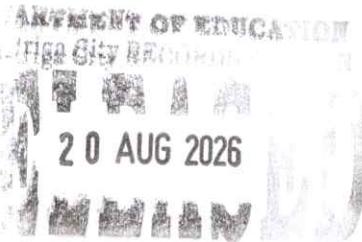




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REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG LUNGSOD IRIGA



Office of the Schools Division Superintendent

August 20, 2026

DIVISION MEMORANDUM

No. 425 s. 2026

**ADMINISTRATION OF SUMMATIVE TEST AND TERM EXAMINATION
FOR SY 2026 – 2027**

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

1. Pursuant to **DepEd Order No. 015, s. 2026, Re: “Revised Guidelines on Classroom Assessment, Grading System, and Awards and Recognition for K to 12 Basic Education Program”** this Office through the Curriculum Implementation Division (CID), provides further information and updates on the preparation and administration of summative assessments.

2. The following updates shall provide guidance to teachers and instructional leaders in ensuring the proper preparation, and implementation of summative examinations.

2.1. **On the number of items and number of points prescribed for each examination:** The total points for Summative Tests 1 and 2 and the Term Examination (TE) may vary depending on the type of items used. Consequently, the total number of points may differ from the prescribed number of items.

2.2. **On the type of test items:** Teachers in Key Stages 2–4 are encouraged to use a combination of selected-response and constructed-response items, as appropriate to the learning competencies and cognitive processes being assessed.

2.3. **On the preparation of the Summative Examinations:** Examinations, including Summative Tests (STs) and Term Examinations (TE), shall be teacher-made, competency-aligned, and based on the lessons and competencies covered during the term. ***Teachers within the same grade level and learning area may collaboratively prepare Summative Tests (STs) and Term Examinations (TEs). However, individual or “solo” preparation of these assessments may also be undertaken when deemed appropriate.***

2.4. **On the administration of Examinations:** The STs and TE shall be administered at designated points throughout the term to facilitate the systematic



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and cumulative assessment of learners' knowledge, skills, and competencies. The Term Examination (TE) shall be administered during the final instructional days of the term. It shall primarily assess competencies covered after the Second Summative Test (ST), while also incorporating selected critical and least-mastered competencies from earlier parts of the term. No TE shall be administered in Kindergarten. The examination shall be administered in two sessions. Approximately one-half of the learners in each class shall take the examination in the morning session, while the remaining learners shall take the examination in the afternoon session. In cases where the total number of learners is odd, the additional learner shall be assigned to the morning session. The grouping of learners shall be based strictly on the alphabetical order of their names, regardless of gender, to ensure an orderly, systematic, and equitable administration of the examination.

2.5. **On the preparation of Table of Specifications (TOS):** Only Term Examination shall be guided by a teacher – prepared TOS using ***Revised Bloom's Taxonomy/Cognitive Process Dimensions***. For Grades 1 to 3, Term Examinations (TEs) may be administered only for selected competencies that are appropriately assessed through written or structured responses, provided that learners have been given sufficient opportunities for practice and preparation. The assessment shall be brief, developmentally appropriate, and designed to minimize pressure on young learners. TEs shall not be administered to assess competencies that are more appropriately demonstrated through performance or observable behavior, or when adequate evidence of learners' achievement has already been established through other appropriate assessment methods; ***hence, it is not necessary that all learning competencies covered shall be included in the summative examinations (STs and/or TE)***. The listed critical least-mastered competencies from ST1 and ST2 shall be included in the Term Examination.

3. For further reference and guidance, the following enclosures are hereby incorporated as integral parts of this Memorandum

- 3.1. Enclosure No. 1 – Table of Specification Template
- 3.2. Enclosure No. 2 - Schedule and allotted testing time for each learning area.
- 3.3. Enclosure No. 3 - Preparation of the Table of Specifications (TOS): Cognitive Dimensions, Item Classification, and Percentage Distribution
- 3.4. Enclosure No. 4 - Number of Test Items per Learning Area Across Key Stages

4. Immediate and wide dissemination of this Memorandum is desired.

MARIA – MAGNOLIA F. BRIOSO, CESO VI
OIC – Schools Division Superintendent



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Enclosure No 1 to Division Memorandum No. ____, s. 2026

Table of Specification Template for Term Examination

Subject: _____ **Grade:** _____ **Term Period:** _____ **School Year:** _____

Learning Competencies	No. of Days /Time Allotment	% Weight	Total No. of Items	Cognitive Dimensions						Total No. of Points	Placement of Items
				Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
LC1											
LC2											
LC3											
Total		100%									

Prepared by:

Reviewed by:

Approved:

School Head/Principal



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Enclosure No 2 to Division Memorandum No. ____, s. 2026

Schedule and Allotted Testing Time for Each Learning Area for Term Examination

KS1

Grade	Time Schedule	Learning Areas	
		Day 1	Day 2
		Morning Session	Morning Session
Grade 1	7:00 – 7:30	Preliminaries	Preliminaries
	7:30 – 8:30	Language	Mathematics
	8:30 – 9:30	MAKABANSA	GMRC
	9:30 – 9:45	Health Break	Health Break
	9:45 – 10:45	Reading and Literacy	
		Afternoon Session	Afternoon Session
	12:45 – 1:00	Preliminaries	Preliminaries
	1:00 – 2:00	Language	Mathematics
	2:00 – 3:00	MAKABANSA	GMRC
	3:00 – 3:15	Health Break	Health Break
	3:15 – 4:15	Reading and Literacy	
Grade 2		Day 1	Day 2
		Morning Session	Morning Session
	7:00 – 7:30	Preliminaries	Preliminaries
	7:30 – 8:30	Filipino	Mathematics
	8:30 – 9:30	English	GMRC
	9:30 – 9:45	Health Break	Health Break
	9:45 – 10:45	MAKABANSA	
		Afternoon Session	Afternoon Session
	1:00 – 1:15	Preliminaries	Preliminaries
	1:15 – 2:15	Filipino	Mathematics
	2:15 – 3:15	English	GMRC
Grade 3		Day 1	Day 2
		Morning Session	Morning Session
	7:00 – 7:30	Preliminaries	Preliminaries
	7:30 – 8:30	Filipino	Mathematics
	8:30 – 9:30	MAKABANSA	GMRC
	9:30 – 9:45	Health Break	Health Break
	9:45 – 10:45	Science	English
		Afternoon Session	Afternoon Session
	1:00 – 1:15	Preliminaries	Preliminaries
	1:15 – 2:15	Filipino	Mathematics
	2:15 – 3:15	MAKABANSA	GMRC
	3:15 – 3:30	Health Break	Health Break
	3:30 – 4:30	Science	English



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KS2

	Time Schedule	Learning Areas	
		Day 1	Day 2
		Morning Session	Morning Session
Grade 4 to 6	7:00 – 7:15	Preliminaries	Preliminaries
	7:15 – 8:00	Filipino	Mathematics
	8:00 – 8:45	Araling Panlipunan	EPP/TLE
	8:45 – 9:45	MAPEH	GMRC
	9:45 – 10:00	Health Break	Health Break
	10:00 – 10:45	Science	English
		Afternoon Session	Afternoon Session
	1:00 – 1:15	Preliminaries	Preliminaries
	1:15 – 2:00	Filipino	Mathematics
	2:00 – 2:45	Araling Panlipunan	EPP/TLE
	2:45 – 3:00	Health Break	Health Break
	3:00 – 3:45	MAPEH	GMRC
	3:45 – 4:45	Science	English

KS3

	Time Schedule	Learning Areas	
		Day 1	Day 2
		Morning Session	
Grades 7 - 10	7:00– 7:20	Preliminaries	Preliminaries
	7:20 – 8:10	Filipino	Values Education
	8:10 – 9:00	Araling Panlipunan	MAPEH
	9:00 – 9:15	Health Break	Health Break
	9:15 – 10:05	Mathematics	Science
	10:05 – 10:55	English	TLE
		Afternoon Session	
	1:00 – 1:15	Preliminaries	Preliminaries
	1:15 – 2:05	Filipino	Values Education
	2:05 – 2:55	Araling Panlipunan	MAPEH
	2:55 – 3:10	Health Break	Health Break
	3:10 – 4:00	Mathematics	Science
	4:00 – 4: 50	English	TLE

KS4

	Time Schedule	Learning Areas	
		Day 1	Day 2
		Morning Session	
Grade 11/12	45 minutes	As Determined by the School's SHS Track Offerings	As Determined by the School's SHS Track Offerings
		Morning Session	
		As Determined by the School's SHS Track Offerings	As Determined by the School's SHS Track Offerings



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Enclosure No. 3 to Division Memorandum No. ___, s. 2026

Preparation of the Table of Specifications (TOS): Cognitive Dimensions, Item Classification, and Percentage Distribution for Term Examination

All Learning Areas Except Mathematics, Science, and English

Bloom's Cognitive Dimension	Classification	Suggested Percentage
Remembering	LOTS	15%
Understanding	LOTS	20%
Applying	LOTS / transitional	20%
Analyzing	HOTS	20%
Evaluating	HOTS	15%
Creating	HOTS	10%
Total		100%

For Mathematics, Science, and English

Cognitive Dimension	Classification	Mathematics	Science	English
Remembering	LOTS	10%	10%	15%
Understanding	LOTS	15%	15%	20%
Applying	LOTS/Intermediate	20%	20%	15%
Analyzing	HOTS	25%	25%	20%
Evaluating	HOTS	20%	20%	15%
Creating	HOTS	10%	10%	15%
TOTAL		100%	100%	100%
LOTS/Intermediate		45%	45%	50%
HOTS		55%	55%	50%



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Enclosure No. 4 to Division Memorandum No. ___, s. 2026

Number of Test Items per Learning Area Across Key Stages for Term Examination

Key Stage	Provision	Number of Items
Kindergarten	No TE	Not Applicable
KS1 (Grade 1 to 3)	Administered for a selected learning area	30 items or lower and teacher determined
KS2 (Grades 4 to 6)	Required; cumulative assessment aligned with competencies	40 items
KS3 (Grades 7 to 10)	Required; includes higher – order thinking skills	50 items
KS4 (Grades 11 to 12)	Required: competency – based and discipline – specific	60 items