



DEPARTMENT OF EDUCATION
SDO-Iriga City RECORDS

25 AUG 2026

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Kagawaran ng Edukasyon

REHIYON V (BIKOL)

CTRL No.: 2026-08-431

TANGGAPANG PANSANGAY NG MGA PAARALAN NG LUNGSOD IRIGA

Office of the Schools Division Superintendent

August 24, 2026

DIVISION MEMORANDUM

No. 431 s. 2026

**ADDENDUM TO DIVISION MEMORANDUM NO. 425, s. 2026, RE:
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. In connection with the administration of the Term Examination, this Addendum is issued to provide additional guidelines on the conduct of the examination to ensure its orderly, secure, standardized, and effective implementation.
2. The additional provisions and corresponding procedures are contained in Enclosure No. 1, which shall form an integral part of this Memorandum.
3. All concerned personnel are directed to observe and strictly comply with the provisions stipulated in the said enclosure.
4. A separate memorandum shall be issued providing the guidelines and schedule for the submission of the Test Results.
5. All other provisions of the DM No. 425, s. 2026 shall remain in full force and effect.
6. Immediate dissemination of and strict compliance with this Memorandum are hereby directed.

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



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Enclosure No. 1 to DM No. ___, s. 2026

MANUAL OF OPERATIONS FOR THE ADMINISTRATION OF TERM EXAMINATIONS

I. Purpose

This Manual of Operations provides standardized procedures for the planning, preparation, administration, retrieval, checking, recording, analysis, and reporting of Term Examinations in the school.

It aims to ensure that Term Examinations are:

1. valid and aligned with the intended learning competencies;
2. administered consistently and fairly;
3. conducted in a secure and orderly manner;
4. free from unauthorized assistance and academic dishonesty;
5. properly documented and accounted for; and
6. used as basis for instructional decisions and learning interventions.

II. Scope

This Manual shall apply to all teaching and school personnel involved in the conduct of Term Examinations, including:

1. School Head;
2. Examination Coordinator/Testing Coordinator;
3. Subject Area Coordinators/Department Heads;
4. Classroom Teachers/Examiners;
5. Room Examiners/Proctors;
6. Test Item Writers and Validators;
7. Checking/Scoring Personnel; and
8. Records and Administrative Personnel.

It shall cover all scheduled Term Examinations conducted by the school, subject to existing DepEd policies and issuances.

III. Guiding Principles

The administration of Term Examinations shall be guided by the following principles:

1. Validity



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The examination shall measure the competencies, knowledge, skills, and cognitive processes intended to be assessed.

2. Reliability

The examination shall be administered and scored using consistent procedures to produce dependable results.

3. Fairness

All learners shall be given equitable opportunities and reasonable conditions to demonstrate their learning.

4. Confidentiality

Test materials, answer sheets, examination results, and other sensitive assessment information shall be protected from unauthorized access.

5. Integrity

All persons involved in the examination shall uphold honesty, professionalism, and ethical conduct.

6. Data Use

Examination results shall not merely be used for grading but shall serve as evidence for identifying learning gaps, instructional adjustments, and appropriate interventions.

IV. Roles and Responsibilities

A. School Head

The School Head shall:

1. approve the examination schedule;
2. designate personnel responsible for the conduct of the examination;
3. ensure that examination policies and procedures are communicated to all concerned;
4. ensure the security and confidentiality of test materials;
5. provide adequate rooms, facilities, and logistical requirements;
6. monitor the overall conduct of the examination;
7. address reported irregularities and incidents;
8. ensure proper documentation of the examination; and



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9. direct the analysis and utilization of examination results.

B. Examination/Testing Coordinator

The Examination Coordinator shall:

1. prepare the examination implementation plan;
2. coordinate the preparation and reproduction of test materials;
3. prepare the room assignments and examination schedule;
4. orient examiners and proctors;
5. maintain the inventory of examination materials;
6. ensure the proper distribution and retrieval of test materials;
7. document examination-related incidents;
8. consolidate examination results; and
9. coordinate post-examination analysis.

C. Subject Area Coordinator/Department Head

The Subject Area Coordinator shall:

1. ensure that examinations are aligned with the curriculum and learning competencies;
2. coordinate the preparation and review of test items;
3. ensure appropriate distribution of items across competencies and cognitive levels;
4. facilitate test validation;
5. review the Table of Specifications (TOS), when applicable;
6. monitor the quality of examination materials; and
7. facilitate the analysis of subject-area results.

D. Teachers/Examiners

Teachers shall:

1. prepare or administer examinations according to approved procedures;
2. maintain confidentiality of test materials;
3. provide clear instructions to learners;
4. monitor learners throughout the examination;
5. prevent unauthorized assistance;
6. account for all test materials;
7. document examination irregularities;



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8. check/score examination papers according to established procedures; and
9. analyze results and identify competencies requiring reinforcement.

V. Examination Cycle

The Term Examination shall follow the following cycle:

Planning → Test Development → Validation → Reproduction → Secure Storage → Administration → Retrieval → Checking/Scoring → Recording → Analysis → Intervention → Monitoring

VI. PRE-EXAMINATION PROCEDURES

A. Preparation of the Examination Schedule

The School Head, in coordination with the Examination Coordinator, shall prepare the examination schedule.

The schedule should indicate:

- date;
- time;
- grade level;
- learning area/ subject;
- examination room;
- assigned examiner/proctor; and
- special arrangements, when necessary.

The schedule shall be communicated to teachers, learners, and parents/guardians when appropriate.

B. Preparation of the Table of Specifications

Where applicable, the teacher/test developer shall prepare a Table of Specifications based on:

1. learning competencies;
2. instructional time;
3. content coverage;
4. cognitive process dimensions;
5. number of test items; and



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6. appropriate item types.

The TOS shall serve as the blueprint for the examination. To ensure appropriate representation of cognitive processes in the Table of Specifications (TOS), all Term Examinations shall be designed with reference to the Revised Bloom's Taxonomy. The cognitive dimensions shall be distributed across Lower-Order Thinking Skills (LOTS) and Higher-Order Thinking Skills (HOTS) to provide a balanced assessment of learners' knowledge, understanding, application, analysis, evaluation, and creation.

As a general guide, the following cognitive dimension distribution may be adopted in preparing the TOS for Term Examinations across learning areas, except for **Mathematics, Science, and English**, which may adopt discipline-specific distributions based on the nature and cognitive demands of their respective learning competencies.

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%

However, for Mathematics, Science, and English, the distribution of cognitive dimensions may be adjusted to provide greater emphasis on Higher-Order Thinking Skills (HOTS), considering the nature of the learning competencies and the cognitive demands inherent in these learning areas. The distribution shall prioritize competencies that require learners to apply concepts, analyze information, solve problems, evaluate evidence or solutions, justify reasoning, interpret data or texts, and construct appropriate responses or products.

The following discipline-specific distributions may be used as a guide:



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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%

C. Development of Test Items

Test items shall:

1. be aligned with the intended learning competencies;
2. reflect the level of instruction provided;
3. use clear and appropriate language;
4. avoid unnecessary clues;
5. avoid ambiguity;
6. observe appropriate item-writing principles;
7. include appropriate cognitive demands; and
8. provide sufficient evidence of learner achievement.

The examination should include a reasonable combination of selected-response and constructed-response items when appropriate to the competencies being assessed.

D. Test Validation and Quality Review

Before reproduction, examination papers shall undergo review.

The review shall consider:

- alignment with competencies;
- accuracy of content;
- appropriateness of cognitive level;



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- clarity of directions;
- grammar and language;
- suitability of illustrations or diagrams;
- correctness of answer keys;
- appropriateness of item difficulty; and
- completeness of test materials.

At least one qualified teacher or subject-area coordinator should review the examination before final reproduction.

VII. SECURITY AND CONFIDENTIALITY OF TEST MATERIALS

Test materials shall be treated as confidential assessment materials before and during the examination.

The following procedures shall be observed:

Before Reproduction

1. The final copy of examination shall be approved by the authorized school personnel.
2. Electronic copies shall be stored in a secure location.
3. Access shall be limited to authorized personnel.

During Reproduction

1. Only authorized personnel shall handle the examination file determined by the School Head.
2. The number of copies shall be based on actual requirements plus a reasonable number of contingency copies.
3. Unused or spoiled copies shall be accounted for and secured.

Storage

Printed examination papers shall be:

1. properly counted;
2. labeled according to grade/subject;
3. sealed or placed in secure envelopes; and



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- all examination materials shall be stored in a secure and designated area within the Principal's Office and shall be accessible only to duly authorized personnel.

Important Rule

No examination material shall be released, photographed, copied, forwarded, or discussed with unauthorized persons before the scheduled examination.

VIII. PRE-ADMINISTRATION PREPARATIONS

One day or sufficiently before the examination, the Examination Coordinator shall ensure that:

- examination rooms are identified;
- room assignments are posted;
- examiners/proctors are assigned;
- examination materials are prepared;
- answer sheets are available;
- attendance sheets are available;
- incident report forms are available;
- seating arrangements are prepared when necessary;
- clocks/timers are available;
- appropriate ventilation and lighting are provided; and
- special accommodations for qualified learners are arranged.

IX. ORIENTATION OF EXAMINERS/PROCTORS

Before the examination, all examiners/proctors shall be oriented on:

- examination schedule;
- room assignments;
- distribution and retrieval procedures;
- examination time limits;
- learner attendance;
- instructions to learners;
- prohibited activities;
- handling of questions from learners;
- procedures for suspected cheating;



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10. emergency procedures;
11. handling of test materials; and
12. completion of examination reports.

X. EXAMINATION ROOM PREPARATION

Before learners enter the room, the examiner shall:

1. check the cleanliness and condition of the room;
2. arrange seats with adequate spacing when possible;
3. remove or cover unauthorized instructional materials that may provide answers;
4. prepare the examination papers;
5. prepare the answer sheets;
6. check the seating arrangement;
7. ensure proper lighting and ventilation; and
8. prepare the attendance sheet.

Learning materials, posters, charts, formulas, notes, or other classroom displays that may provide answers to the examination shall be covered or removed when appropriate.

XI. DAY OF EXAMINATION

A. Before the Examination Begins

The examiner shall:

1. arrive sufficiently early;
2. secure the examination materials;
3. check the room;
4. verify the list of examinees;
5. instruct learners where to sit;
6. check attendance;
7. remind learners of examination rules;
8. distribute answer sheets; and
9. distribute examination papers only when the examination is officially scheduled to begin.

XII. STANDARD PROCEDURE FOR ADMINISTERING THE EXAMINATION

Step 1. Attendance



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The examiner shall verify the identity and attendance of each learner. Any absent learner shall be properly recorded.

Step 2. Preparation of Learners

To promote an orderly, fair, and conducive examination environment, learners shall be assigned to examination rooms in accordance with the following procedures:

- Each examination room shall accommodate **approximately one-half (50%) of the total number of learners in the class**, whenever practicable.
- Learners shall be **distributed and seated alphabetically by surname**, regardless of gender, to ensure an orderly and systematic seating arrangement.
- The examiner shall instruct learners to prepare only the materials allowed for the examination.
- Bags, books, notes, and unauthorized devices shall be placed in the designated area.
- Electronic devices shall be turned off, secured, or surrendered as required by the examination guidelines.
- Learners shall maintain silence and avoid any form of communication with other examinees once the examination has commenced.
- Learners shall follow all instructions given by the examiner and observe the prescribed examination rules throughout the testing period.

Examination Schedule and Learner Grouping

To ensure an orderly, secure, and conducive environment for the administration of the Term Examination, the examination shall be conducted over **two (2) days**, with the class population divided into **two (2) groups**.

- **First Day:** The **first half of the class** shall take the examination during the **morning session**, while the **second half of the class** shall take the examination during the **afternoon session**.
- **Second Day:** The same arrangement shall be observed, with the **first half of the class** taking the examination during the **morning session** and the **second half** taking the examination during the **afternoon session**.

Learners shall be **grouped and seated alphabetically by surname, regardless of gender**, and shall observe **one-seat-apart spacing both horizontally and vertically**, whenever the classroom layout permits. The

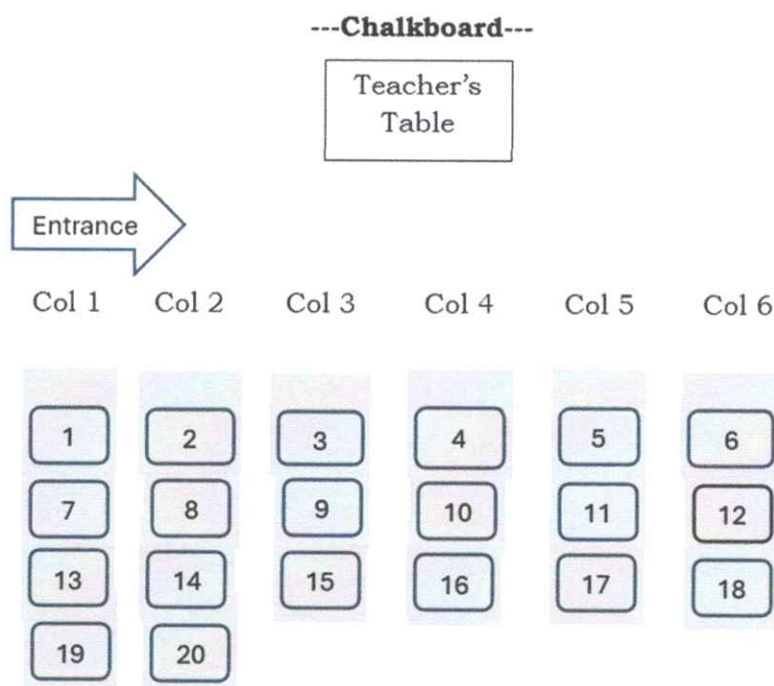


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grouping and seating arrangement shall be prepared in advance and consistently observed throughout the two-day examination period.

The division of the class into two groups shall be maintained for the duration of the examination to ensure proper supervision, adequate spacing, and the integrity of the assessment process.



Step 3. Distribution of Answer Sheets

The examiner shall distribute the answer sheets and instruct learners to complete the required identification information.



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The examiner should check that learners are using the correct answer sheet for the examination.

Step 4. Reading of General Instructions

Before distributing or opening the test, the examiner shall read the approved general instructions.

Sample:

"Read each item carefully. Follow the directions for each part of the examination. Write your answers clearly and use only the materials allowed. You may ask for clarification of the directions, but the examiner cannot provide answers or hints to test questions."

Step 5. Distribution of Test Papers

Test papers shall be distributed only after learners have completed the required preparations.

The examiner shall ensure that all learners receive the correct examination.

Step 6. Start of the Examination

The examiner shall announce:

1. the official starting time;
2. the duration of the examination; and
3. the expected ending time.

The official start time shall be recorded.

XIII. DURING THE EXAMINATION

The examiner/proctor shall:

1. Maintain Active Supervision

The examiner shall continuously monitor the room.

The examiner should avoid:



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- prolonged use of a mobile phone;
- reading unrelated materials;
- extended conversations;
- leaving the room unnecessarily; or
- performing activities that compromise supervision.

2. Responding to Learner Questions

Learners may ask questions concerning:

- unclear directions;
- missing pages;
- printing problems;
- damaged test materials; or
- other procedural concerns.

The examiner shall not provide answers, clues, interpretations, or hints that may lead the learner to the correct answer.

3. Monitoring Examination Integrity

The examiner shall watch for:

1. copying;
2. exchanging information;
3. unauthorized notes;
4. unauthorized electronic devices;
5. photographing test materials;
6. use of another learner's answer sheet;
7. communicating answers; and
8. other forms of unauthorized assistance.

XIV. HANDLING SUSPECTED CHEATING OR IRREGULARITIES

When an examination irregularity is observed, the examiner shall:

1. remain calm and professional;
2. avoid disrupting the entire class unnecessarily;
3. secure the relevant examination materials;
4. document the incident objectively;
5. inform the Examination Coordinator/School Head;
6. allow the authorized school process to determine the appropriate action; and
7. avoid making unsupported accusations in front of other learners.



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An **Incident Report** should include:

- date and time;
- examination/ subject;
- room;
- learner/s involved;
- factual description of the incident;
- materials/evidence involved;
- action taken by the examiner; and
- names/signatures of concerned personnel.

XV. TIME MANAGEMENT

The examiner shall provide appropriate time reminders, for example:

1. "You have one hour remaining."
2. "You have 30 minutes remaining."
3. "You have 10 minutes remaining."
4. "You have 5 minutes remaining."

Time reminders should be announced consistently to all learners.

No additional time shall be given unless authorized under an approved accommodation or examination policy.

XVI. EARLY SUBMISSION

If learners are allowed to submit before the scheduled end of the examination:

1. the examiner shall receive the test paper and answer sheet;
2. the learner's submission shall be recorded when required;
3. the learner shall leave the examination area quietly if the school permits early exit; and
4. the learner shall not be allowed to return to the examination unless authorized.

XVII. END OF THE EXAMINATION

At the official end time, the examiner shall clearly announce:

"Stop writing. Put your pencils/pens down and remain seated."

The examiner shall then:



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1. collect all answer sheets;
2. collect all test booklets/papers when required;
3. count the materials;
4. compare the number collected with the number distributed;
5. check for missing materials;
6. record any discrepancy; and
7. dismiss learners only after all examination materials have been secured.

XVIII. RETRIEVAL AND ACCOUNTING OF TEST MATERIALS

All examination materials shall be accounted for after every examination session.

The examiner shall verify:

Number of materials received = Number distributed = Number returned/collected

Any discrepancy shall immediately be reported to the Examination Coordinator or School Head. Unused, spoiled, and extra examination papers shall also be accounted for and secured.

XIX. CHECKING AND SCORING

Checking and scoring shall be conducted using the approved answer key, scoring guide, or rubric.

For constructed-response and performance-based components, the approved scoring criteria or rubric shall be used.

Teachers shall:

1. score objectively;
2. apply the same criteria to all learners;
3. avoid unauthorized alteration of scores;
4. maintain confidentiality of learner results; and
5. retain required assessment records.

XX. RECORDING OF RESULTS



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Examination results shall be properly recorded in the school's prescribed recording system.

The teacher shall verify:

1. learner names;
2. raw scores;
3. total items;
4. percentage scores/MPS as applicable;
5. grades or ratings, where applicable; and
6. completeness of records.

Errors in recording shall be corrected through proper procedures and documentation.

XXI. POST-EXAMINATION ANALYSIS

The examination shall not end with the computation of grades.

Teachers and subject-area coordinators shall analyze the results to determine:

1. competencies that were mastered;
2. competencies that were least learned;
3. items with unusually high or low difficulty;
4. common learner errors;
5. misconceptions;
6. areas requiring reteaching;
7. learners requiring intervention; and
8. instructional practices that may need adjustment.

XXII. ITEM ANALYSIS

Where applicable, item analysis shall be conducted using indicators such as:

Difficulty Index

Determines the proportion of learners who answered an item correctly.

Discrimination Index



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Determines how well an item distinguishes between learners who have demonstrated higher and lower levels of achievement.

Distractor Analysis

For selected-response items, distractors may be reviewed to determine whether they function appropriately.

Results may be classified as:

- retain;
- revise;
- improve;
- or consider for removal, depending on the evidence and purpose of the assessment.

XXIII. ANALYSIS OF LEARNING OUTCOMES

The teacher/subject-area team shall identify the:

A. Most Learned Competencies

Competencies where learners demonstrated satisfactory or strong achievement.

B. Least Learned Competencies

Competencies where learners demonstrated significant difficulty.

C. Priority Learning Gaps

Competencies requiring immediate instructional attention.

The analysis should move from:

Score → Item → Competency → Learning Gap → Instructional Response

XXIV. INSTRUCTIONAL RESPONSE

Based on examination results, teachers shall develop appropriate responses such as:

1. targeted remediation;
2. differentiated instruction;
3. enrichment;



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4. peer-assisted learning;
5. additional practice;
6. re-teaching;
7. formative assessment;
8. intervention activities; and
9. learning recovery strategies.

The intervention shall be monitored to determine whether learners demonstrate improvement.

XXV. REPORTING OF EXAMINATION RESULTS

The Examination Coordinator/Subject Area Coordinator may prepare a consolidated examination report containing:

1. number of examinees;
2. number of learners who completed the examination;
3. mean/MPS, when applicable;
4. proficiency/achievement levels, when applicable;
5. most learned competencies;
6. least learned competencies;
7. identified learning gaps;
8. intervention strategies;
9. recommendations; and
10. monitoring actions.