



Republic of the Philippines

Department of Education
SCHOOLS DIVISION OF MARINDUQUE

Office of the Schools Division Superintendent

August 13, 2026

DIVISION MEMORANDUM

No. 079, s. 2026

**PREPARATION, SUBMISSION, AND VALIDATION OF THE PROGRAM SUMMIT
PRIORITY AND VALIDATION TOOL**

TO: Asst. Schools Division Superintendent
Chief Education Supervisor, CID
Education Program Supervisors
Public Schools District Supervisors
School Heads, Public Elementary, Secondary, and Integrated Schools
All Others Concerned

1. In line with the Division's continuing efforts to use assessment evidence in identifying and addressing priority learning needs, all schools are directed to prepare, submit, and facilitate the validation of the Program SUMMIT Priority and Validation Tool. The tool shall consolidate priority learners, least-mastered competencies, teachers requiring focused technical assistance, and the validation methods used as bases for targeted interventions and monitoring.
2. The tool covers the applicable assessment and grade-level worksheets for CRLA Grades 1 to 3, Phil-IRI Grades 4 to 12, SHS Literacy, RMA Elementary to Junior High School, and SHS Numeracy Grades 11 and 12. Schools shall accomplish only the worksheet or worksheets applicable to their offered grade levels and available official assessment results
3. The activity specifically aims to:
 - a. identify learners who require immediate, differentiated, or sustained learning support;
 - b. determine the top three least-mastered competencies and the likely evidence-based causes of the identified gaps;
 - c. identify teachers who need focused coaching, mentoring, Learning Action Cell support, or other technical assistance; and
 - d. validate school-level findings before these are used for intervention planning, resource allocation, and progress monitoring.
4. In preparing the tool, schools shall observe the following requirements:

Requirement	Directions
Source data	Use official assessment results for the assessment period indicated in the selected worksheet. Entries



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	shall be traceable to school records and shall not be based on assumptions.
Priority learners	Include only learners within the priority proficiency or reading classifications printed in the applicable worksheet. Complete all required learner fields and use one row per learner.
Priority competencies	Enter the top three least-mastered competencies based on consolidated results. For each competency, provide a concise possible cause and a specific, feasible, and measurable intervention.
Priority teachers	List only teachers whose instructional challenges and technical assistance needs are supported by learner results, classroom evidence, or professional discussion.
Data privacy	Treat learner-level information as confidential. The accomplished file shall be accessed, transmitted, and stored only by authorized personnel and through the prescribed official channel.

5. The following personnel shall perform the corresponding responsibilities:

Responsible Person/Office	Responsibility
Teacher or designated school focal person	Prepare accurate learner-level and competency entries; provide the supporting records; and sign under "Prepared by."
School Head	Review the completeness, consistency, and accuracy of Parts I to III; facilitate school-level discussion and correction of entries; ensure appropriate interventions are identified; and sign under "Reviewed by."
PSDSs	Provide technical guidance to schools, coordinate submission, and monitor correction of incomplete or inconsistent entries.
PSDSs and EPSs	Validate the priority findings using the applicable methods in the tool; confirm or refine technical assistance needs and recommended interventions; and sign under "Validated by."
CID Program SUMMIT Team	Consolidate submissions, maintain secure records, identify Division-wide priorities, and prepare the technical assistance and monitoring plan for approval.

6. Validation shall determine whether the reported priority learners, competencies, instructional challenges, learning needs, interventions, and technical assistance requirements are sufficiently supported by evidence. Validators shall use one or more methods listed in the tool, including data review, school visits, LAC discussions, focus group discussions, classroom observations, interviews with the School Head or teachers, and other appropriate methods. Evidence shall be triangulated whenever data review alone is insufficient.

7. After validation, each learner entry shall be marked as Validated, For Further Validation, or Not Validated, as applicable. All validation methods actually used shall be ticked in the Validation Results section. Entries requiring correction or additional evidence shall be returned to the school for immediate action before final acceptance.

8. Schools shall observe the following submission arrangements:

Submission Stage	Responsible Office/Person	Deadline/Channel
School preparation and internal review	Teacher or focal person and School Head	August 17-20, 2026
Submission of corrected final file	School Head	August 21, 2026
Division validation and consolidation	CID Supervisors	August 24 – October 23, 2026

9. The electronic file shall be submitted in editable Excel format using the prescribed template. The recommended file name is SchoolName_AssessmentType_ProgramSUMMIT_PriorityValidation_SY2026-2027.xlsx at cid.sdomarinduque@deped.gov.ph. Schools shall retain a secured copy of the submitted and validated file together with the supporting records used in its preparation.

10. The procedure for the accomplishment of the Program SUMMIT Priority and Validation Tool is attached and shall guide all concerned in completing the required fields, identifying appropriate entries, assigning responsibilities, and carrying out the final quality check before submission.

11. School Heads shall ensure the accuracy and completeness of submissions. Supervisors and validators shall provide immediate technical assistance when recurring issues with data, interpretation, or intervention planning are observed. Validated results shall be used for school, district, and division planning and not merely for compliance or reporting purposes.

12. Immediate dissemination of and strict compliance with this Memorandum are directed.

LYNN G. MENDOZA, EdD
OIC, Schools Division Superintendent

Encl.: As stated

Reference: None

To be indicated in the Division Perpetual Index

Under the following subjects

ASSESSMENT
SCHOOL

LEARNERS
TEACHERS

PROGRAMS AND PROJECTS

CID/JMC/Priority and Validation Tool/ August 13, 2026



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**PROCEDURE IN THE ACCOMPLISHMENT OF THE PROGRAM SUMMIT
PRIORITY AND VALIDATION TOOL**

Purpose. To provide schools and validators with one clear, evidence-based process for identifying priority learners, competencies, and teachers, and for documenting the corresponding validation results and interventions.

A. Coverage and General Rules

- Use only the worksheet applicable to the assessment and grade level: SHS Numeracy Grade 11 or 12, RMA Elementary to JHS, SHS Literacy, CRLA Grades 1-3, or Phil-IRI Grades 4-12, downloadable at [Program SUMMIT Priority & Validation Tool - Google Drive](#).
- Accomplish the tool using the official assessment results for the indicated assessment period. Do not combine results from different assessment tools in one worksheet.
- Encode only learners who fall within the priority proficiency classifications shown in the selected worksheet. Add rows only when necessary.
- Use concise, specific, and evidence-based entries. Protect learner information and limit access to authorized personnel.

B. Records to Prepare

Required Record	Minimum Information Needed
Official assessment result	Learner name, grade level, score or mean score, and proficiency or reading level
Competency analysis	Least-mastered competencies and supporting item or domain results
Teacher or class record	Responsible teacher, subject or grade handled, and documented instructional challenge
Validation evidence	Data review notes, LAC or FGD records, observation notes, interviews, school visit records, or other relevant evidence

C. Procedure

1. **Select and label the correct worksheet.**
 - Indicate the school and district, when applicable.
 - Verify the assessment type, assessment period, and learning area before encoding.
2. **Complete Part I: Priority Learners.**
 - For each learner, enter the grade level, responsible teacher, score or mean score, proficiency level, weakest competency, and identified learning need.
 - Use one row per learner.
 - Leave Validation Status pending for the CID Supervisors' accomplishment.
3. **Complete Part II: Priority Competencies.**
 - From the consolidated results, identify the top three least-mastered competencies.

- State the most likely evidence-based cause for each and a practical intervention with a clear focus, responsible person, and intended schedule or monitoring point.
- 4. Complete Part III: Priority Teachers.**
 - List only teachers who require focused support based on learner results and validated instructional challenges.
 - Specify the exact technical assistance needed, such as content coaching, lesson planning, assessment, differentiation, remediation, or reading or numeracy intervention.
 - 5. Review the entries.**
 - The School Head reviews the source data and checks the accuracy and completeness of Parts I to III.
 - 6. Submit and use the results.**
 - Submit the accomplished school consolidated file through the prescribed channel and retain a school copy.
 - The teacher signs as Prepared by, and the School Head as Reviewed by.
 - Use the prepared and reviewed priorities as basis for intervention planning, LAC sessions, coaching, technical assistance, resource allocation, and progress monitoring
 - 7. Validate the results.**
 - The CID Supervisor validates through one or more applicable methods listed in the tool.
 - Triangulate evidence whenever a finding cannot be established through data review alone.
 - Mark each learner entry as Validated, For Further Validation, or Not Validated, as appropriate.
 - In the Validation Results section labeled Part IV in the tool, tick all methods actually used
 - The CID Supervisor signs as Validated by, with the date of completion.

D. Quick Decision Guide

Field	Enter	Do Not Enter
Weakest competency	The specific lowest-performing competency or skill supported by results	A broad label such as "Mathematics" or "Reading"
Identified learning need	The skill gaps the learner must address	A diagnosis or unsupported assumption
Possible cause or reason	A concise cause supported by records, observation, or discussion	Blame statements or personal judgments
Recommended intervention	A feasible and targeted action matched to the identified need	A generic entry such as "remediate" without focus

Technical assistance needed	Specific support to improve instruction	A general request such as “training” without topic or purpose
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E. Roles and Accountability

Responsible Person	Key Responsibility
Teacher	Prepares accurate learner-level entries, identifies needs and competencies, and provides supporting records.
School Head	Reviews completeness and accuracy, facilitates school-level validation, and ensures interventions are actionable.
CID Supervisor	Validates priority findings, confirms or refines technical assistance needs, and guides follow-through and monitoring.

F. Final Quality Check Before Submission

- ☐ Correct worksheet and assessment period used
- ☐ All required fields completed and source data matched
- ☐ Top three least-mastered competencies are supported by results
- ☐ Interventions and technical assistance are specific and responsive
- ☐ Validation methods used are properly ticked
- ☐ Validation status is completed for each listed learner
- ☐ Required signatures and date are complete
- ☐ File name follows the prescribed naming convention and learner data are protected

Suggested Filename

SchoolName_AssessmentType_ProgramSUMMIT_PriorityValidation_SY2026-2027.xlsx