

Republic of the Philippines  
Department of Education  
REGION III-CENTRAL LUZON

**REGIONAL MEMORANDUM**

No. 504, s. 2022

**GUIDELINES ON THE CONDUCT OF THE 2022 REGIONAL DIAGNOSTIC ASSESSMENT IN ALL LEARNING AREAS FROM GRADES 1-10 AND CORE LEARNING AREAS IN GRADES 11-12**

To: Schools Division Superintendents  
Curriculum and Implementation Division Chiefs ✓  
Education Program Supervisors  
Public Schools District Supervisors  
Public Elementary and Secondary School Heads  
All Others Concerned

1. Enshrined in 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 national curriculum.
2. This Office, through the help of the elementary and secondary teachers, shall conduct the 2022 Regional Diagnostic Assessment (RDA) in all learning areas from **September 12 to 16, 2022**.
3. The Regional Diagnostic Assessment aims to:
  - a. determine the percentage of learners who achieved the minimum level of proficiency in the different learning areas in their previous grade level;
  - b. determine the most mastered 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 Supervisors, shall be provided with the Google drive link containing the files of the diagnostic assessment tools in all learning areas through the Regional Learning Resource Supervisor. The link shall be shared with all school heads/teachers.
5. Schools shall print and reproduce the diagnostic 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.
6. Conversion of assessment tools into computer-based assessment format is highly encouraged in schools that have the capacity and resources.
7. The following documents are enclosed for information and guidance:
  - Enclosure No. 1 – Guidelines on the Administration of RDA
  - Enclosure No. 2 – Template Number 1 – Teacher's Report on the Result of the RDA
  - Enclosure No. 3 – Template Number 2 – School Report on the Results of the RDA
  - Enclosure No. 4 – Template Numbers No. 3 & 4 - Division Report on the Results of the RDA
  - Enclosure No. 5 – Learning Area where SHS Core Subjects shall be included





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- in the Report Using Template No. 3
- Enclosure No. 6 – Schedule of Diagnostic Assessment in Different Learning Areas and Schools Divisions Assigned to Regional EPSs in Monitoring the Administration of RDA
- Enclosure No. 7 –Template for Intervention/Remediation Plan for the Identified Learning Gaps in the Different Learning Areas and Grade Levels

8. Should there be any questions or queries as regard this activity, particularly on the assessment tools, 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  | marieann.ligsay@deped.gov.ph      |
| English            | Ramil G. Ilustre     | ramil.ilustre@deped.gov.ph        |
| Mathematics        | Nestor P. Nuesca     | nestor.nuesca@deped.gov.ph        |
| Science            | Arlon P. Cadiz       | arlon.cadiz@deped.gov.ph          |
| Araling Panlipunan | Arnold C. Montemayor | arnold.montemayor002@deped.gov.ph |
| EPP/TLE            | Reynaldo Castillo    | reynaldo.castillo@deped.gov.ph    |
| MAPEH              | Engelbert B. Agunday | engelbert.agunday@deped.gov.ph    |
| EsP                | Rosalinda S. Ibarra  | rosalinda.ibarra002@deped.gov.ph  |

9. The results and findings of the RDA will be used neither 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 diagnostic test.

10. Immediate and wide dissemination of this Memorandum are desired.

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

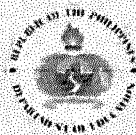
Encls.: None  
Reference: DepEd Order No. 8, s. 2015  
To be indicated in the Perpetual Index  
under the following subjects:

**DIAGNOSTIC ASSESSMENT**

**LEARNERS**

Cldm1  
September 2, 2022

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







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**GUIDELINES ON THE CONDUCT OF THE 2022 REGIONAL DIAGNOSTIC  
ASSESSMENT IN ALL LEARNING AREAS FROM GRADES 1-10  
AND CORE LEARNING AREAS IN GRADES 11-12**

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 the educational experience.

Based on research findings, non-face-to-face instruction due to COVID-19 had negative effects on student learning. It is expected that when learners return to school, they have lower achievement. Hence, at the beginning of the School Year 2022-2023, it is deemed necessary that a diagnostic assessment be administered to help teachers gauge their students' strengths, weaknesses, knowledge level, and skillset prior to beginning instruction and help them improve their instruction methods for their students to learn better.

These guidelines shall provide direction on the administration of the diagnostic test in all learning areas and grade levels in the region.

**A. Learning Assessment Tools**

The learning assessment tools for the Regional Diagnostic Test (RDA) are uploaded to google drive. The link of the google drive shall be shared by the Regional Learning Resource (LR) Supervisor with the Division LR Supervisors who are in turn share the link to the school heads/teachers.

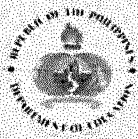
The google drive contains the learning assessment tool for Kindergarten, English 1-10, Filipino 1-10, Science 1-10, Mathematics 1-10, *Araling Panlipunan* 1-10, EPP/TLE, MAPEH 1-10, *Edukasyon sa Pagpapakatao* 1-10, and the Senior High School (SHS) Core Subjects.

**Learners shall take the test in their previous grade level like English 1 shall be given/taken by Grade 2 learners. Mathematics 3 shall be taken by Grade 4 learners, Filipino 10 shall be taken by learners in Grade 11, and so on. In the case of the SHS core subjects, these shall be given to Grade 12 learners who have already taken the subjects.**

Test takers shall use another sheet of paper as an answer sheet, and not directly answer on the test paper.

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

1. Download and reproduce the diagnostic 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 diagnostic test on **September 12-16, 2022**. 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 an 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 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





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competencies. Template in Enclosure No. 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 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.

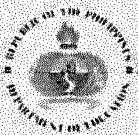
| Number of Items | Minimum Level of Proficiency<br>(60 % of the total no. of test items) |
|-----------------|---|
| 25              | 15  |
| 30              | 18  |
| 40              | 24  |
| 50              | 30  |
| 60              | 36  |

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 that are necessary to the current grade level of the learners. The least learned competencies can be considered as learning gaps; and
7. Submit the accomplished Template No. 1 (list of most mastered and least learned competencies) to his/her respective school head **on or before September 23, 2022.**

### 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 mastered and least learned competencies based on the submitted reports from the schools using Template Number 2 in Enclosure No. 3. Submit the accomplished template to the Schools Division Office **on or before September 30.**
2. Carefully analyze the result of the diagnostic test and relate the learning gaps of the learners to the Content Pedagogical Knowledge (CPK) and competency of teachers;
3. Conduct a Learning Action Cell session for teachers to present the findings relative to the result of the RDA to improve teachers' CPK and competency in support of the School Learning Recovery Plan;
4. 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. 7.







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5. Submit to the SDO the finalized intervention/remediation plan for approval together with the correlation of the learning gaps of the learners to the competency of teachers **on or before October 14, 2022**, and
6. 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 diagnostic test.
2. Determine the division percentage of learners who achieved or exceeded the MPL per learning area and grade level, most mastered and least learned competencies based on the submitted reports from the schools using Template Numbers 3 and 3, respectively, in Enclosure No. 4, with analysis and interpretation and submit the report to the CLMD, Regional Office **on or before October 21, 2022**.
3. Check and approve the intervention/remediation plan submitted by the school head.
4. 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.
5. 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.
6. Provide technical assistance to the concerned school heads and teachers to achieve effective implementation of the intervention/remediation plan; and
7. Submit the monitoring report and the TA provided to their respective schools division superintendent for inclusion in the DMEA report.

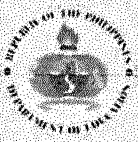
**E. Role and Functions of the Regional Learning Area Education Program Supervisors**

1. Upload the soft copies of the diagnostic assessment tools in google drive to be shared by the Regional LR Supervisor with the Division LR Supervisor.
2. Monitor the administration of the diagnostic test in the divisions assigned to them with the assistance of the Division Testing Coordinator.
3. Determine the regional percentage of learners who achieved or exceeded the MPL per learning area and grade level, most mastered 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 October 31, 2022**.
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.
5. Provide technical assistance when there are requests from the SDOs.

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

**Template No. 1**

*(To be submitted to the School Head)*





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**TEACHER'S REPORT ON THE RESULTS OF THE REGIONAL DIAGNOSTIC ASSESSMENT**

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

School: \_\_\_\_\_  
 Learning Area: \_\_\_\_\_  
 Grade Level of Assessment Tool: \_\_\_\_\_  
 Grade Level of Takers: \_\_\_\_\_  
 Section (if applicable): \_\_\_\_\_  
 Number of Takers/Learners: \_\_\_\_\_  
 Percentage of Learners that achieved or exceeded the MPL: \_\_\_\_\_

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

Analysis and Interpretation:

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

Prepared by:

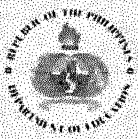
\_\_\_\_\_  
 Subject Teacher

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 DIAGNOSTIC ASSESSMENT**







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

Division: \_\_\_\_\_  
School: \_\_\_\_\_  
Address of the School: \_\_\_\_\_  
Learning Area: \_\_\_\_\_  
Grade Level of Assessment Tool: \_\_\_\_\_  
Grade Level of Takers: \_\_\_\_\_  
Section (if applicable): \_\_\_\_\_  
Number of Takers/Learners: \_\_\_\_\_  
Percentage of Learners that achieved or exceeded the MPL\*: \_\_\_\_\_

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

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:

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

Prepared by:

\_\_\_\_\_  
Teacher Assigned by the School Head

Certified Correct:

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

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 DIAGNOSTIC ASSESSMENT**



Address: Matalino St., D.M. Government Center, Maimpis, City of San Fernando (P)  
Telephone Number: (045) 598-8580 to 89 • Email Address: [region3@deped.gov.ph](mailto:region3@deped.gov.ph)



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

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

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

| Grade Level Assessment Tool      | Grade Level of Takers | Percentage of Learners that achieved or exceeded the MPL |
|----------------------------------|-----------------------|--|
| Kindergarten                     | Grade 1               |  |
| Grade 1                          | Grade 2               |  |
| Grade 2                          | Grade 3               |  |
| Grade 3                          | Grade 4               |  |
| Grade 4                          | Grade 5               |  |
| Grade 5                          | Grade 6               |  |
| Grade 6                          | Grade 7               |  |
| Grade 7                          | Grade 8               |  |
| Grade 8                          | Grade 9               |  |
| Grade 9                          | Grade 10              |  |
| Grade 10                         | Grade 11              |  |
| <b>SHS Core Learning Subject</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

**Template No. 4**

**Division Identified Most Mastered and Least Learned Competencies**

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

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

Grade Level: \_\_\_\_\_

| Item No. | Most Learned Competencies | Rank | Item No. | Least Learned Competencies | Rank |
|----------|---------------------------|------|----------|----------------------------|------|
|          |                           |      |          |                            |      |
|          |                           |      |          |                            |      |
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**Note: Insert another table for other grade levels**

Consolidated by:

Noted:

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

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

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**

Grade Level of Takers: Grade 12

| <b>SHS Core Subject Assessment Tool</b>                    | <b>Learning Area</b> |
|--|----------------------|
| Oral Communication   | English              |
| Reading and Writing  | English              |
| Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino | Filipino             |



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|  |                    |
|--|--------------------|
| Pagbasa at Pagsuri ng Iba't-Ibang Teksto Tungo sa Pananaliksik         | 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            |

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

**Schedule of the Diagnostic Assessment in Different Learning Areas**  
Grades 1 - 11

| Monday                    | Tuesday | Wednesday                              | Thursday    | Friday   |
|---------------------------|---------|--|-------------|----------|
| English                   | Science | Araling Panlipunan                     | Mathematics | Filipino |
| Edukasyon sa Pagpapakatao |         | Edukasyong Pantahanan at Pangkabuhayan |             | MAPEH    |



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For Grade 12 SHS, the teacher may determine the core subjects already taken by their Grade 12 learners and the specific date (September 12-19, 2022) when to administer the test.

**Schools Divisions Assigned to Regional EPSs in Monitoring the Administration of Regional Diagnostic Assessment**

| Monitor              | Schools Divisions                             |
|----------------------|---|
| Arlon P. Cadiz       | CSJDM and City of Meycauayan                  |
| Ma. Ediha R. Caparas | City of Malolos and Bulacan                   |
| Marie Ann C. Ligsay  | Zambales and Olongapo City                    |
| Rosalinda S. Ibarra  | Tarlac Province and Tarlac City               |
| Nestor P. Nuesca     | San Jose City and Science City of Munoz       |
| Ramil Ilustre        | Mabalacat City, Angeles City, and Pampanga    |
| Reynaldo G. Castillo | Aurora and Nueva Ecija                        |
| Arnold C. Montemayor | City of San Fernando, Bataan and Balanga City |
| Engelbert B. Agunday | Cabanatuan and Gapan City                     |

