONS (TOS)

| No. | Learning Competencies | No. of Days Taught | Percentage (%) | No. of Items | Bloom's Taxonomy (Cognitive Level) | | | | | |
| | | | | | Easy (30%) | | Average (60%) | | Difficult (10%) | |
					Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
	Total									

Enclosure No. 5 to Division Memorandum No. ___, s. 2025

CHECKLIST FOR THE EVALUATION OF TEACHER-MADE QUARTERLY EXAMINATIONS

Directions: Please put a check mark (✓) on the column that corresponds to your observation, review, or evaluation. Indicate your action taken on the Non-Evident Items under the Remarks column.

ITEMS	EVIDENT	NOT EVIDENT	REMARKS
A. General Item Writing (Procedural)			
1. The teacher prepared the Table of Specifications (TOS) before writing the test items.			
2. The TOS was a two-way grid and followed the prescribed format shared by the division.			
3. The test items adhered to the 30-60-10 rule (30% easy, 60% average, and 10% difficult).			
4. The teacher used either the "best answer" or "correct answer" format.			
5. The teacher avoided complex multiple-choice formats (Type K) such as "A and D," "A and C," "All of the above," "None of the above," and "A, B, and C."			
6. The items were formatted vertically, not horizontally.			
7. The items were constructed with consistent attention to good grammar, punctuation, and spelling.			
8. The teacher minimized examinee reading time by carefully phrasing each item.			
9. The teacher avoided tricky items that might mislead or deceive examinees into answering incorrectly.			
B. General Item Writing (Content Concerns)			
1. Based on the Most Essential Learning Competencies of the K to 12 Curriculum.			
2. Focused on a single problem.			
3. Kept the vocabulary consistent with the examinees' level of understanding.			
4. Avoided cuing one item with another and ensured that items were independent of each other.			
5. Used the author's examples as a basis for developing items.			
6. Avoided textbook and verbatim phrasing when developing items.			

7. Avoided items based on opinions.			
8. Used multiple-choice questions to measure higher-level thinking.			
9. Tested for significant material and avoided trivial material.			
C. Stem Construction			
1. Stated the stem in either question or completion form.			
2. When using the completion format, did not leave a blank at the beginning or middle of the stem.			
3. Ensured that the directions in the stem are clear and that the wording lets the examinee know exactly what is being asked.			
4. Worded the stem positively and avoided negative phrasing.			
5. Included the central idea and most of the phrasing in the stem.			
D. General Option Development			
1. Used as many options as feasible; more options are desirable.			
2. Placed options in logical or numerical order.			
3. Kept options independent; they should not overlap.			
4. Ensured all options in an item are homogeneous in content.			
5. Maintained a fairly consistent length for all options.			
6. Phrased options positively, not negatively.			
7. Avoided distractors that could give clues to test-wise examinees, such as clang associations, absurd options, formal prompts, or semantic clues (overly specific or overly general).			
8. Avoided giving clues through faulty grammatical construction.			
9. Avoided using specific determiners such as "never" and "always."			
E. Correct Option Development			
1. Positioned the correct option so that it appears about the same number of times for each possible position for a set of items.			
2. Ensured that there is only one correct option.			
F. Distractor Development			
1. Used plausible distractors; avoided illogical distractors.			
2. Incorporated common errors made by students into distractors.			
3. Avoided technically phrased distractors.			

4. Used familiar yet incorrect phrases as distractors.			
5. Used true statements that do not correctly answer the item.			

Note: This checklist was adapted from item writing guidelines (nova.edu).

Reviewed and evaluated by:

_____
Printed Name and Signature

_____
Designation (School Head, Head Teacher, or Master Teacher)

_____
Date

Conforme:

_____
Signature Over the Printed Name of the Teacher

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Enclosure No. 6 to Division Memorandum No. ___, s. 2025

MONITORING TOOL FOR THE ADMINISTRATION OF THE PRE-TEST AND POST-TEST ASSESSMENTS AND QUARTERLY EXAMINATIONS FOR SY 2025-2026

Testing Program: **FIRST QUARTER EXAMINATIONS**

School: _____

District/Cluster: _____

Grade Level	Total No. of Enrolment			Actual Test Takers			No. of Learners who did not take the First Quarter Examination			Reasons for not taking the First Quarter Examination
	M	F	T	M	F	T	M	F	T	
Grade 1										
Grade 2										
Grade 3										
Grade 4										
Grade 5										
Grade 6										
Grade 7										
Grade 8										
Grade 9										
Grade 10										
Grade 11										
Grade 12										

Legend: M-Male, F-Female, T-Total

Issues and Concerns

A. Assessment Tools

Issues and Concerns	Action Taken

B. Printing and Reproduction of Assessment Tools

Issues and Concerns	Action Taken

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C. Actual Conduct of the First Quarter Examination

Issues and Concerns	Action Taken

Comments/Suggestions/Recommendations to improve the test administration:

_____
_____
_____
_____
_____
_____

Monitored by:

_____
Printed Name and Signature of the Monitoring Official

_____
Designation

_____
Date

Conforme:

_____
Signature Over the Printed Name of the School Head