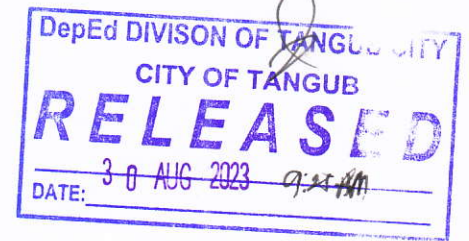




Republic of the Philippines
Department of Education
Region X
SCHOOLS DIVISION OF TANGUB CITY



August 29, 2023

DIVISION MEMORANDUM
No. 279, s. 2023

CONDUCT OF SCHOOL-BASED DIAGNOSTIC ASSESSMENT IN ALL
LEARNING AREAS FROM GRADES 1-10 AND CORE LEARNING AREAS
IN GRADES 11-12

To: Assistant Schools Division Superintendent (ASDS)
Chief Education Supervisors (CID & SGOD)
Education Program Supervisors
Public Schools District In-Charge (PSDICs)
Elementary and Secondary School Heads
All Others Concerned
This Division

1. As regards DepEd Order No. 022, s. 2023 on the Implementing Guidelines on the School Calendar and Activities for the School Year 2023-2024, the Classroom-Based and System Assessment is included in order “to monitor learners’ progress vis-à-vis the learning competencies and provide appropriate instructional support” and that “teachers shall regularly conduct formative and summative assessments.”

2. Hence, all schools shall conduct the School-Based Diagnostic Test in all learning areas on **September 4-8, 2023**.

3. The activity aims to help teachers gauge their learners’ strengths, weaknesses, knowledge level, and skillset prior to beginning instruction and help them improve their instruction methods for their learners to learn better.

4. The assessment materials to be used by the schools are those which were used during the first quarter assessment of the previous school year. Schools shall print and reproduce the diagnostic assessment tools. Printing expenses shall be charged to the School Maintenance and Other Operating Expenses (MOOE) and other local funds subject to usual accounting and auditing rules.

5. Enclosed are the following documents for information and guidance:

- Enclosure No. 1 - Guidelines on the Administration of the Diagnostic Assessment
- Enclosure No. 2 - Teacher’s Report on the Results of the Diagnostic Assessment



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Enclosure No. 3 - Learning Area where SHS Core Subjects shall be included

6. The results and findings of this assessment shall be used solely as stated in Item no. 3.
7. This Office directs the immediate and wide dissemination of this Memorandum.

SHAMBAEH A. ABANTAS-USMAN, PhD, CESE
Assistant Schools Division Superintendent
OIC-Office of the Schools Division Superintendent

REFERENCES: DO 022, s. 20223
DO 8, s. 2015

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

CURRICULUM ASSESSMENT

CID/radj



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ENCLOSURE NO. 1

**GUIDELINES ON THE CONDUCT OF THE SCHOOL-BASED
DIAGNOSTIC ASSESSMENT**

The diagnostic assessment shall help teachers gauge their learners' strengths, weaknesses, knowledge level, and skillset prior to beginning instruction and help them improve their instruction methods for their learners to learn better.

A. Learning Assessment Tools

The materials to be used are the first quarter learning assessment in the previous year, developed by the subject teacher. If the teacher is newly-assigned in a particular grade level, he/she may seek assistance from the teacher who was previously assigned.

B. Role and Function of the Teacher

1. Reproduce the 1st quarter assessment tool of the previous year to be used as material for the diagnostic assessment.
2. Administer the diagnostic test on September 4-8, 2023. This can be done within one week so as not to overwhelm the learners in taking the diagnostic test in all learning areas.
3. Check the responses of the learners.
4. Conduct a simple item analysis to determine the most mastered 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 greatest number of learners with the wrong answers are considered the 10 least learned competencies. Enclosure 2 shall be used for the identified most mastered and least learned competencies.
5. Compute the percentage of learners who achieved the Minimum Proficiency Level (MPL) using this formula:

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



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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
Percentage of LAEMPL = $\frac{40}{45} \times 100$
= 88.88% or 89%

6. Identify the learning gaps/least learned competencies that are necessary to the current grade level of the learners. The least learned competencies can be considered as learning gaps.
7. Submit to the school head the results of the diagnostic assessment and the list of competencies which are mastered and not mastered.

C. Role and Function of the School Head

1. Determine the school percentage of learners who achieved or exceeded the MPL per learning area and grade level, most mastered and least learned competencies based on the report of the teacher.
2. Analyze the results of the diagnostic test and relate the learning gaps of the learners to the Content Pedagogical Knowledge (CPK) and competency of teachers.
3. Conduct LAC session for teachers to discuss findings and to improve teachers' CPK and competency.
4. Prepare/develop an intervention/remediation plan for the identified learning gaps in all learning areas and grade levels, and plot this in the LAC Plan.

D. Division Learning Area Supervisors

1. Collect the results of assessment in the assigned learning area.
2. Coordinate with the PSDICs on the monitoring and evaluation of the implementation of the intervention/remediation plan developed by the school heads/master teachers.
3. Provide technical assistance to school heads/master teachers.



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ENCLOSURE NO. 3

LEARNING AREA WHERE SHS CORE SUBJECTS SHALL BE INCLUDED

Grade Level: Grade 12

SHS Core Subject Assessment Tool	Learning Area
Oral Communication	English
Reading and Writing	English
Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino	Filipino
Pagbasa at Pagsuri ng Iba't-Ibang Teksto Tungo sa Pananaliksik	Filipino
21 st Century Literature from the Philippines and the World	English
Contemporary Philippine Arts from the Regions	MAPEH
Media and Information Literacy	TLE
General Mathematics	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 and 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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