



Republic of the Philippines
Department of Education
 MIMAROPA REGION
 SCHOOLS DIVISION OF MARINDUQUE

Department of Education
 Division of Marinduque
**RECORDS SECTION
 RELEASED**
 Date: 00-06-78
 Signature: [Signature]
 FEB 26 2024 Time:

Office of the Schools Division Superintendent

February 23, 2024

DIVISION MEMORANDUM
 NO. 118 S. 2024

**SUBMISSION, EVALUATION, AND PRINTING OF QUARTERLY EXAMINATION
 FOR QUARTERS 3 & 4**

TO : Assistant Schools Division Superintendent
 Chief Education Supervisors, CID & SGOD
 Public Schools District Supervisors
 Public Elementary and Secondary School Heads
 All Others Concerned

1. DepEd Order No. 8, s. 2015 titled **“Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program”** states that Summative Assessments conducted at the end of every quarter measure the different ways learners use and apply the relevant knowledge, understanding, and skills learned by them and the results of such assessments are used as bases for computing grades. Meanwhile, DepEd Order No. 3, s. 2024 titled **“Amendments to DepEd Order No. 22, s. 2023”** amends the schedule of the Quarter 3 Examination from April 3-4, 2024 to March 25-26, 2024, and the Quarter 4 Examination from May 23-24, 2024 for Grades 6 & 12 and May 30-31, 2024 for Grades 1-5 and Grade 11 to May 16-17, 2024.

2. With the above-cited policies, this Schools Division through the Curriculum Implementation Division directs the field of the submission, evaluation, and printing of Quarterly Examinations using the timeline below;

Submission to the Concerned Master Teacher/ School Head	Third Quarter	March 11, 2024
	Fourth Quarter	April 30, 2024
Evaluation by the Concerned Master Teacher/ School Head	Third Quarter	March 12-15, 2024
	Fourth Quarter	May 2-7, 2024
Revision of Items by Test Constructors	Third Quarter	March 18-20, 2024
	Fourth Quarter	May 8-10, 2024
Printing of the Quarter Examination	Third Quarter	March 21-22, 2024
	Fourth Quarter	May 13-15, 2024

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3. The objectives of this activity are the following:
 - a) provide the master teachers and school heads enough time to check/ evaluate the teacher-prepared quarter examinations in all learning areas;
 - b) give teachers sufficient time to incorporate the suggestions and recommendations made or noted by the reviewers/evaluators to ensure the quality of the tests; and
 - c) manage the printing of quarter examinations on time.

4. Master Teachers and School Heads are requested to use the attached checklist in reviewing and evaluating the quarter examinations. They are tasked to accomplish one (1) checklist per teacher regardless of the number of quarter examinations they prepared.

5. Further test constructors are reminded to adhere to the number of test items per grade level as follows:

Grade Level	Total Number of Items
1	25
2	30
3	35
4	40
5 to 12	50

6. For immediate and wide dissemination.


LYNN G. MENDOZA, EdD
 OIC – Schools Division Superintendent

Encl.,
As stated

References:
DepEd Order No. 8, s. 2015
DepEd Order No. 3, s. 2024

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

ASSESSMENT
EVALUATION
EXAMINATION
LEARNERS
LEARNING AREAS
TEACHERS

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CHECKLIST ON THE EVALUATION OF QUARTER EXAMINATION

I. DIRECTIONS: Please put a check mark (√) on the column that corresponds to your observation/ review/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 the writing of the test items.			
2. The Table of Specifications (TOS) is a two-way grid type except for languages (Mother Tongue, Filipino, English)			
3. The test items followed the 70-20-10 rule (70% easy, 20% average, and 10% difficult).			
4. The teacher used either the best answer or the correct answer format.			
5. The teacher avoided the complex multiple-choice (Type K) format (e.g., A and D; A and C, All of the above; None of the above; A, B, and C; etc).			
6. The items were formatted vertically, not horizontally.			
7. The items were constructed in good grammar, punctuation, and spelling.			
8. The teacher minimized examinee reading time in phrasing each item.			
9. The teacher avoided tricky items, those which 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			

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2. Focused on a single problem			
3. Kept the vocabulary consistent with the examinees' level of understanding			
4. Avoided cuing one item with another, kept items independent of one another			
5. Used the author's examples as a basis for developing items			
6. Avoided textbook, and verbatim phrasing when developing the item			
7. Avoided items based on opinions			
8. Used multiple choice to measure higher-level thinking			
9. Test for significant material; avoid trivial material			
C. Stem Construction			
1. Stated the stem in question form or completion form			
2. When using the completion format, did not leave a blank for completion in the beginning or middle of the stem of the question			
3. Ensured that the directions in the stem are clear, and that wording lets the examinee know exactly what is being asked			
4. Worded the stem positively; avoid 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; options should not be overlapping			

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4. Kept all options in an item homogeneous in content			
5. Kept the length of the options fairly consistent			
6. Phrased options positively, not negatively			
7. Avoided distractors that can clue test-wise examinees; for example, avoid clang associations, absurd options, formal prompts, or semantic (overly specific or overly general) clues			
8. Avoided giving clues through the use of faulty grammatical construction			
9. Avoided 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 each possible position for a set of items			
2. Made sure that there is one and only one correct option			
F. Distractor Development			
1. Used plausible distractors; avoid illogical distractors			
2. Incorporated common errors of students in distractors			
3. Used familiar yet incorrect phrases as a distractor			
4. Used true statements that do not correctly answer the item			
5. Avoided technically phrased distractors			

Adapted from: [item writing guidelines \(nova.edu\)](http://item.writing.guidelines.nova.edu)

Evaluated by:

Conforme:

Master Teacher/ Teacher/ Principal

Teacher

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