



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
SCHOOL DIVISION OF SAN JOSE DEL MONTE CITY  
KAYPIAN ELEMENTARY SCHOOL  
BARANGAY KAYPIAN, SAN JOSE DEL MONTE CITY

March 06, 2023

**SCHOOL MEMORANDUM**

No. 022 s. 2023

To: Subject Coordinators  
All Teachers

**“GUIDELINES ON THE CONDUCT OF THE REGIONAL MID-YEAR ASSESSMENT IN KINDERGARTEN AND LEARNING AREAS FROM GRADES 1-6”**

1. In consonance with Regional Memorandum No. 099, s. 2023, this office announces the conduct of the Regional Mid-Year Assessment (RMYA) in Kindergarten and Learning Areas from Grades 1-6 with guideline.
2. The RMYA will conducted in 5days from March 13 to 17, 2023, based on the given schedule of test administration per learning area. This can be done within one week so as not to overwhelm the learners in taking the test in all learning areas.
3. Here is the schedule per learning area:

| Learning Area         | Date           |
|-----------------------|----------------|
| 1. English and ESP    | March 13, 2023 |
| 2. Science and Kinder | March 14, 2023 |
| 3. AP and EPP         | March 15, 2023 |
| 4. Math and Filipino  | March 16, 2023 |
| 5. MAPEH              | March 17, 2023 |

4. School head, Master teachers, and Subject coordinators will monitor the activity. Craft different interventions based on the result.
5. Attached are School Division Memorandum No. 105 s. 2023 and Regional Memorandum No. 099 s. 2023.
6. For the information and guidance of all concerned.

  
**DIANALYN A. PALAGANAS PhD**  
Principal II

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Strengthening and Ensuring  
Commitment of the Unified and  
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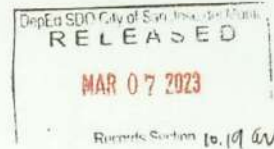
**Kaypian Elementary School**  
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SCHOOLS DIVISION OF CITY OF SAN JOSE DEL MONTE



March 6, 2023

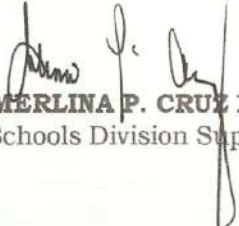
**SCHOOLS DIVISION MEMORANDUM**

No. 105 S. 2023

**DISSEMINATION OF REGIONAL MEMORANDUM NO. 99 S. 2023 RE: GUIDELINES  
ON THE CONDUCT OF THE REGIONAL ASSESSMENT IN KINDERGARTEN,  
LEARNING AREAS FROM GRADES 1-10, AND CORE  
LEARNING AREAS IN SENIOR HIGH SCHOOL**

To: OIC- Assistant Schools Division Superintendent  
Chief Education Supervisors  
Heads, Elementary, Secondary and Integrated Schools  
All Others Concerned

1. This Office disseminate the attached Regional Memorandum no. 99 s. 2023 titled: Guidelines on the Conduct of the Regional Mid-Year Assessment in Kindergarten, Learning Areas From Grades 1 -10, and Core Learning Areas in Senior High School for information, reference and guidance.
2. Schoolheads are instructed to ensure the proper administration and timely submission of results.
3. Education Program Supervisors and Public Schools District Supervisors are task to monitor the activity, provide technical assistance on the analysis of results, gather feedback and consolidate results submitted from the field.
4. Immediate and wide dissemination of this Memorandum is desired.

  
**MERLINA P. CRUZ PhD, CESO V**  
Schools Division Superintendent

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AO CES Rolly.  
For information of  
appropriate action.  
of 03/02



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**REGIONAL MEMORANDUM**  
No. 099, s. 2023

**GUIDELINES ON THE CONDUCT OF THE REGIONAL MID-YEAR ASSESSMENT  
IN KINDERGARTEN, LEARNING AREAS FROM GRADES 1-10, AND CORE  
LEARNING AREAS IN SENIOR HIGH SCHOOL**

To: Schools Division Superintendents  
Assistant Schools Division Superintendents  
Curriculum Implementation Division Chiefs  
Education Program Supervisors in All Learning Areas  
Kindergarten Focal Persons  
Senior High School Focal Persons  
Public Schools District Supervisors  
Division LRMSD Supervisors  
Division Testing Coordinators  
Public Elementary and Secondary School Heads/Principals  
All Others Concerned

1. Enshrined in the DepEd Order No. 8, s. 2015, classroom assessment is an integral part of curriculum implementation, and it allows teachers to continuously track and measure learners' cognitive, affective, and psychomotor development to achieve the desired learned competencies articulated in the K to 12 Curriculum.
2. This Office, through the Curriculum and Learning Management Division (CLMD), shall lead the conduct of the Administration of the Regional Mid-Year Assessment (RMYA) in kindergarten, all learning areas from Grades 1 to 10, and Core Subjects in Senior High School from **March 13 to 17, 2023**, in all schools in the region.
3. The Regional Mid-Year Assessment aims to:
  - a. determine the percentage of learners who achieved the minimum level of proficiency in kindergarten, all learning areas from Grades 1 to 10, and core subjects in senior high school;
  - b. determine the most learned and least learned competencies as well as the extent of the cognitive levels based on the most learned and least learned competencies;
  - c. utilize the results and findings as baseline data to improve the teaching skills of teachers through Learning Action Cell sessions; and
  - d. develop a school intervention/remediation plan for the identified learning gaps in the different learning areas and grade levels headed by the school head with the assistance of Master Teachers (if applicable).
4. Schools Division Offices, particularly the Division Learning Resource Management and Development Section (LRMSD) Supervisors, shall be provided with the Google drive link containing the files of the mid-year assessment tools in all



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learning areas through the Regional Learning Resource Supervisor. The assessment tools shall be downloaded by the division LRMSD supervisors and uploaded to the newly created Google Drive and then share the link to school heads/school testing coordinators. Sharing of the assessment tools in Google Drive can be done starting on March 6, 2023.

5. The schools shall print and reproduce the mid-year assessment tools. Printing expenses shall be charged to the School Maintenance and Other Operating Expenses and other local funds subject to usual accounting and auditing rules.
7. Conversion of assessment tools into computer-based or computer-aided assessment is highly encouraged in schools considering their capacity to do such and their readily available resources.
8. Key to Corrections shall be given to the Division LRMSD Supervisors by the Regional LR Supervisor a day after the schedule of test administration in a certain learning area/subject (see Enclosure No. 6 - Schedule of the Regional Mid-Year Assessment for reference).
9. Division testing coordinators, public school district supervisors, and/or learning area supervisors shall monitor the said activity using the tool in Enclosure No. 7a. The division testing coordinator shall consolidate the monitoring results using the template in Enclosure No. 7b and email it at [clm3@deped.gov.ph](mailto:clm3@deped.gov.ph), cc [arlon.cadiz@deped.gov.ph](mailto:arlon.cadiz@deped.gov.ph) on or **before March 31, 2023**.
10. The RMYA results per school (consolidated results in case of multiple sections per grade level) and per SDO shall be encoded online in the prescribed template which will be provided by the Regional Office. The link to the Google Drive per SDO of the report will be provided to the SDOs through the Curriculum Implementation Division Chiefs and shall be accomplished on or **before March 31, 2023**.
11. The following documents are enclosed for information and guidance:
  - Enclosure No. 1 – Guidelines on the Administration of RMYA
  - Enclosure No. 2 – Template Number 1 – Teacher's Report on the Result of the RMYA
  - Enclosure No. 3 – Template Number 2 – School Report on the Results of the RMYA
  - Enclosure No. 4 – Template Numbers No. 3 & 4 - Division Report on the Results of the RMYA
  - Enclosure No. 5 – Learning Area where SHS Core Subjects shall be included. in the Report Using Template No. 3
  - Enclosure No. 6 – Schedule of Regional Mid-Year Assessment in Different Learning Areas
  - Enclosure No. 7a – Monitoring Tool
  - Enclosure No. 7b – Template for the Consolidated Monitoring Reports
  - Enclosure No. 8 – Summary of RMYA Activities and Dates



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Enclosure No. 9 - Template for Intervention/Remediation Plan for the Identified Learning Gaps in the Different Learning Areas and Grade Levels

12. Should there be any questions or queries as regard this activity, particularly on the assessment tools and key to corrections, please, contact the concerned Regional Education Program Supervisor (EPS) through his/her email address below.

| Learning Area | EPS In-Charge            | Email Address                  |
|---------------|--------------------------|--------------------------------|
| Filipino      | Marie Ann C. Ligsay, PhD | marieann.ligsay@deped.gov.ph   |
| English       | Ramil G. Ilustre, PhD    | ramil.ilustre@deped.gov.ph     |
| Mathematics   | Nestor P. Nuesca, EdD    | nestor.nuesca@deped.gov.ph     |
| Science       | Arlon P. Cadiz, PhD      | arlon.cadiz@deped.gov.ph       |
| AP            | Arnold C. Montemayor     | arnold.montemayor@deped.gov.ph |
| EPP/TLE       | Reynaldo G. Castillo     | reynaldo.castillo@deped.gov.ph |
| MAPEH         | Engelbert B. Agunday EdD | engelbert.agunday@deped.gov.ph |
| EsP           | Rosalinda S. Ibarra, PhD | rosalinda.ibarra@deped.gov.ph  |

13. The results and findings of the RMYA will not be used to rank the SDOs according to the performance of their learners nor the performance of the schools. Furthermore, the findings shall not be used as a basis for the IPCRF of teachers and additional grades for the learners who took the RMYA. **Hence, it is enjoined that the real scores/performance of the learners be used in getting the percentage of learners who achieved the minimum proficiency level and be accurately reported in the SDOs and RO.**

14. Immediate and wide dissemination of and compliance with this Memorandum are earnestly desired.

  
**MAY B. ECLAR, PhD, CESO III**  
 Regional Director

Encls.: as stated  
 Reference: Regional Memorandum No. 025, s. 2023  
 To be indicated in the Perpetual Index  
 under the following subjects:

**EDUCATION PROGRAM SUPERVISORS  
 MID-YEAR ASSESSMENT**

**LEARNING AREAS  
 TEACHERS**

Clmd10  
 March 2, 2023



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Enclosure No. 1 of Regional Memorandum No. \_\_\_\_\_, s. 2022

**GUIDELINES ON THE CONDUCT OF THE REGIONAL MID-YEAR ASSESSMENT  
IN KINDERGARTEN, LEARNING AREAS FROM GRADES 1-10, AND CORE  
LEARNING AREAS IN SENIOR HIGH SCHOOL**

Educational assessment is the process of collecting useful and relevant data and information from various sources to develop insights into students' understanding, knowledge, and takeaways from their educational experiences.

Teachers employ assessment strategies to strengthen the skills of learners in relation to learning standards which comprise content standards, performance standards, and learning competencies and in the development of 21st Century skills. Crafting quality assessments is associated with the quality of lesson planning and instruction. The assessment should be appropriately implemented in the classroom to measure students' progress toward the acquisition of skills in addition to mastery of the content.

At present, all public schools nationwide have been implementing Face-to-Face classes for School Year 2022-2023. Based on research findings, non-face-to-face instruction due to school closures because of the COVID-19 pandemic had negative effects on student learning. It is expected that when learners return to school, they have lower achievement. Hence, it is deemed necessary that a mid-year assessment be administered to help teachers gauge their students' strengths, weaknesses, knowledge level, and skill set to determine their achievement and help them improve their instruction methods for their students to learn better in the succeeding quarters.

These guidelines shall provide guidance on the administration of the RMYA in kindergarten, in all learning areas from Grades 1 to 10, and in core subjects in the senior high school in Region III.

**A. Learning Assessment Tools**

The Regional Mid-Year Assessment (RMYA) learning assessment tools are **designed for the current grade level of the learners**. These are uploaded to Google drive. The link to Google drive shall be shared by the Regional Learning Resource (LR) Supervisor with the Division LR Supervisors who in turn share the link with the school heads/teachers.

The Google drive contains the learning assessment tools for Kindergarten, English 1-10, Filipino 1-10, Science 1-10, Mathematics 1-10, *Araling Panlipunan* 1-10, EPP/TLE 1-10, MAPEH 1-10, *Edukasyon sa Pagpapakatao* 1-10, and the Senior High School (SHS) Core Subjects.



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Test takers shall use another sheet of paper as an answer sheet, and not directly answer on the test paper. The school may use computer-assisted or computer-based mechanisms in administering the test, whenever possible.

**B. Role and Functions of the Teachers**

1. Download and reproduce the mid-year assessment tools. Expenses to be incurred in the reproduction shall be charged to the school MOOE and other local funds subject to the usual accounting and auditing rules;
2. Administer the RMYA from **March 13 to 17, 2023**, based on the given schedule of test administration per learning area. This can be done within one week so as not to overwhelm the learners in taking the test in all learning areas;
3. Check the responses of the learners;
4. Conduct an item analysis to determine the most learned and least learned competencies by getting the frequency of learners with the correct and wrong answers per item number. The top 10 item numbers with the greatest number of learners with the correct answers are considered the 10 most mastered learning competencies, while the 10 item numbers with the least number of learners with the correct answers or the 10 item numbers with the greatest number of learners with the wrong answers are considered the 10 least learned competencies. Likewise, the cognitive levels based on the most learned and least learned competencies shall be determined. Template 1 in Enclosure No. 2 shall be used for the most and least learned competencies identified;
5. Compute the percentage of learners who achieved the Minimum Proficiency Level (MPL) using the formula below:

$$\text{Percentage of Learners who Achieved or Exceeded the MPL} = \frac{\text{Number of Learners who Achieved or Exceeded the MPL}}{\text{Number of Learners who Took the Test}} \times 100$$

Example:

Number of Test Items = 30

MPL of Grade 3 Mathematics = 18

Total Number of Learners who took the test = 45

Number of Learners who achieved or exceed the MPL or learners who got 18 and above correct answers = 40

$$\begin{aligned} \text{Percentage of LAEMPL} &= \frac{40}{45} \times 100 \\ &= 88.88 \% \text{ or } 89 \% \end{aligned}$$

This means that 88.88% or 89% of the learners who finished Grade 3 Mathematics and took the test achieved or exceeded the MPL in Math, while 11.12 % or 11% of them did not achieve the MPL in Mathematics.

Refer to the table below for the Minimum Level of Proficiency based on the number of test items taken.

| Number of Items | Minimum Level of Proficiency |
|-----------------|------------------------------|
|-----------------|------------------------------|



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|    | (60 % of the total no. of test items) |
|----|---------------------------------------|
| 25 | 15                                    |
| 30 | 18                                    |
| 40 | 24                                    |
| 50 | 30                                    |

Enter the computed percentage of learners who achieved or exceeded the MPL in a particular learning area and grade level on Template No.1, Enclosure No. 2.

6. Identify learning gaps/least learned competencies necessary to the learners' current grade level. The least learned competencies can be considered as learning gaps; and
7. Submit the accomplished Template No. 1 to his/her respective school head **on or before March 24, 2023.**

**C. Role and Functions of the School Heads**

1. Determine the school percentage of learners who achieved or exceeded the MPL per learning area and grade level, most learned and least learned competencies based on the submitted reports from teachers using Template Number 2 in Enclosure No. 3. Submit the accomplished template to the Schools Division Office **on or before April 10, 2023;**
2. The school head shall assign master teachers to encode the results in the prescribed template which shall be accomplished online. The link to the Google Drive per SDO of the report will be provided to the concerned CID Chief and shall be accomplished by the assigned master teachers **on or before March 31, 2023;**
3. Carefully analyze the result of the test and relate the learning gaps of the learners to the Pedagogical Content Knowledge (PCK) and competency of teachers;
4. Conduct a Learning Action Cell session for teachers to present the findings relative to the result of the RMYA to improve teachers' PCK and competency in support of the School Learning Recovery Plan;
5. Prepare/develop an intervention/remediation plan for the identified learning gaps in the different learning areas and grade levels with the support/help of the Master Teachers using the template in Enclosure No. 9;
6. Submit to the SDO the finalized intervention/remediation plan for approval **on or before April 28, 2023;** and
7. Implement the approved intervention/remediation plan.

**D. Role and Functions of the Division Learning Area Education Program Supervisors/Public Schools District Supervisors**

1. Monitor the administration of the test using the Monitoring Tool in Enclosure No. 7a;
2. Submit the monitoring report to the Division Testing Coordinator for consolidation **on or before March 24, 2023;**



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3. Determine the division percentage of learners who achieved or exceeded the MPL per learning area and grade level, most learned and least learned competencies based on the submitted reports from the schools using Template Numbers 3 and 4, respectively, in Enclosure No. 4, with analysis and interpretation and submit the report to the CLMD, Regional Office **on or before April 21, 2023**;
4. Check and approve the intervention/remediation plan submitted by the school head;
5. Conduct regular monitoring and evaluation, in coordination with CLMD Learning Area Supervisors, on the implementation of the intervention/remediation plan developed by the school heads/master teachers;
6. Prepare technical assistance (TA) plan based on the issues, concerns, and challenges in the implementation of the intervention/remediation plan especially the bridging of the identified learning gaps; and
7. Provide technical assistance to the concerned school heads and teachers to achieve effective implementation of the intervention/remediation plan; and
8. Submit the monitoring report and the TA provided to their respective schools division superintendent for inclusion in the Program Implementation Review (PIR) report.

**E. Role and Functions of the Regional Learning Area Education Program Supervisors**

1. Upload the soft copies of the assessment tools in Google drive to be shared by the Regional LR Supervisor with the Division LR Supervisor;
2. Track the encoding of the consolidated report of the learning area per school using the prescribed template which shall be accomplished online;
3. Determine the regional percentage of learners who achieved or exceeded the MPL per learning area and grade level, most learned and least learned competencies based on the submitted reports from the SDO with analysis and interpretation and submit the report to the CLMD Chief **on or before May 26, 2023**;
4. Coordinate with the Division Learning Area EPSs/PSDSs on the monitoring and evaluation of the implementation of the intervention/remediation plan developed by the school heads/master teachers; and
5. Provide technical assistance when there are requests from the SDOs.

**F. Division Testing Coordinator**

1. Monitor the administration of the test using the Monitoring Tool in Enclosure No. 7a;
2. Receive and consolidate the monitoring reports of the EPSs and PSDSs; and
3. Submit the consolidated monitoring results, using the template in Enclosure No. 7b on or before **March 31, 2023**.



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Enclosure No. 2 of Regional Memorandum No. \_\_\_\_\_, s. 2022

**Template No. 1**

*(To be submitted to the School Head)*

**TEACHER'S REPORT ON THE RESULTS OF THE REGIONAL  
 MID-YEAR ASSESSMENT**

School Year \_\_\_\_\_

School: \_\_\_\_\_  
 Learning Area: \_\_\_\_\_  
 Grade Level: \_\_\_\_\_  
 Section (if applicable): \_\_\_\_\_  
 Total No. of Enrolled Learners: \_\_\_\_\_ No. of Male: \_\_\_\_\_ No. of Female: \_\_\_\_\_  
 Total No. of Takers: \_\_\_\_\_ No. of Male Takers: \_\_\_\_\_ No. of Female Takers: \_\_\_\_\_  
 Percentage of Learners who achieved or exceeded the MPL: \_\_\_\_\_  
 Percentage of Male Takers who achieved or exceeded the MPL: \_\_\_\_\_  
 Percentage of Female Takers who achieved or exceeded the MPL: \_\_\_\_\_

**Part A. Most Learned and Least Learned Items**

| Item No. | Most Learned Competencies | Rank | Item No. | Least Learned Competencies | Rank |
|----------|---------------------------|------|----------|----------------------------|------|
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |

Analysis and Interpretation:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Prepared by:

\_\_\_\_\_  
 Subject Teacher



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Enclosure No. 3 of Regional Memorandum No. \_\_\_\_\_, s. 2022

**Template No. 2**

*(To be submitted to the SDO (Learning Area Supervisor for consolidation))*

**SCHOOL REPORT ON THE RESULTS OF THE REGIONAL  
MID-YEAR ASSESSMENT**

School Year \_\_\_\_\_

Division: \_\_\_\_\_  
School: \_\_\_\_\_  
Address of the School: \_\_\_\_\_  
Learning Area: \_\_\_\_\_  
Grade Level: \_\_\_\_\_  
Section (if applicable): \_\_\_\_\_  
Total No. of Enrolled Learners: \_\_\_\_\_ No. of Male: \_\_\_\_\_ No. of Female: \_\_\_\_\_  
Total No. of Takers: \_\_\_\_\_ No. Male of Takers: \_\_\_\_\_ No. of Female Takers: \_\_\_\_\_  
Percentage of Learners who achieved or exceeded the MPL: \_\_\_\_\_  
Percentage of Male Takers who achieved or exceeded the MPL: \_\_\_\_\_  
Percentage of Female Takers who achieved or exceeded the MPL: \_\_\_\_\_

| Item No. | Most Learned Competencies | Rank | Item No. | Least Learned Competencies | Rank |
|----------|---------------------------|------|----------|----------------------------|------|
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |

Note: \*If there are more than one sections in a particular grade level, the average percentage of the learners who achieved or exceeded the MPL shall be reported.

**Analysis and Interpretation:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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**Part B. Cognitive Levels based on Most Learned and Least Learned Competencies**

**B.1 Most Learned Competencies that Fall under each Cognitive Level**

Learning Area: \_\_\_\_\_

| Grade Level              | Bloom's Taxonomy (Cognitive Level)<br><i>Low Order Thinking Skills to High Order Thinking Skills</i> → |               |          |           |            |           | No. of Items |
|--------------------------|--|---------------|----------|-----------|------------|-----------|--------------|
|                          | Remembering  | Understanding | Applying | Analyzing | Evaluating | Creating* |              |
| Ex. Math 1               |  |               |          |           |            |           |              |
| Math 2                   |  |               |          |           |            |           |              |
| Math 3                   |  |               |          |           |            |           |              |
| Math 4                   |  |               |          |           |            |           |              |
| Math 5                   |  |               |          |           |            |           |              |
| Math 6                   |  |               |          |           |            |           |              |
| Math 7                   |  |               |          |           |            |           |              |
| Math 8                   |  |               |          |           |            |           |              |
| Math 9                   |  |               |          |           |            |           |              |
| Math 10                  |  |               |          |           |            |           |              |
| General Math             |  |               |          |           |            |           |              |
| Statistics & Probability |  |               |          |           |            |           |              |
| <b>Total</b>             |  |               |          |           |            |           |              |

\*In case there were items given intended for 'creating'

Analysis and Interpretation:

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B.2 Least Learned Competencies that Fall under each Cognitive Level

Learning Area: \_\_\_\_\_

| Grade Level              | Bloom's Taxonomy (Cognitive Level)                               |               |          |           |            |           | No. of Items |
|--------------------------|--|---------------|----------|-----------|------------|-----------|--------------|
|                          | <i>Low Order Thinking Skills to High Order Thinking Skills</i> → |               |          |           |            |           |              |
|                          | Remembering  | Understanding | Applying | Analyzing | Evaluating | Creating* |              |
| Ex. Math 1               |  |               |          |           |            |           |              |
| Math 2                   |  |               |          |           |            |           |              |
| Math 3                   |  |               |          |           |            |           |              |
| Math 4                   |  |               |          |           |            |           |              |
| Math 5                   |  |               |          |           |            |           |              |
| Math 6                   |  |               |          |           |            |           |              |
| Math 7                   |  |               |          |           |            |           |              |
| Math 8                   |  |               |          |           |            |           |              |
| Math 9                   |  |               |          |           |            |           |              |
| Math 10                  |  |               |          |           |            |           |              |
| General Math             |  |               |          |           |            |           |              |
| Statistics & Probability |  |               |          |           |            |           |              |
| <b>Total</b>             |  |               |          |           |            |           |              |

\*In case there were items given intended for 'creating'

Analysis and Interpretation:

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Prepared by:

\_\_\_\_\_  
 School Testing Coordinator/Teacher Assigned by the School Head

Certified Correct:

\_\_\_\_\_  
 School Head



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Enclosure No. 4 of Regional Memorandum No. \_\_\_\_\_, s. 2022

**Template No. 3**

*(To be submitted to the RO (Learning Area Supervisor for consolidation)*

**DIVISION REPORT ON THE RESULTS OF THE REGIONAL  
 MID-YEAR ASSESSMENT**  
 School Year \_\_\_\_\_

Division: \_\_\_\_\_

Learning Area: \_\_\_\_\_

| Grade Level of Takers              | Total Percentage of Learners who achieved or exceeded the MPL | Percentage of Learners that achieved or exceeded the MPL |        |
|------------------------------------|---|--|--------|
|                                    |   | Male   | Female |
| Kindergarten                       |   |  |        |
| Grade 1                            |   |  |        |
| Grade 2                            |   |  |        |
| Grade 3                            |   |  |        |
| Grade 4                            |   |  |        |
| Grade 5                            |   |  |        |
| Grade 6                            |   |  |        |
| Grade 7                            |   |  |        |
| Grade 8                            |   |  |        |
| Grade 9                            |   |  |        |
| Grade 10                           |   |  |        |
| <b>Senior High School Subjects</b> |   |  |        |
|                                    |   |  |        |
|                                    |   |  |        |
|                                    |   |  |        |

**Note:** SHS Core Learning Subject under the jurisdiction of the learning area EPS should be included in the table. Refer to Enclosure No. 5.

Analysis and Interpretation:

\_\_\_\_\_

\_\_\_\_\_

Prepared by:

\_\_\_\_\_ Learning Area Supervisor

Certified Correct:

\_\_\_\_\_ Curriculum Implementation Division Chief



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Template No. 4

Division Identified Most Learned and Least Learned Competencies and Consolidated Cognitive Levels

Division: \_\_\_\_\_  
Learning Area: \_\_\_\_\_  
Grade Level: \_\_\_\_\_

| Item No. | Most Learned Competencies | Rank | Item No. | Least Learned Competencies | Rank |
|----------|---------------------------|------|----------|----------------------------|------|
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |

Note: insert another table for other grade levels

Part B. Cognitive Levels based on Most Learned and Least Learned Competencies

B.1 Most Learned Competencies that Fall under each Cognitive Level

Learning Area: \_\_\_\_\_

| Grade Level | Bloom's Taxonomy (Cognitive Level)<br><i>Low Order Thinking Skills to High Order Thinking Skills</i> |               |          |           |            |           | No. of Items |
|-------------|--|---------------|----------|-----------|------------|-----------|--------------|
|             | Remembering  | Understanding | Applying | Analyzing | Evaluating | Creating* |              |
| Ex. Math 1  |  |               |          |           |            |           |              |
| Math 2      |  |               |          |           |            |           |              |
| Math 3      |  |               |          |           |            |           |              |
| Math 4      |  |               |          |           |            |           |              |
| Math 5      |  |               |          |           |            |           |              |
| Math 6      |  |               |          |           |            |           |              |
| Math 7      |  |               |          |           |            |           |              |
| Math 8      |  |               |          |           |            |           |              |
| Math 9      |  |               |          |           |            |           |              |



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|                          |  |  |  |  |  |  |  |
|--------------------------|--|--|--|--|--|--|--|
| Math 10                  |  |  |  |  |  |  |  |
| General Math             |  |  |  |  |  |  |  |
| Statistics & Probability |  |  |  |  |  |  |  |
| <b>Total</b>             |  |  |  |  |  |  |  |

\*In case there were items given intended for 'creating'

Analysis and Interpretation:

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B.2 Least Learned Competencies that Fall under each Cognitive Level

Learning Area: \_\_\_\_\_

| Grade Level              | Bloom's Taxonomy (Cognitive Level)                               |               |          |           |            |           | No. of Items |
|--------------------------|--|---------------|----------|-----------|------------|-----------|--------------|
|                          | <i>Low Order Thinking Skills to High Order Thinking Skills</i> → |               |          |           |            |           |              |
|                          | Remembering  | Understanding | Applying | Analyzing | Evaluating | Creating* |              |
| Ex. Math 1               |  |               |          |           |            |           |              |
| Math 2                   |  |               |          |           |            |           |              |
| Math 3                   |  |               |          |           |            |           |              |
| Math 4                   |  |               |          |           |            |           |              |
| Math 5                   |  |               |          |           |            |           |              |
| Math 6                   |  |               |          |           |            |           |              |
| Math 7                   |  |               |          |           |            |           |              |
| Math 8                   |  |               |          |           |            |           |              |
| Math 9                   |  |               |          |           |            |           |              |
| Math 10                  |  |               |          |           |            |           |              |
| General Math             |  |               |          |           |            |           |              |
| Statistics & Probability |  |               |          |           |            |           |              |
| <b>Total</b>             |  |               |          |           |            |           |              |

\*In case there were items given intended for 'creating'

Analysis and Interpretation:

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Consolidated by:

Noted:

\_\_\_\_\_  
Learning Area EPS

\_\_\_\_\_  
CID Chief



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Enclosure No. 5 to Regional Memorandum No. \_\_\_\_\_, s. 2022

**Learning Area where SHS Core Subjects shall be included in the Report Using  
Template No. 3**

| <b>SHS Core Subject Assessment Tool</b>                                 | <b>Learning Area</b> |
|---|----------------------|
| Oral Communication  | English              |
| Reading and Writing   | English              |
| <i>Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino</i>       | Filipino             |
| <i>Pagbasa at Pagsuri ng Iba't-Ibang Teksto Tungo sa Pananaliksik</i>   | Filipino             |
| 21 <sup>st</sup> -Century Literature from the Philippines and the World | English              |
| Contemporary Philippine Arts from the Regions                           | MAPEH                |
| Media and Information Literacy  | TLE                  |
| General Math  | Mathematics          |
| Statistics and Probability  | Mathematics          |
| Earth and Life Science  | Science              |
| Physical Science  | Science              |
| Introduction to the Philosophy of the Human Person                      | Araling Panlipunan   |
| Physical Education & Health   | MAPEH                |
| Personal Development  | Araling Panlipunan   |
| Understanding Culture, Society and Politics                             | Araling Panlipunan   |
| Earth Science (for STEM)  | Science              |
| Disaster Readiness and Risk Reduction (for STEM)                        | Science              |



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CR/No/No. AJA/11/027



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Enclosure No. 6 of Regional Memorandum No. \_\_\_\_\_, s. 2022

**Schedule of the Regional Mid-Year Assessment**  
Kindergarten, Grades 1-10, Core Subjects in Senior High School

| <b>Monday<br/>March 6, 2023</b>      | <b>Tuesday<br/>March 7, 2023</b> | <b>Wednesday<br/>March 8, 2023</b>                    | <b>Thursday<br/>March 9, 2023</b> | <b>Friday<br/>March 10, 2023</b> |
|--------------------------------------|----------------------------------|---|-----------------------------------|----------------------------------|
| English                              | Science                          | <i>Araling<br/>Panlipunan</i>                         | Mathematics                       | Filipino                         |
| <i>Edukasyon sa<br/>Pagpapakatao</i> | Kindergarten                     | <i>Edukasyong<br/>Pantahanan at<br/>Pangkabuhayan</i> |                                   | MAPEH                            |

Note: For Senior High School, the core subjects may be administered based on the corresponding learning area equivalent (For Example: For science, the subjects are Physical Science and Earth Life Science for Non-STEM Senior High School Learners while Earth Science and DRRR for STEM Senior High School Learners)



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Enclosure No. 7a to the Regional Memorandum No. \_\_\_\_\_, s. 2023

**Monitoring Tool**  
 (To be accomplished by the monitoring official)

Testing Program: **2023 Regional Mid-year Assessment**  
 School: \_\_\_\_\_  
 Address: \_\_\_\_\_

| Grade Level | Total No. of Enrolment |   |   | Actual Test Takers |   |   | No. of Learners who did not take the RMYA |   |   | Reasons for not taking the test |
|-------------|------------------------|---|---|--------------------|---|---|---|---|---|---------------------------------|
|             | M                      | F | T | M                  | F | T | M   | F | T |                                 |
| Kinder      |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 1     |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 2     |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 3     |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 4     |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 5     |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 7     |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 8     |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 9     |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 10    |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 11    |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 12    |                        |   |   |                    |   |   |   |   |   |                                 |

Legend: M-Male, F-Female, T-Total

**RMYA 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 RMYA**

| Issues and Concerns | Action Taken |
|---------------------|--------------|
|                     |              |
|                     |              |
|                     |              |
|                     |              |

Comments/Suggestions/Recommendations to improve the test administration:

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Monitored by:

\_\_\_\_\_  
Printed Name and Signature of the Monitoring Official

\_\_\_\_\_  
Designation

\_\_\_\_\_  
Date

Conforme:

\_\_\_\_\_  
Signature Over the Printed Name of the Principal



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**C. Actual Conduct of the RMYA**

| Issues and Concerns | Action Taken |
|---------------------|--------------|
|                     |              |
|                     |              |
|                     |              |
|                     |              |

Comments/Suggestions/Recommendations to improve the test administration:

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Consolidated by:

\_\_\_\_\_  
Printed Name and Signature of the Division Testing Coordinator

Noted:

\_\_\_\_\_  
Signature Over the Printed Name of the SDS



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Certificate No. AJA11-027



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Enclosure No. 8 to Regional No. \_\_\_\_\_, s. 2023

**Summary of RMYA Activities and Dates**

| <b>Activity</b>  | <b>Date</b>                 | <b>Person Involved</b>  |
|--|-----------------------------|---|
| Submission of Monitoring Reports of the EPSs/PSDSs to the Division Testing Coordinator         | on or before March 24, 2023 | Division EPSs & PSDSs who conducted monitoring                  |
| Submission of Consolidated Reports to the Regional Office by the Division Testing Coordinators | on or before March 31, 2023 | Division Testing Coordinators                                   |
| Submission of Accomplished Template No. 1 to the school head                                   | on or before March 24, 2023 | Concerned teachers  |
| Encoding of School RMYA Results per SDO in the Google sheet                                    | on or before March 31, 2023 | Assigned Master Teachers or whoever assigned by the school head |
| Submission of accomplished Template No. 2 to SDOs  | on or before April 10, 2023 | Concerned school heads  |
| Submission of accomplished Templates No. 3 & 4 to the RO                                       | on or before April 21       | Concerned Division Learning Area Supervisors                    |
| Submission of finalized intervention/remediation plan to SDO for approval                      | on or before April 28, 2023 | Concerned school heads  |
| Submission of RMYA Results with analysis to the CLMD Chief                                     | on or before May 26, 2023   | Concerned Regional Learning Area Supervisors                    |



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Enclosure No. 9 to Regional Memorandum No. \_\_\_\_\_, s. 2023

**INTERVENTION / REMEDIATION PLAN FOR THE IDENTIFIED LEARNING GAPS IN THE DIFFERENT LEARNING AREAS AND GRADE LEVELS**

Division: \_\_\_\_\_  
School: \_\_\_\_\_

| Target/Objective | Intervention(s)/Activities | Time Frame | Material/Resources Needed | Funding Requirement | Persons Involved | Success Indicator |
|------------------|----------------------------|------------|---------------------------|---------------------|------------------|-------------------|
|                  |                            |            |                           |                     |                  |                   |

Prepared by:

\_\_\_\_\_  
School Head/Master Teacher

Checked and Approved by:

\_\_\_\_\_  
Team of Learning Area EPSs/PSDSs



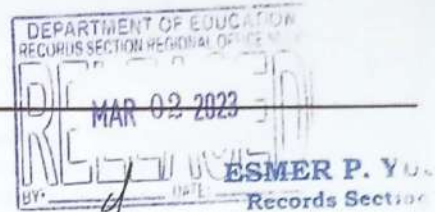
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Telephone Number: (045) 598-8580 to 89; Email Address: region3@deped.gov.ph



Certificate No. 44811-0087



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REGION III-CENTRAL LUZON



**REGIONAL MEMORANDUM**

No. <sup>099</sup> \_\_\_\_\_, s. 2023

**GUIDELINES ON THE CONDUCT OF THE REGIONAL MID-YEAR ASSESSMENT  
IN KINDERGARTEN, LEARNING AREAS FROM GRADES 1-10, AND CORE  
LEARNING AREAS IN SENIOR HIGH SCHOOL**

To: Schools Division Superintendents  
Assistant Schools Division Superintendents  
Curriculum Implementation Division Chiefs  
Education Program Supervisors in All Learning Areas  
Kindergarten Focal Persons  
Senior High School Focal Persons  
Public Schools District Supervisors  
Division LRMSD Supervisors  
Division Testing Coordinators  
Public Elementary and Secondary School Heads/Principals  
All Others Concerned

1. Enshrined in the DepEd Order No. 8, s. 2015, classroom assessment is an integral part of curriculum implementation, and it allows teachers to continuously track and measure learners' cognitive, affective, and psychomotor development to achieve the desired learned competencies articulated in the K to 12 Curriculum.
2. This Office, through the Curriculum and Learning Management Division (CLMD), shall lead the conduct of the Administration of the Regional Mid-Year Assessment (RMYA) in kindergarten, all learning areas from Grades 1 to 10, and Core Subjects in Senior High School from **March 13 to 17, 2023**, in all schools in the region.
3. The Regional Mid-Year Assessment aims to:
  - a. determine the percentage of learners who achieved the minimum level of proficiency in kindergarten, all learning areas from Grades 1 to 10, and core subjects in senior high school;
  - b. determine the most learned and least learned competencies as well as the extent of the cognitive levels based on the most learned and least learned competencies;
  - c. utilize the results and findings as baseline data to improve the teaching skills of teachers through *Learning Action Cell* sessions; and
  - d. develop a school intervention/remediation plan for the identified learning gaps in the different learning areas and grade levels headed by the school head with the assistance of Master Teachers (if applicable).
4. Schools Division Offices, particularly the Division Learning Resource Management and Development Section (LRMDS) Supervisors, shall be provided with the Google drive link containing the files of the mid-year assessment tools in all



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learning areas through the Regional Learning Resource Supervisor. The assessment tools shall be downloaded by the division LRMSD supervisors and uploaded to the newly created Google Drive and then share the link to school heads/school testing coordinators. Sharing of the assessment tools in Google Drive can be done starting on March 6, 2023.

5. The schools shall print and reproduce the mid-year assessment tools. Printing expenses shall be charged to the School Maintenance and Other Operating Expenses and other local funds subject to usual accounting and auditing rules.
7. Conversion of assessment tools into computer-based or computer-aided assessment is highly encouraged in schools considering their capacity to do such and their readily available resources.
8. Key to Corrections shall be given to the Division LRMSD Supervisors by the Regional LR Supervisor a day after the schedule of test administration in a certain learning area/subject (see Enclosure No. 6 - Schedule of the Regional Mid-Year Assessment for reference).
9. Division testing coordinators, public school district supervisors, and/or learning area supervisors shall monitor the said activity using the tool in Enclosure No. 7a. The division testing coordinator shall consolidate the monitoring results using the template in Enclosure No. 7b and email it at [clmd.ro3@deped.gov.ph](mailto:clmd.ro3@deped.gov.ph), cc [arion.cadiz@deped.gov.ph](mailto:arion.cadiz@deped.gov.ph) on or **before March 31, 2023**.
10. The RMYA results per school (consolidated results in case of multiple sections per grade level) and per SDO shall be encoded online in the prescribed template which will be provided by the Regional Office. The link to the Google Drive per SDO of the report will be provided to the SDOs through the Curriculum Implementation Division Chiefs and shall be accomplished on or **before March 31, 2023**.
11. The following documents are enclosed for information and guidance:
  - Enclosure No. 1 – Guidelines on the Administration of RMYA
  - Enclosure No. 2 – Template Number 1 – Teacher’s Report on the Result of the RMYA
  - Enclosure No. 3 – Template Number 2 – School Report on the Results of the RMYA
  - Enclosure No. 4 –Template Numbers No. 3 & 4 - Division Report on the Results of the RMYA
  - Enclosure No. 5 – Learning Area where SHS Core Subjects shall be included. in the Report Using Template No. 3
  - Enclosure No. 6 –Schedule of Regional Mid-Year Assessment in Different Learning Areas
  - Enclosure No. 7a – Monitoring Tool
  - Enclosure No. 7b – Template for the Consolidated Monitoring Reports
  - Enclosure No. 8 – Summary of RMYA Activities and Dates



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Enclosure No. 9 – Template for Intervention/Remediation Plan for the Identified Learning Gaps in the Different Learning Areas and Grade Levels

12. Should there be any questions or queries as regard this activity, particularly on the assessment tools and key to corrections, please, contact the concerned Regional Education Program Supervisor (EPS) through his/her email address below.

| Learning Area | EPS In-Charge            | Email Address  |
|---------------|--------------------------|--|
| Filipino      | Marie Ann C. Ligsay, PhD | <a href="mailto:maricann.ligsaya@deped.gov.ph">maricann.ligsaya@deped.gov.ph</a>         |
| English       | Ramil G. Ilustre, PhD    | <a href="mailto:ramil.ilustre@deped.gov.ph">ramil.ilustre@deped.gov.ph</a>               |
| Mathematics   | Nestor P. Nuesca, EdD    | <a href="mailto:nestor.nuesca@deped.gov.ph">nestor.nuesca@deped.gov.ph</a>               |
| Science       | Arlon P. Cadiz, PhD      | <a href="mailto:arlon.cadiza@deped.gov.ph">arlon.cadiza@deped.gov.ph</a>                 |
| AP            | Arnold C. Montemayor     | <a href="mailto:arnold.montemayor002@deped.gov.ph">arnold.montemayor002@deped.gov.ph</a> |
| EPP/TLE       | Reynaldo G. Castillo     | <a href="mailto:reynaldo.castillo@deped.gov.ph">reynaldo.castillo@deped.gov.ph</a>       |
| MAPEH         | Engelbert B. Agunday EdD | <a href="mailto:engelbert.agunday@deped.gov.ph">engelbert.agunday@deped.gov.ph</a>       |
| EsP           | Rosalinda S. Ibarra, PhD | <a href="mailto:rosalinda.ibarra002@deped.gov.ph">rosalinda.ibarra002@deped.gov.ph</a>   |

13. The results and findings of the RMYA will not be used to rank the SDOs according to the performance of their learners nor the performance of the schools. Furthermore, the findings shall not be used as a basis for the IPCRF of teachers and additional grades for the learners who took the RMYA. **Hence, it is enjoined that the real scores/performance of the learners be used in getting the percentage of learners who achieved the minimum proficiency level and be accurately reported in the SDOs and RO.**

14. Immediate and wide dissemination of and compliance with this Memorandum are earnestly desired.

  
**MAY B. ECLAR, PhD, CESO III**  
Regional Director

Encls.: as stated  
Reference: Regional Memorandum No. 025, s. 2023  
To be indicated in the Perpetual Index  
under the following subjects:

**EDUCATION PROGRAM SUPERVISORS  
MID-YEAR ASSESSMENT**

**LEARNING AREAS  
TEACHERS**

Clmd10  
March 2, 2023



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REGION III-CENTRAL LUZON

Enclosure No. 1 of Regional Memorandum No. \_\_\_\_\_, s. 2022

**GUIDELINES ON THE CONDUCT OF THE REGIONAL MID-YEAR ASSESSMENT  
IN KINDERGARTEN, LEARNING AREAS FROM GRADES 1-10, AND CORE  
LEARNING AREAS IN SENIOR HIGH SCHOOL**

Educational assessment is the process of collecting useful and relevant data and information from various sources to develop insights into students' understanding, knowledge, and takeaways from their educational experiences.

Teachers employ assessment strategies to strengthen the skills of learners in relation to learning standards which comprise content standards, performance standards, and learning competencies and in the development of 21st Century skills. Crafting quality assessments is associated with the quality of lesson planning and instruction. The assessment should be appropriately implemented in the classroom to measure students' progress toward the acquisition of skills in addition to mastery of the content.

At present, all public schools nationwide have been implementing Face-to-Face classes for School Year 2022-2023. Based on research findings, non-face-to-face instruction due to school closures because of the COVID-19 pandemic had negative effects on student learning. It is expected that when learners return to school, they have lower achievement. Hence, it is deemed necessary that a mid-year assessment be administered to help teachers gauge their students' strengths, weaknesses, knowledge level, and skill set to determine their achievement and help them improve their instruction methods for their students to learn better in the succeeding quarters.

These guidelines shall provide guidance on the administration of the RMYA in kindergarten, in all learning areas from Grades 1 to 10, and in core subjects in the senior high school in Region III.

**A. Learning Assessment Tools**

The Regional Mid-Year Assessment (RMYA) learning assessment tools are **designed for the current grade level of the learners**. These are uploaded to Google drive. The link to Google drive shall be shared by the Regional Learning Resource (LR) Supervisor with the Division LR Supervisors who in turn share the link with the school heads/teachers.

The Google drive contains the learning assessment tools for Kindergarten, English 1-10, Filipino 1-10, Science 1-10, Mathematics 1-10, *Araling Panlipunan* 1-10, EPP/TLE 1-10, MAPEH 1-10, *Edukasyon sa Pagpapakatao* 1-10, and the Senior High School (SHS) Core Subjects.



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Test takers shall use another sheet of paper as an answer sheet, and not directly answer on the test paper. The school may use computer-assisted or computer-based mechanisms in administering the test, whenever possible.

**B. Role and Functions of the Teachers**

1. Download and reproduce the mid-year assessment tools. Expenses to be incurred in the reproduction shall be charged to the school MOOE and other local funds subject to the usual accounting and auditing rules;
2. Administer the RMYA from **March 13 to 17, 2023**, based on the given schedule of test administration per learning area. This can be done within one week so as not to overwhelm the learners in taking the test in all learning areas;
3. Check the responses of the learners;
4. Conduct an item analysis to determine the most learned and least learned competencies by getting the frequency of learners with the correct and wrong answers per item number. The top 10 item numbers with the greatest number of learners with the correct answers are considered the 10 most mastered learning competencies, while the 10 item numbers with the least number of learners with the correct answers or the 10 item numbers with the greatest number of learners with the wrong answers are considered the 10 least learned competencies. Likewise, the cognitive levels based on the most learned and least learned competencies shall be determined. Template 1 in Enclosure No. 2 shall be used for the most and least learned competencies identified;
5. Compute the percentage of learners who achieved the Minimum Proficiency Level (MPL) using the formula below:

$$\text{Percentage of Learners who Achieved or Exceeded the MPL} = \frac{\text{Number of Learners who Achieved or Exceeded the MPL} \times 100}{\text{Number of Learners who Took the Test}}$$

Example:

Number of Test Items = 30

MPL of Grade 3 Mathematics = 18

Total Number of Learners who took the test = 45

Number of Learners who achieved or exceed the MPL or learners who got 18 and above correct answers = 40

$$\begin{aligned} \text{Percentage of LAEMPL} &= \frac{40}{45} \times 100 \\ &= 88.88\% \text{ or } 89\% \end{aligned}$$

This means that 88.88% or 89% of the learners who finished Grade 3 Mathematics and took the test achieved or exceeded the MPL in Math, while 11.12 % or 11% of them did not achieve the MPL in Mathematics.

Refer to the table below for the Minimum Level of Proficiency based on the number of test items taken.

| Number of Items | Minimum Level of Proficiency |
|-----------------|------------------------------|
|-----------------|------------------------------|



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|    | (60 % of the total no. of test items) |
|----|---------------------------------------|
| 25 | 15                                    |
| 30 | 18                                    |
| 40 | 24                                    |
| 50 | 30                                    |

Enter the computed percentage of learners who achieved or exceeded the MPL in a particular learning area and grade level on Template No.1, Enclosure No. 2.

6. Identify learning gaps/least learned competencies necessary to the learners' current grade level. The least learned competencies can be considered as learning gaps; and
7. Submit the accomplished Template No. 1 to his/her respective school head **on or before March 24, 2023.**

**C. Role and Functions of the School Heads**

1. Determine the school percentage of learners who achieved or exceeded the MPL per learning area and grade level, most learned and least learned competencies based on the submitted reports from teachers using Template Number 2 in Enclosure No. 3. Submit the accomplished template to the Schools Division Office **on or before April 10, 2023;**
2. The school head shall assign master teachers to encode the results in the prescribed template which shall be accomplished online. The link to the Google Drive per SDO of the report will be provided to the concerned CID Chief and shall be accomplished by the assigned master teachers **on or before March 31, 2023;**
3. Carefully analyze the result of the test and relate the learning gaps of the learners to the Pedagogical Content Knowledge (PCK) and competency of teachers;
4. Conduct a Learning Action Cell session for teachers to present the findings relative to the result of the RMYA to improve teachers' PCK and competency in support of the School Learning Recovery Plan;
5. Prepare/develop an intervention/remediation plan for the identified learning gaps in the different learning areas and grade levels with the support/help of the Master Teachers using the template in Enclosure No. 9;
6. Submit to the SDO the finalized intervention/remediation plan for approval **on or before April 28, 2023;** and
7. Implement the approved intervention/remediation plan.

**D. Role and Functions of the Division Learning Area Education Program Supervisors/Public Schools District Supervisors**

1. Monitor the administration of the test using the Monitoring Tool in Enclosure No. 7a;
2. Submit the monitoring report to the Division Testing Coordinator for consolidation on or before March 24, 2023;



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CellCode No. AIA17-0277



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REGION III-CENTRAL LUZON

3. Determine the division percentage of learners who achieved or exceeded the MPL per learning area and grade level, most learned and least learned competencies based on the submitted reports from the schools using Template Numbers 3 and 4, respectively, in Enclosure No. 4, with analysis and interpretation and submit the report to the CLMD, Regional Office **on or before April 21, 2023**;
4. Check and approve the intervention/remediation plan submitted by the school head;
5. Conduct regular monitoring and evaluation, in coordination with CLMD Learning Area Supervisors, on the implementation of the intervention/remediation plan developed by the school heads/master teachers;
6. Prepare technical assistance (TA) plan based on the issues, concerns, and challenges in the implementation of the intervention/remediation plan especially the bridging of the identified learning gaps; and
7. Provide technical assistance to the concerned school heads and teachers to achieve effective implementation of the intervention/remediation plan; and
8. Submit the monitoring report and the TA provided to their respective schools division superintendent for inclusion in the Program Implementation Review (PIR) report.

**E. Role and Functions of the Regional Learning Area Education Program Supervisors**

1. Upload the soft copies of the assessment tools in Google drive to be shared by the Regional LR Supervisor with the Division LR Supervisor;
2. Track the encoding of the consolidated report of the learning area per school using the prescribed template which shall be accomplished online;
3. Determine the regional percentage of learners who achieved or exceeded the MPL per learning area and grade level, most learned and least learned competencies based on the submitted reports from the SDO with analysis and interpretation and submit the report to the CLMD Chief **on or before May 26, 2023**;
4. Coordinate with the Division Learning Area EPSs/PSDSs on the monitoring and evaluation of the implementation of the intervention/remediation plan developed by the school heads/master teachers; and
5. Provide technical assistance when there are requests from the SDOs.

**F. Division Testing Coordinator**

1. Monitor the administration of the test using the Monitoring Tool in Enclosure No. 7a;
2. Receive and consolidate the monitoring reports of the EPSs and PSDSs; and
3. Submit the consolidated monitoring results, using the template in Enclosure No. 7b on or before **March 31, 2023**.



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Enclosure No. 2 of Regional Memorandum No. \_\_\_\_\_, s. 2022

Template No. 1

(To be submitted to the School Head)

**TEACHER'S REPORT ON THE RESULTS OF THE REGIONAL  
MID-YEAR ASSESSMENT**

School Year \_\_\_\_\_

School: \_\_\_\_\_  
Learning Area: \_\_\_\_\_  
Grade Level: \_\_\_\_\_  
Section (if applicable): \_\_\_\_\_  
Total No. of Enrolled Learners: \_\_\_\_\_ No. of Male: \_\_\_\_\_ No. of Female: \_\_\_\_\_  
Total No. of Takers: \_\_\_\_\_ No. of Male Takers: \_\_\_\_\_ No. of Female Takers: \_\_\_\_\_  
Percentage of Learners who achieved or exceeded the MPL: \_\_\_\_\_  
Percentage of Male Takers who achieved or exceeded the MPL: \_\_\_\_\_  
Percentage of Female Takers who achieved or exceeded the MPL: \_\_\_\_\_

**Part A. Most Learned and Least Learned Items**

| Item No. | Most Learned Competencies | Rank | Item No. | Least Learned Competencies | Rank |
|----------|---------------------------|------|----------|----------------------------|------|
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |

Analysis and Interpretation:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Prepared by:

\_\_\_\_\_  
Subject Teacher



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Enclosure No. 3 of Regional Memorandum No. \_\_\_\_\_, s. 2022

**Template No. 2**

*(To be submitted to the SDO (Learning Area Supervisor for consolidation))*

**SCHOOL REPORT ON THE RESULTS OF THE REGIONAL  
MID-YEAR ASSESSMENT**  
School Year \_\_\_\_\_

Division: \_\_\_\_\_  
School: \_\_\_\_\_  
Address of the School: \_\_\_\_\_  
Learning Area: \_\_\_\_\_  
Grade Level: \_\_\_\_\_  
Section (if applicable): \_\_\_\_\_  
Total No. of Enrolled Learners: \_\_\_\_\_ No. of Male: \_\_\_\_\_ No. of Female: \_\_\_\_\_  
Total No. of Takers: \_\_\_\_\_ No. Male of Takers: \_\_\_\_\_ No. of Female Takers: \_\_\_\_\_  
Percentage of Learners who achieved or exceeded the MPL: \_\_\_\_\_  
Percentage of Male Takers who achieved or exceeded the MPI: \_\_\_\_\_  
Percentage of Female Takers who achieved or exceeded the MPL: \_\_\_\_\_

| Item No. | Most Learned Competencies | Rank | Item No. | Least Learned Competencies | Rank |
|----------|---------------------------|------|----------|----------------------------|------|
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |

Note: \*If there are more than one sections in a particular grade level, the average percentage of the learners who achieved or exceeded the MPL shall be reported.

**Analysis and Interpretation:**

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\_\_\_\_\_  
\_\_\_\_\_



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**Part B. Cognitive Levels based on Most Learned and Least Learned Competencies**

**B.1 Most Learned Competencies that Fall under each Cognitive Level**

Learning Area: \_\_\_\_\_

| Grade Level              | Bloom's Taxonomy (Cognitive Level)<br><i>Low Order Thinking Skills to High Order Thinking Skills</i> → |               |          |           |            |           | No. of Items |
|--------------------------|--|---------------|----------|-----------|------------|-----------|--------------|
|                          | Remembering  | Understanding | Applying | Analyzing | Evaluating | Creating* |              |
| Ex. Math 1               |  |               |          |           |            |           |              |
| Math 2                   |  |               |          |           |            |           |              |
| Math 3                   |  |               |          |           |            |           |              |
| Math 4                   |  |               |          |           |            |           |              |
| Math 5                   |  |               |          |           |            |           |              |
| Math 6                   |  |               |          |           |            |           |              |
| Math 7                   |  |               |          |           |            |           |              |
| Math 8                   |  |               |          |           |            |           |              |
| Math 9                   |  |               |          |           |            |           |              |
| Math 10                  |  |               |          |           |            |           |              |
| General Math             |  |               |          |           |            |           |              |
| Statistics & Probability |  |               |          |           |            |           |              |
| <b>Total</b>             |  |               |          |           |            |           |              |

\*In case there were items given intended for 'creating'

Analysis and Interpretation:

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B.2 Least Learned Competencies that Fall under each Cognitive Level

Learning Area: \_\_\_\_\_

| Grade Level              | Bloom's Taxonomy (Cognitive Level)<br><i>Low Order Thinking Skills to High Order Thinking Skills</i> → |               |          |           |            |           | No. of Items |
|--------------------------|--|---------------|----------|-----------|------------|-----------|--------------|
|                          | Remembering  | Understanding | Applying | Analyzing | Evaluating | Creating* |              |
| Ex. Math 1               |  |               |          |           |            |           |              |
| Math 2                   |  |               |          |           |            |           |              |
| Math 3                   |  |               |          |           |            |           |              |
| Math 4                   |  |               |          |           |            |           |              |
| Math 5                   |  |               |          |           |            |           |              |
| Math 6                   |  |               |          |           |            |           |              |
| Math 7                   |  |               |          |           |            |           |              |
| Math 8                   |  |               |          |           |            |           |              |
| Math 9                   |  |               |          |           |            |           |              |
| Math 10                  |  |               |          |           |            |           |              |
| General Math             |  |               |          |           |            |           |              |
| Statistics & Probability |  |               |          |           |            |           |              |
| <b>Total</b>             |  |               |          |           |            |           |              |

\*In case there were items given intended for 'creating'

Analysis and Interpretation:

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Prepared by:

\_\_\_\_\_  
 School Testing Coordinator/Teacher Assigned by the School Head

Certified Correct:

\_\_\_\_\_  
 School Head



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Certificate No. AJA17-0277





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Enclosure No. 4 of Regional Memorandum No. \_\_\_\_\_, s. 2022

**Template No. 3**

*(To be submitted to the RO (Learning Area Supervisor for consolidation)*

**DIVISION REPORT ON THE RESULTS OF THE REGIONAL  
 MID-YEAR ASSESSMENT**

School Year \_\_\_\_\_

Division: \_\_\_\_\_

Learning Area: \_\_\_\_\_

| Grade Level of Takers              | Total Percentage of Learners who achieved or exceeded the MPL | Percentage of Learners that achieved or exceeded the MPL |        |
|------------------------------------|---|--|--------|
|                                    |   | Male   | Female |
| Kindergarten                       |   |  |        |
| Grade 1                            |   |  |        |
| Grade 2                            |   |  |        |
| Grade 3                            |   |  |        |
| Grade 4                            |   |  |        |
| Grade 5                            |   |  |        |
| Grade 6                            |   |  |        |
| Grade 7                            |   |  |        |
| Grade 8                            |   |  |        |
| Grade 9                            |   |  |        |
| Grade 10                           |   |  |        |
| <b>Senior High School Subjects</b> |   |  |        |
|                                    |   |  |        |
|                                    |   |  |        |
|                                    |   |  |        |

Note: SHS Core Learning Subject under the jurisdiction of the learning area EPS should be included in the table. Refer to Enclosure No. 5.

Analysis and Interpretation:

\_\_\_\_\_

Prepared by:

\_\_\_\_\_ Learning Area Supervisor

Certified Correct:

\_\_\_\_\_ Curriculum Implementation Division Chief



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**Template No. 4**

**Division Identified Most Learned and Least Learned Competencies and Consolidated Cognitive Levels**

Division: \_\_\_\_\_  
 Learning Area: \_\_\_\_\_  
 Grade Level: \_\_\_\_\_

| Item No. | Most Learned Competencies | Rank | Item No. | Least Learned Competencies | Rank |
|----------|---------------------------|------|----------|----------------------------|------|
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |

Note: insert another table for other grade levels

**Part B. Cognitive Levels based on Most Learned and Least Learned Competencies**

**B.1 Most Learned Competencies that Fall under each Cognitive Level**

Learning Area: \_\_\_\_\_

| Grade Level | Bloom's Taxonomy (Cognitive Level)<br><i>Low Order Thinking Skills to High Order Thinking Skills</i> → |               |          |           |            |           | No. of Items |
|-------------|--|---------------|----------|-----------|------------|-----------|--------------|
|             | Remembering  | Understanding | Applying | Analyzing | Evaluating | Creating* |              |
| Ex. Math 1  |  |               |          |           |            |           |              |
| Math 2      |  |               |          |           |            |           |              |
| Math 3      |  |               |          |           |            |           |              |
| Math 4      |  |               |          |           |            |           |              |
| Math 5      |  |               |          |           |            |           |              |
| Math 6      |  |               |          |           |            |           |              |
| Math 7      |  |               |          |           |            |           |              |
| Math 8      |  |               |          |           |            |           |              |
| Math 9      |  |               |          |           |            |           |              |



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|                          |  |  |  |  |  |  |  |
|--------------------------|--|--|--|--|--|--|--|
| Math 10                  |  |  |  |  |  |  |  |
| General Math             |  |  |  |  |  |  |  |
| Statistics & Probability |  |  |  |  |  |  |  |
| <b>Total</b>             |  |  |  |  |  |  |  |

\*In case there were items given intended for 'creating'

Analysis and Interpretation:

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**B.2 Least Learned Competencies that Fall under each Cognitive Level**

Learning Area: \_\_\_\_\_

| Grade Level              | Bloom's Taxonomy (Cognitive Level)<br><i>Low Order Thinking Skills to High Order Thinking Skills</i> → |               |          |           |            |           | No. of Items |
|--------------------------|--|---------------|----------|-----------|------------|-----------|--------------|
|                          | Remembering  | Understanding | Applying | Analyzing | Evaluating | Creating* |              |
| Ex. Math 1               |  |               |          |           |            |           |              |
| Math 2                   |  |               |          |           |            |           |              |
| Math 3                   |  |               |          |           |            |           |              |
| Math 4                   |  |               |          |           |            |           |              |
| Math 5                   |  |               |          |           |            |           |              |
| Math 6                   |  |               |          |           |            |           |              |
| Math 7                   |  |               |          |           |            |           |              |
| Math 8                   |  |               |          |           |            |           |              |
| Math 9                   |  |               |          |           |            |           |              |
| Math 10                  |  |               |          |           |            |           |              |
| General Math             |  |               |          |           |            |           |              |
| Statistics & Probability |  |               |          |           |            |           |              |
| <b>Total</b>             |  |               |          |           |            |           |              |

\*In case there were items given intended for 'creating'

Analysis and Interpretation:

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Consolidated by:

Noted:

\_\_\_\_\_  
Learning Area EPS

\_\_\_\_\_  
CID Chief



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Enclosure No. 5 to Regional Memorandum No. \_\_\_\_\_, s. 2022

**Learning Area where SHS Core Subjects shall be included in the Report Using  
Template No. 3**

| <b>SHS Core Subject Assessment Tool</b>                                 | <b>Learning Area</b> |
|---|----------------------|
| Oral Communication  | English              |
| Reading and Writing   | English              |
| <i>Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino</i>       | Filipino             |
| <i>Pagbasa at Pagsuri ng Iba't-Ibang Teksto Tungo sa Pananaliksik</i>   | Filipino             |
| 21 <sup>st</sup> -Century Literature from the Philippines and the World | English              |
| Contemporary Philippine Arts from the Regions                           | MAPEH                |
| Media and Information Literacy  | TLE                  |
| General Math  | Mathematics          |
| Statistics and Probability  | Mathematics          |
| Earth and Life Science  | Science              |
| Physical Science  | Science              |
| Introduction to the Philosophy of the Human Person                      | Araling Panlipunan   |
| Physical Education & Health   | MAPEH                |
| Personal Development  | Araling Panlipunan   |
| Understanding Culture, Society and Politics                             | Araling Panlipunan   |
| Earth Science (for STEM)  | Science              |
| Disaster Readiness and Risk Reduction (for STEM)                        | Science              |



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Enclosure No. 6 of Regional Memorandum No. \_\_\_\_\_, s. 2022

**Schedule of the Regional Mid-Year Assessment**  
Kindergarten, Grades 1-10, Core Subjects in Senior High School

| <b>Monday</b><br><b>March 6, 2023</b>               | <b>Tuesday</b><br><b>March 7, 2023</b> | <b>Wednesday</b><br><b>March 8, 2023</b>   | <b>Thursday</b><br><b>March 9, 2023</b> | <b>Friday</b><br><b>March 10, 2023</b> |
|---|--|--|---|--|
| English<br><br><i>Edukasyon sa<br/>Pagpapakatao</i> | Science<br><br>Kindergarten            | <i>Araling<br/>Panlipunan</i><br><br><i>Edukasyong<br/>Pantahanan at<br/>Pangkabuhayan</i> | Mathematics                             | Filipino<br><br>MAPEH                  |

Note: For Senior High School, the core subjects may be administered based on the corresponding learning area equivalent (For Example: For science, the subjects are Physical Science and Earth Life Science for Non-STEM Senior High School Learners while Earth Science and DRRR for STEM Senior High School Learners)



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**Monitoring Tool**  
 (To be accomplished by the monitoring official)

Testing Program: **2023 Regional Mid-year Assessment**  
 School: \_\_\_\_\_  
 Address: \_\_\_\_\_

| Grade Level | Total No. of Enrolment |   |   | Actual Test Takers |   |   | No. of Learners who did not take the RMYA |   |   | Reasons for not taking the test |
|-------------|------------------------|---|---|--------------------|---|---|---|---|---|---------------------------------|
|             | M                      | F | T | M                  | F | T | M   | F | T |                                 |
| Kinder      |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 1     |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 2     |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 3     |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 4     |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 5     |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 7     |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 8     |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 9     |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 10    |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 11    |                        |   |   |                    |   |   |   |   |   |                                 |
| Grade 12    |                        |   |   |                    |   |   |   |   |   |                                 |

Legend: M-Male, F-Female, T-Total

**RMYA 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 RMYA**

| Issues and Concerns | Action Taken |
|---------------------|--------------|
|                     |              |
|                     |              |
|                     |              |
|                     |              |

Comments/Suggestions/Recommendations to improve the test administration:

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Monitored by:

\_\_\_\_\_  
Printed Name and Signature of the Monitoring Official

\_\_\_\_\_  
Designation

\_\_\_\_\_  
Date

Conforme:

\_\_\_\_\_  
Signature Over the Printed Name of the Principal



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**C. Actual Conduct of the RMYA**

| Issues and Concerns | Action Taken |
|---------------------|--------------|
|                     |              |
|                     |              |
|                     |              |
|                     |              |
|                     |              |

Comments/Suggestions/Recommendations to improve the test administration:

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Consolidated by:

\_\_\_\_\_  
Printed Name and Signature of the Division Testing Coordinator

Noted:

\_\_\_\_\_  
Signature Over the Printed Name of the SDS



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Enclosure No. 8 to Regional No. \_\_\_\_\_, s. 2023

**Summary of RMYA Activities and Dates**

| <b>Activity</b>  | <b>Date</b>                 | <b>Person Involved</b>  |
|--|-----------------------------|---|
| Submission of Monitoring Reports of the EPSs/PSDSs to the Division Testing Coordinator         | on or before March 24, 2023 | Division EPSs & PSDSs who conducted monitoring                  |
| Submission of Consolidated Reports to the Regional Office by the Division Testing Coordinators | on or before March 31, 2023 | Division Testing Coordinators                                   |
| Submission of Accomplished Template No. 1 to the school head                                   | on or before March 24, 2023 | Concerned teachers  |
| Encoding of School RMYA Results per SDO in the Google sheet                                    | on or before March 31, 2023 | Assigned Master Teachers or whoever assigned by the school head |
| Submission of accomplished Template No. 2 to SDOs  | on or before April 10, 2023 | Concerned school heads  |
| Submission of accomplished Templates No. 3 & 4 to the RO                                       | on or before April 21       | Concerned Division Learning Area Supervisors                    |
| Submission of finalized intervention/remediation plan to SDO for approval                      | on or before April 28, 2023 | Concerned school heads  |
| Submission of RMYA Results with analysis to the CLMD Chief                                     | on or before May 26, 2023   | Concerned Regional Learning Area Supervisors                    |



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Enclosure No. 9 to Regional Memorandum No. \_\_\_\_\_, s. 2023

**INTERVENTION / REMEDIATION PLAN FOR THE IDENTIFIED LEARNING GAPS IN THE DIFFERENT LEARNING AREAS AND GRADE LEVELS**

Division: \_\_\_\_\_  
School: \_\_\_\_\_

| Target/Objective | Intervention(s)/Activities | Time Frame | Material/Resources Needed | Funding Requirement | Persons Involved | Success Indicator |
|------------------|----------------------------|------------|---------------------------|---------------------|------------------|-------------------|
|                  |                            |            |                           |                     |                  |                   |

Prepared by:  
\_\_\_\_\_  
School Head/Master Teacher

Checked and Approved by:  
\_\_\_\_\_  
Team of Learning Area EPSs/PSDSs



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