



Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF DAGUPAN CITY

No.:

DepEd SDO Dagupan City
RECORDS OFFICE

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Office of the Schools Division
Superintendent

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DIVISION MEMORANDUM

No. 360, s. 2026

**GUIDELINES ON THE PREPARATION, QUALITY ASSURANCE, SUBMISSION, AND
CLEARING OF FORMATIVE AND SUMMATIVE ASSESSMENTS
FOR SCHOOL-BASED ASSESSMENTS**

To: Assistant Schools Division Superintendent
Chief Education Supervisors, CID and SGOD
Education Program Supervisors
Public Schools District Supervisors
School Heads Public Elementary & Secondary Schools
All other concerned

1. Pursuant to DepEd Order No. 015, s. 2026 titled "Revised Guidelines on Classroom Assessment, Grading System, and Awards and Recognition", this Office hereby issues the following guidelines to ensure quality, validity, reliability, and uniformity in the preparation and administration of formative and summative assessments in all public schools within the Schools Division.

2. In line with the Schools Division Office of Dagupan City's commitment to improving learner assessment and ensuring standards-based instruction, all schools shall strictly adhere to the prescribed assessment procedures and quality assurance mechanisms set forth in this Memorandum which aims to:

- a. Ensure that all test questions are properly aligned with the prescribed learning competencies, learning objectives, and curriculum standards to accurately measure learners' achievement of the intended learning outcomes;
- b. Establish standards and specifications for the development of Term Examination (TE) and Summative Test (ST) questions to address the observations during the recently conducted carpet supervision to all schools;
- c. Establish schedules for the submission, review, approval, and quality assurance of assessment tools, and to define the accountability and clearing protocols of all personnel involved in the assessment process.



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3. Examinations such as the Summative Test (ST) and Term Examination (TE) shall be **teacher-made, competency-aligned, and based on the lessons actually covered.** Furthermore, **departmentalized examinations shall not be allowed** to ensure that assessment remains contextualized to the specific instruction and pacing of each class which are bound by the Budget of Works (BOW).

4. For the Elementary level, the TOS and Term Examination (TE) test questions shall be reviewed and validated by the MT, SH, and PSDS only. For the Secondary level and Special Programs, the TOS and TE test questions shall pass the quality assurance process and PSDS review and shall be validated by EPS. All submissions to the EPS must be sent through the official email of the concerned PSDS. For Summative Test (ST) does not require a TOS but must still undergo school-level quality assurance. The ST may include multiple-choice, short-answer, essay, performance-based, and other appropriate assessment formats. Please refer to the table below.

Assessment/ Examination	Level	Quality Assurance Process	Final Approving Authority	Outputs
Term Examination (TE)	Elementary	TOS and test questions undergo review and validation indicated below: Teacher ↓ Master Teacher ↓ School Head ↓ Public Schools District Supervisor (PSDS)	Public Schools District Supervisors (PSDS)	Quality assured and validated TOS and test questions ready for school level reproduction.
Term Examination (TE)	Secondary & Special Programs	TOS and test questions undergo review	Education Program Supervisor (EPS)	Quality assured and validated TOS and test questions ready



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		and validation indicated below:	for content validation	for school level reproduction.
		Teacher ↓ Master Teacher/ Department Head ↓ School Head ↓ Public Schools District Supervisor (PSDS) ↓ Education Program Supervisor (EPS)		

5. As to the number of items please refer to the table from DepEd Order No. 015 series 2026 titled “Revised Guidelines on Classroom Assessment, Grading System, and Awards and Recognition”.

Key Stage	Term Examination Provision	Number of Items*
KS1 (Kindergarten)	No TE	Not applicable
KS1 (Grades 1 to 3)	May be administered for a selected learning area, if developmentally appropriate.	Minimal and teacher determined
KS2 (Grades 4-6)	Required; cumulative assessment aligned with competencies	40 items
KS3 (Grades 7-10)	Required; includes higher thinking skills	50 items
KS4 (Grades 11-12)	Required; competency-based and disciplined specific	60 items



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6. For uniformity purposes and to address the observations during the carpet supervision that templates and formats of test questions differ from one school to another the following specifications shall be followed:

Key Stage	Grades	Specifications	Illustrations/ Graphs
1	Grades 1- 2	Font Size: 16 Font Style: Alphabeto Spacing: 1.15 Size of Bond Paper for Test Questions: Long (8.5 x 13) Size of Bond Paper for TOS: A4	1. Illustrations, graphs, maps, and other visual materials should be of sufficient size for learners to view easily. 2. Ensure that all images are clear, readable, and appropriately scaled to support effective learning and comprehension.
	Grade 3	Font Size: 14 Font Style: Alphabeto Spacing: 1.15 Size of Bond Paper for Test Questions: Long (8.5 x 13) Size of Bond Paper for TOS: A4	
2	Grades 4-6	Font Size: 11 Font Style: Bookman Old Style Spacing: 1.15 Size of Bond Paper for Test Questions: Long (8.5 x 13) Size of Bond Paper for TOS: A4	3. Instructions shall clearly and specifically state the required task or response, such as indicating the exact color to use when coloring a drawing.
3	Grades 7-10	Font Size: 11 Font Style: Bookman Old Style Spacing: 1.15 Size of Bond Paper for Test Questions: Long (8.5 x 13) Size of Bond Paper for TOS: A4	
4	Grades 11-12	Font Size: 11 Font Style: Bookman Old Style Spacing: 1.15 Size of Bond Paper for Test Questions: Long (8.5 x 13) Size of Bond Paper for TOS: A4	



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7. Teachers are not limited to the use of multiple-choice test items. They are encouraged to develop assessment tasks aligned with the formats and cognitive demands of the National Achievement Test (NAT) and the Programme for International Student Assessment (PISA), including items with clear stems, contextualized situations, and relevant illustrations. Essay or constructed-response items may also be included, provided that the corresponding scoring rubrics are attached to the TOS upon submission.

8. Teachers may use Artificial Intelligence (AI) in the development of test questions, provided that such use strictly adheres to DepEd Order No. 003, s. 2026, "Foundational Guidelines on Artificial Intelligence (AI) in Basic Education." AI-generated test items shall be subject to careful review and validation by the teacher to ensure their accuracy, appropriateness, and alignment with the prescribed learning competencies. Teachers must also verify that the questions are suited to the learners' context, needs, and level of understanding before inclusion in any assessment.

9. For multiple-choice test items, teachers shall adhere to the following guidelines:

- a. The test questions shall be arranged in increasing order of difficulty, beginning with easy items and gradually progressing to more challenging ones. This sequencing allows learners to build confidence at the start of the assessment, ease into the task, and better demonstrate understanding as they encounter more complex questions toward the end;
- b. Arrange options from left to right whenever possible to promote readability and efficient use of space;
- c. For words, phrases, or clauses, arrange options from shortest to longest, provided this does not reveal the correct answer; and
- d. Arrange numerical options from least to greatest and verbal options alphabetically or in a logical order.

10. Test questions in Good Manners and Right Conduct (GMRC) and Values Education shall emphasize the application of key concepts and values in real-life situations. Items should assess learners' ability to demonstrate sound judgment, ethical decision-



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making, and appropriate behavior rather than merely recalling or identifying the definitions of values.

11. To ensure the quality, validity, and reliability of assessment tools, a minimum of one (1) week before the scheduled Term Examination shall be allotted for the quality assurance, review, and validation of test questions by the PSDS and EPS. Following the completion of the validation process, an additional one (1) week shall be allocated for the reproduction, packaging, and preparation of the approved test materials prior to administration. Please refer to the schedule below:

Term (As per DO 009 series 2026)	Schedule of Term Examination (As per DO 009 series 2026)	Submission of Test Questions to PSDS & EPS (Checking & Validation)	Days Allotment for Reproduction of Test Questions in the School Level.
1	August 28, 2026 & September 1, 2026	August 14-20 2026 (5 days excluding Saturday & Sunday))	August 22-28, 2026 (5 days excluding Saturday & Sunday)
2	December 3-4, 2026	November 18-24, 2026 (5 days excluding Saturday & Sunday)	November 25 – December 1, 2026 (5 days excluding Saturday & Sunday)
3	March 15-16, 2027	March 2-6, 2027 (5 working days)	March 9-13, 2027 (5 working days)

12. Schools are encouraged to use in-house printing for Summative Tests due to the limited number of items and cost efficiency. For Term Examinations, printing expenses shall be subjected to the usual accounting, auditing, and procurement rules and regulations. Schools may decide on the most appropriate reproduction method for Term Examinations based on available resources and printing capacity.

13. The Schools Division Office also reiterates the clearing protocols for quality assurance of test questions. The signatures of the assigned Master Teachers, School Heads, PSDS, and EPS on the test materials signify that the items have undergone quality assurance and that they assume accountability for the same, should any concerns arise.

14. The Mean Percentage Score (MPS), Least Mastered Competencies (LMC), and Learners' Performance (LP) shall be uploaded to <https://tinyurl.com/SDO-DC->



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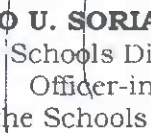
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MPSLMCLP-2627, two (2) weeks after the Term Examination for consolidation, analysis, and reporting purposes.

15. For inquiries, concerned teachers and school heads may coordinate with the Curriculum Implementation Division (CID) of SDO Dagupan City and seek assistance from the CID Chief Education Supervisor Maria Linda R. Ventenilla or any available Learning Area Supervisors for appropriate guidance and resolution of concerns.

16. Immediate and widest dissemination of and compliance with this memorandum are desired.


MARCIANO U. SORIANO JR. PhD, CESO VI
Assistant Schools Division Superintendent
Officer-in-Charge
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