



Republic of the Philippines
Department of Education
REGION IX – ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF ZAMBOANGA SIBUGAY

DepEd, Division of Zamboanga Sibugay	
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October 21, 2025

DIVISION MEMORANDUM

No. 547. S. 2025

**ADMINISTRATION OF THE SECOND QUARTER SUMMATIVE ASSESSMENT
FOR SCHOOL YEAR 2025–2026**

TO: Assistant Schools Division Superintendent
Chiefs, CID & SGOD
School Heads
All Others Concerned
This Division

1. In compliance with the Department of Education's guidelines on assessment under the Revised K to 12 Curriculum and other existing DepED Orders, this memorandum is issued to inform all concerned schools of the **schedule on the conduct of the Second Quarter Summative Assessment on October 23-24, 2025.**
2. The Summative Assessment aims to:
 - a. assess learners' overall comprehension, mastery, and attainment of the Most Essential Learning Competencies (MELCs) and the 21st Century Skills at the conclusion of the quarter;
 - b. provide feedback on strengths and the areas where students still need improvement;
 - c. integrate the Higher Order Thinking Skills – Structured of Observed Learning Outcomes (HOTS SOLO) with super-items; and
 - d. promote uniformity in evaluating learner achievement for Grades 4 and 7 in order to generate consistent and comparable data for instructional interventions.
3. Only **Grades 4 and 7 learners** will take the **Division Unified Summative Assessment** in the eight learning areas, while **learners from these grade levels: 1, 2, 3, 5, and 6, and 8 - 12** will take the **teacher-made test** in line with current DepED policies and standards.
4. For your guidance and reference, please refer to the following links for the submission of post-exam reports:
 - a. Elementary MPS - <https://tinyurl.com/MPS-ZS-ELEM-SY25-26>
 - b. JHS MPS – <https://tinyurl.com/ZSIBUGAY-MPS-JHS-SY25-2626>
 - c. SHS MPS - <https://tinyurl.com/ZSIBUGAY-MPS-SHS-SY25-2626>



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- d. SHS New Curriculum (Diplahan NHS & Surabaya NHS) - <https://tinyurl.com/MPS-SHS-NEW-CURRICULUM-SY25-26>
- e. Least-Mastered Competencies per Item Analysis - <https://tinyurl.com/SY25-26-LEAST-MASTERED>
- f. Intervention Plan for Teachers - <https://link.ro9-deped.com/InterventionPlan> (work offline)
- g. Catch-Up Plan for School Heads - <https://link.ro9-deped.com/CATCHUPPLAN> (work offline)
- h. Technical Assistance Plan for Supervisors - <https://link.ro9-deped.com/TechnicalAssistancePlan> (work offline)

5. The Table below shows the Post-Exam Report Matrix.

Level/Person Responsible	Required Outputs	Purpose/Focus	Submission Date	Remarks
Teachers	<ul style="list-style-type: none"> • MPS • Intervention Plan • Least-Mastered Competencies per Item Analysis 	To address least-learned competencies identified in the item analysis; to guide reteaching and reinforcement activities.	Within 1 week after the exam (together with MPS and item analysis)	Submit to the School Head for the School Catch-Up Plan
School Heads	<ul style="list-style-type: none"> • School MPS • Least-Mastered Competencies per Item Analysis • Catch-Up Plan (Per School) 	To consolidate teachers' intervention plans and ensure actions for least-mastered competencies are implemented school-wide.	Within 1 week after the exam (to be submitted to the District Office)	Required for PSDS consolidation
Public Schools District Supervisors (PSDS)	<ul style="list-style-type: none"> • Consolidated District Report (MPS & Item Analysis) • Catch-Up Plan per School • District Technical Assistance (TA) Plan 	To provide focused technical assistance and monitor implementation of interventions addressing least-mastered competencies.	On or before November 7, 2025	<p>No post-exam reports will be accepted without the required plans</p> <p>Submit to CID Office</p>



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6. Immediate and widest dissemination of this memorandum is highly desired.


VIRGILIO P. BATAN JR. CESO V
Schools Division Superintendent

Reference:

DepEd Order No. 12, s. 2025

Encl.: As Stated

Reference:

To be indicated in the Perpetual Index
under the following subjects:
ASSESSMENT MONITORING

ZS-DM-CID-2025-10-146
RJR20251021



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Enclosure 1 of DM No. 547 s. 2025

PROTOCOLS ON THE DEVELOPMENT, ADMINISTRATION, AND SUPERVISION OF THE SUMMATIVE TEST

1. Test Coverage. The summative test must comprehensively assess all Most Essential Learning Competencies (MELCs) covered in the first quarter across all learning areas and grade levels, with test items designed at varying levels of difficulty and incorporating PISA-like assessments where appropriate.

2. Number of Test Items The number of test items must be suitable for each grade level, with the following recommended ranges:

- **Grades 1–3:** 15–20 items per subject
- **Grades 4–6:** 30 items per subject
- **Grades 7–10:** 30 items per subject
- **Grades 11–12:** 40 items per subject

3. Schedule and Duration. The summative test shall follow the official schedule set by the school (with special programs) or division, with no more than two to three subjects administered per day to minimize learner fatigue and ensure the quality of assessment.

GRADE LEVEL	Day 1 (October 23, 2025)	Day 2 (October 24, 2025)
1	Language	Filipino
	GMRC	Reading and Literacy
	Math	
2	English	Filipino
	GMRC	Math
	Makabansa	
3	English	Filipino
	Makabansa	GMRC
	Science	Math
4 - 6	English	Filipino
	Science	Math
	Araling Panlipunan	GMRC
	EPP/TLE	MAPEH
7 - 10	English	Filipino
	Science	Math
	Araling Panlipunan	Values Education/EsP
	EPP/TLE	MAPEH
11-12	CORE Subjects	Applied Subjects
	English	



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	Math	Specialized Subjects
	Science	
	Filipino	

4. Test Modality. The summative assessment may be administered using a hybrid approach, either through traditional paper-and-pencil format or via online assessment platforms, depending on the school's capacity and resources, while ensuring accessibility and fairness for all learners.

5. Testing Rooms and seating arrangement. Classrooms must be clean, quiet, and well-ventilated, with seating arrangements organized to promote academic integrity and minimize distractions; additionally, teachers are required to prepare a class list and seating plan to document attendance and ensure proper test administration.

6. Assigned Proctors and Room Monitors. Teachers shall serve as test administrators in their respective classes; however, to ensure impartiality, subject teachers should not proctor their own subject tests when applicable, and all assigned proctors must remain in the classroom throughout the test duration while observing proper conduct.

7. Test supervision and monitoring. The School Head, Department Head, and Testing Coordinator shall oversee the overall administration of the test and are expected to conduct regular monitoring to ensure strict compliance with all testing guidelines.

8. Test Security and Confidentiality. Test materials must be managed with strict confidentiality at all stages—before, during, and after administration—and only authorized personnel are permitted to reproduce and distribute the test papers.

9. Submission of Test Results. Checked test papers and a summary of learners' scores must be submitted to the Department Head by the specified deadline, with teachers maintaining accuracy and integrity in scoring and recording; a link will be provided for submitting the Mean Percentage Scores (MPS) by grade level and subject area.