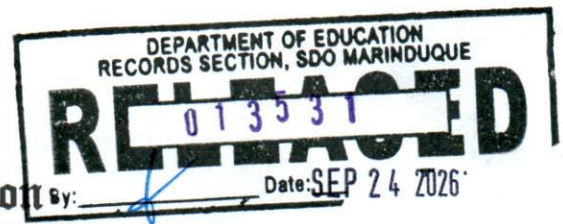




Republic of the Philippines

Department of Education
SCHOOLS DIVISION OF MARINDUQUE



Office of the Schools Division Superintendent

September 22, 2026

DIVISION MEMORANDUM

No. 189s. 2026

**DEVELOPMENT AND QUALITY ASSURANCE OF THE TERM 2 ASSESSMENT
FOR GRADES 1-12 FOR SY 2026-2027**

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

1. Pursuant to DepEd Order No. 15, s. 2026, otherwise known as the Revised Guidelines on Classroom Assessment, Grading System, and Awards and Recognition for the K to 12 Basic Education Program, and in support of standards-based classroom assessment, the Schools Division Office of Marinduque, through the Curriculum Implementation Division, shall undertake the Development and Quality Assurance of the Term 2 Assessment for Grades 1-12 for School Year 2026-2027.

2. The development process shall begin from Week 7 onwards to allow Weeks 1 to 6 teaching and learning evidence to inform the school-based component of the assessment. The Division-developed component shall cover the prescribed Week 7 onwards competencies and shall undergo the established review, validation, editing, and quality assurance process. Virtual Orientation to all School Heads, Testing Coordinators and members of the Development and Management Team shall be held on October 3, 2026 (Saturday), 8:30 AM to 11:30 AM via MS Teams link: <https://tinyurl.com/SDO-DEVT-QA-Second-Term-Exam>.

3. The Term 2 Assessment shall use a 70%-30% test composition. Seventy percent (70%) of the total number of test items/content shall be Division-developed. The remaining thirty percent (30%) shall be teacher-made items based on the least mastered skills/competencies from Weeks 1 to 6. Schools/teachers shall identify the least mastered competencies using available classroom assessment evidence and ensure that the teacher-made items are aligned with the identified competencies and the applicable Table of Specifications (TOS).

4. This activity aims to:

- develop quality-assured Term 2 assessment tools aligned with the applicable curriculum standards and guides;
- ensure validity, reliability, fairness, appropriateness, and clear alignment of assessment items with intended learning competencies;

- use least mastered skills/competencies from Weeks 1 to 6 as the basis for the 30% teacher-made component;
 - strengthen collaboration among learning area supervisors, school leaders, test constructors, and validators; and
 - prepare final assessment packages ready for reproduction, distribution, and administration.
5. Participants in the development and quality assurance process shall include Education Program Supervisors, Public Schools District Supervisors, Project Development Officer II (LRMS), select School Heads, Master Teachers, and teachers identified by the Learning Area Supervisors as Test Constructors and Validators. Selection shall consider subject-matter expertise, assessment development experience, and relevant training.
6. Expected output includes:
- approved Table of Specifications (TOS) for the Division-developed component;
 - initial and revised pools of Term 2 assessment items;
 - quality assurance feedback/validation reports;
 - answer keys and test administration guidelines, as applicable; and
 - camera-ready, approved assessment packages for reproduction and implementation.
7. The development and quality assurance activities shall follow the timeline in Enclosure No. 1 and the distribution of test items in Enclosure No. 2. Learning Area Supervisors shall coordinate assignments, submission schedules, internal review, and quality assurance requirements within their respective learning areas.
8. All test manuscripts, answer keys, TOS, validation documents, and related assessment materials shall be treated as confidential and handled only by authorized personnel throughout development, quality assurance, reproduction, distribution, and administration phases.
9. To ensure that instructional time and the delivery of teaching-learning activities are not disrupted, all activities pertaining to the development, review, revision, validation, quality assurance, editing, formatting, and proofreading of the Term 2 Assessment shall be undertaken beyond instructional time and through a fully asynchronous modality. No participating teacher shall be required to leave or suspend regular classroom instruction to perform assessment development and quality assurance tasks. Face-to-face activities shall be limited to printing/reproduction and packaging, distribution of assessment materials, and the actual administration of the End-of-Term Assessment, as indicated in the approved activity timeline.
10. The Schools Division Office shall ensure that the implementation of this activity does not adversely affect instructional time. Participants who render authorized services beyond their regular working and/or instructional hours for the development, evaluation, validation, and quality assurance of the assessment tools shall be granted the corresponding service credits, subject to existing DepEd policies, rules, and regulations. The number of service credits to be granted shall be based on the actual and duly documented time rendered for the authorized activities.

11. The list of the Development and Management Team, including specific assignments, shall be issued in a separate memorandum.
12. Immediate and widest dissemination of this Memorandum is desired.

RONNIE S. MALLARI, PhD, CESO III
Regional Director
Concurrent, Officer-In-Charge
Office of the Schools Division Superintendent

Encl: As stated
Reference: DO 15, s. 2026

To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT
BASIC EDUCATION
CURRICULUM
ELEMENTARY EDUCATION
EVALUATION
LEARNING AREAS
SECONDARY EDUCATION

CID/ MBR/ Development & QA of First Term Assessment/ Sept. 2026

**TIMELINE FOR THE DEVELOPMENT AND QUALITY ASSURANCE
OF THE TERM 2 ASSESSMENT**

Activity	Timeline	Expected Output	Modality
Planning and Orientation of Test Development Team	September 28-October 3	Agreed test development plan and assignments	Asynchronous
Preparation of Table of Specifications (TOS)	October 6-9	Approved TOS	Asynchronous
Development of Test Items	October 10-23	Initial pool of test items	Asynchronous
Internal Review and Revision of Test Items	October 26-30	Revised draft assessment	Asynchronous
Quality Assurance Review (Content and Format Validation)	November 2-6	QA feedback and recommendations	Asynchronous
Revision Based on QA Findings	November 9-13	Finalized assessment items	Asynchronous
Final Editing, Formatting, and Proofreading	November 16-18	Camera-ready assessment materials	Asynchronous
Approval and Reproduction Preparation	November 19	Approved final assessment package	Asynchronous
Printing/Reproduction and Packaging	November 20-December 2, 2026	Printed and packaged test materials	School-Based Printing
Distribution to Teachers	December 3- (1 st sets of Assessment materials based on the scheduled Learning Areas) December 4- (2 nd sets of Assessment materials based on the Scheduled Learning Areas)	Assessment materials delivered	
End-of-Term Assessment Administration	December 3-4, 2026	Conduct of Assessment	

Assessment Note: 70% Division-developed items/content, covering the prescribed Week 7 onwards competencies; 30% teacher-made items based on least mastered skills/competencies from Weeks 1 to 6. The development process starts from Week 7 onwards.

**NUMBER AND DISTRIBUTION OF TEST ITEMS PER KEY STAGE
AND GRADE LEVEL**

Key Stage	Grade Level	Number of Items	Division-Developed (70%)	School-Based (30%)
KS 1	1	25	17	8
	2	30	21	9
	3	35	24	11
KS 2	4	40	28	12
	5	40	28	12
	6	40	28	12
KS 3	7	50	35	15
	8	50	35	15
	9	50	35	15
	10	50	35	15
KS 4	11	60	42	18
	12	60	42	18

Grade-level allocation note: The prescribed number of items applies to each grade level and represents the number of items in a single learner test for that grade. The Division-developed and School-Based allocations shown for each grade level add up to that grade level total. The 30% School-Based component shall be based on least mastered skills/competencies from Weeks 1 to 6, while the development of the Division-developed component starts from Week 7 onwards.