



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

July 8, 2026

DIVISION MEMORANDUM

No. ~~407~~, s. 2026

**ADMINISTRATION OF SUMMATIVE TESTS AND TERM EXAMINATIONS
FOR SCHOOL YEAR 2026-2027**

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. 009, s. 2026, titled "*Guidelines on the Implementation of the Three-Term School Calendar in Basic Education*," and DepEd Order No. 015, s. 2026, titled "*Revised Guidelines on Classroom Assessment, Grading System, and Awards and Recognition for the K to 12 Basic Education Program*," this Office reminds all public elementary and secondary schools to administer the Summative Tests (STs) and Term Examinations (TEs) according to the following schedule:

TERM	ASSESSMENT	SCHEDULE
Term 1	Summative Test (ST) 1	July 6, 2026
	Summative Test (ST) 2	July 28, 2026
	Term Examination (TE) 1	August 28 & September 1, 2026
Term 2	Summative Test (ST) 1	October 7, 2026
	Summative Test (ST) 2	October 29, 2026
	Term Examination (TE) 2	December 3-4, 2026
Term 3	Summative Test (ST) 1	January 25, 2027
	Summative Test (ST) 2	February 16, 2027
	Term Examination (TE) 3	March 15-16, 2027 (Moving Up/Graduating Learners)
		March 22-23, 2027 (Other Grade Levels)

2. As stipulated in the *Revised Guidelines on Classroom Assessment, Grading System, and Awards and Recognition for the K to 12 Basic Education Program*, examinations such as the STs and TEs shall be teacher-made, competency-aligned, and based on the lessons actually covered. These examinations shall be guided by the teachers' Table of Specifications (TOS). The STs and TEs shall be administered at key points within each term to support the cumulative evaluation of learning. The first ST shall generally cover lessons taught during the first fifteen (15) instructional days of the term and shall be administered around the sixteenth (16th) instructional day, while the second ST shall cover lessons taught during



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the succeeding fifteen (15) instructional days and may be administered around the thirty-second (32nd) instructional day. The TE shall be administered during the final instructional days of the term and shall primarily assess competencies taught after the second ST while also including selected critical or least-mastered competencies from earlier parts of the term.

3. The STs and TEs shall observe the developmental progression of summative assessment across the key stages, as shown below:

Key Stage	Summative Tests (STs) Provision	Term Examinations (TEs) Provision	Number of Items
KS1 (Kindergarten)	• Not administered. • Assessment shall follow an integrated and developmentally appropriate approach consistent with the Tracking Our Progress (TOP) Kindergarten framework. • Prioritize holistic development using observational, oral, performance-based, and narrative forms of assessment instead of formal written tests.	• No Term Examination (TE).	STs: Not Applicable TE: Not Applicable
KS1 (Grades 1-3)	• Summative assessment shall remain integrated, manageable, and developmentally appropriate. • Teachers have the discretion to determine the quantity of sufficient assessments needed while avoiding assessment overload. • Formal written tests shall be limited and developmentally appropriate. • When administered, STs shall use both selected-response and constructed-response items.	• May be administered for a selected learning area, if developmentally appropriate. • Use age-appropriate selected-response and constructed-response items. • The number of items shall be minimal and teacher-determined.	STs: Shall not exceed 15 items (Set by SDO) TE: 30 items (Set by SDO)
KS2 (Grades 4-6)	• Use both selected-response and constructed-response items. • Maintain age-appropriate complexity. • Align assessment tasks, where appropriate, with national and international large-scale assessments (e.g., NAT, SEA-PLM, TIMSS).	• Required; serves as a cumulative assessment aligned with the learning competencies. • Include selected critical or least-mastered competencies from earlier parts of the term, where appropriate. • Align assessment tasks, where appropriate, with national and international large-scale assessments (e.g., NAT, SEA-PLM, TIMSS).	STs: Shall not exceed 20 items TE: 40 items



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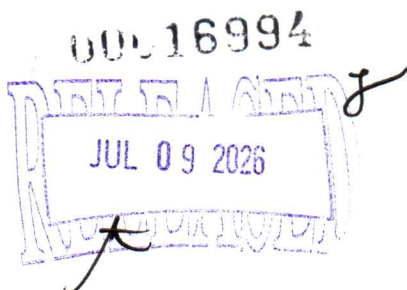
KS3 (Grades 7-10)	• Assess understanding, reasoning, abstraction, and higher-order thinking skills (HOTS). • Use both selected-response and constructed-response items. • Align assessment tasks, where appropriate, with national and international large-scale assessments (e.g., NAT, PISA, TIMSS).	• Required; serves as a cumulative assessment. • Includes higher-order thinking skills (HOTS). • Align assessment tasks, where appropriate, with national and international large-scale assessments (e.g., NAT, PISA, TIMSS).	STs: Shall not exceed 25 items TE: 50 items
KS4 (Grades 11-12)	• Assess integrated competencies and readiness for higher education, employment, or entrepreneurship. • Use authentic, competency-based, and discipline-specific assessment tasks. • Align assessment tasks, where appropriate, with national and international large-scale assessments (e.g., NAT, PISA).	• Required; competency-based and discipline-specific. • Assess integrated competencies and readiness for higher education or workplace contexts. • Use authentic assessment tasks that reflect real-world applications. • Align assessment tasks, where appropriate, with national and international large-scale assessments (e.g., NAT, PISA).	STs: Shall not exceed 30 items TE: 60 items

4. The use of digital tools, including Artificial Intelligence (AI), in the development and administration of the STs and TEs shall uphold the integrity of classroom assessment and be guided by the provisions of DepEd Order No. 003, s. 2026 and DepEd Order No. 015, s. 2026. Teachers shall exercise professional judgment in the appropriate use of AI for assessment design and analysis while ensuring that assessment tasks remain competency-aligned, valid, reliable, fair, and developmentally appropriate. Schools shall likewise ensure that the use of AI and other digital technologies adheres to the principles of authenticity of evidence, alignment with intended learning outcomes, transparency and disclosure, equity and access, and data privacy and protection.
5. School heads, head teachers, department heads, and master teachers are requested to review, check, and provide technical assistance on the STs and TEs prepared by their teachers before printing. They shall accomplish one (1) checklist per teacher, regardless of the number of STs and TEs prepared.
6. Schools shall be responsible for the printing and reproduction of the STs and TEs. The expenses incurred for printing and reproduction shall be charged against the School Maintenance and Other Operating Expenses (MOOE) and other available local funds, subject to the usual accounting and auditing rules and regulations.



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7. The conversion of the Summative Tests (STs) and Term Examinations (TEs) into a computer-based format is highly encouraged for schools with the necessary capacity, facilities, and technological resources. However, the use of Google Forms or other digital assessment platforms shall be closely monitored by teachers to ensure the integrity, fairness, and confidentiality of the assessment process. Teachers shall ensure that learners accomplish the assessments independently and without unauthorized assistance. Appropriate measures shall be implemented to minimize academic dishonesty, including the use of secure assessment settings, time limits, randomized questions and answer choices, and active supervision throughout the administration of the assessments. Schools shall likewise ensure that all learners are provided with equitable access to the required devices, internet connectivity, and technical support to facilitate the smooth administration of computer-based assessments.
8. School heads are advised to impose mechanisms for the proper administration of STs and TEs, ensuring that learners follow the time allotment per grade level and key stage.
9. The test results may be used to design appropriate intervention strategies and serve as a basis for school-based intervention programs, research, and other initiatives aimed at improving learners' academic performance.
10. Should there be any questions or clarifications regarding this activity, you may contact the Learning Area Education Program Supervisors of the Curriculum Implementation Division.
11. See the Enclosures for the following: (1) List of Assigned Monitoring Supervisors; (2) Sample Technical Layout of the Summative Tests and Term Examinations; (3) Prescribed Format for the Table of Specifications (TOS); (4) Checklist for the Evaluation of Teacher-Made Summative Tests and Term Examinations; and (5) Monitoring Tool for the Administration of Summative Tests and Term Examinations. The accomplished monitoring tool shall be encoded in the Google Sheet provided by the Division Testing Coordinator for consolidation.
12. This Memorandum shall serve as the official travel authority for all personnel involved in this activity.
13. Immediate and wide dissemination of this Memorandum is earnestly desired.



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



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Enclosure No. 1 to Division Memorandum No. ___, s. 2026

**LIST OF ASSIGNED MONITORING SUPERVISORS FOR THE ADMINISTRATION
OF SUMMATIVE TESTS AND TERM EXAMINATIONS
FOR SCHOOL YEAR 2026–2027**

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



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Enclosure No. 2 to Division Memorandum No. ___, s. 2026

TECHNICAL LAYOUT OF THE SUMMATIVE TESTS AND TERM EXAMINATIONS

1. The total number of items per key stage is as follows:

Key Stage	Total Number of Items	
	STs	TEs
KS1 (Grades 1-3)	Shall not exceed 15 items (Set by SDO)	30 items (Set by SDO)
KS2 (Grades 4-6)	Shall not exceed 20 items	40 items
KS3 (Grades 7-10)	Shall not exceed 25 items	50 items
KS4 (Grades 11-12)	Shall not exceed 30 items	60 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.



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10. Here is a sample format for the header:



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FIRST SUMMATIVE TEST IN MATHEMATICS 7
School Year 2026-2027

Name: _____
Grade & Section: _____

Date: _____
Score: _____



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TERM 1 EXAMINATION IN MATHEMATICS 7
School Year 2026-2027

Name: _____
Grade & Section: _____

Date: _____
Score: _____



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Enclosure No. 3 to Division Memorandum No. ____, s. 2026

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										

Prepared by:

Name of Teacher

Position

Checked and Reviewed by:

Name of Master Teacher/Head Teacher/Department Head/School Head

Position



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Enclosure No. 4 to Division Memorandum No. ___, s. 2026

**CHECKLIST FOR THE EVALUATION OF TEACHER-MADE SUMMATIVE TESTS
AND TERM 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 Learning Competencies of the Revised 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.			



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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.			



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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

Position (School Head, Head Teacher, Department Head, or Master Teacher)

Date

Conforme:

Signature over Printed Name of the Teacher



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

**MONITORING TOOL FOR THE ADMINISTRATION OF SUMMATIVE TESTS AND
TERM EXAMINATIONS FOR SCHOOL YEAR 2026-2027**

Testing Program: **TERM 1 EXAMINATION**

School: _____

District/Cluster: _____

Grade Level	Total No. of Enrolment			Actual Test Takers			No. of Learners who did not take the Term 1 Examination			Reasons for not taking the Term 1 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 Term 1 Examination

Issues and Concerns	Action Taken

Comments/Suggestions/Recommendations to improve the test administration:

Monitored by:

Printed Name and Signature of the Monitoring Official

Position

Date

Conforme:

Signature over Printed Name of the School Head