



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

October 29, 2025

DIVISION MEMORANDUM

No. 544, s. 2025

**DIVISION ADMINISTRATION OF THE REGIONAL MID-YEAR ASSESSMENT
IN ALL LEARNING AREAS FROM KEY STAGES 1 TO 3 AND CORE
SUBJECTS IN KEY STAGE 4**

To: Assistant Schools Division Superintendents
Division Chiefs
Education Program Supervisors
Public Schools District Supervisors
Division Testing Coordinator
Elementary and Secondary School Heads
All Others Concerned

1. Pursuant to Regional Memorandum No. 319, s. 2025 titled Guidelines on the Conduct of the Regional Mid-Year Assessment in All Learning Areas from Key Stages 1 to 3 and Core Subjects in Key Stage 4, this Office announces the conduct of the Regional Mid-Year Assessment in all learning areas from Key Stages 1 to 4 and core subjects in Key Stage 4 on November 11 – 12, 2025.
2. The following reminders are being reiterated.
 - The Assessment Materials can be accessed through the LRMDs (for printing or conversion into computer-based or computer-aided assessment).
 - Reproduction cost shall be charged to the school MOOE/other local funds.
 - Sharing of test papers from other schools is not advisable.
 - There are 16 identified subjects for the SHS program (those implementing the PILOT PHASE shall not be included in the test).
 - A school board work for a 2-day schedule shall be prepared.
 - Meetings among teachers on the pre-implementation, implementation, and post-implementation must be conducted for the proper conduct of the test and the correct and on-time submission of the necessary reports.
 - The school testing coordinator shall prepare the school consolidated report to be submitted on or before November 20, 2025, to the Division Testing Coordinators for submission at the RO on November 28, 2025.
 - All Education Program Supervisors and Public Schools District Supervisors are tasked to monitor the conduct of the RMYA using the attached tool.



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3. Attached is a copy of the Regional Memorandum No. 319 s. 2025 for reference.
4. For other concerns and inquiries, kindly contact Mr. Emmanuel Dionisio, Division Testing Coordinator.
5. Immediate dissemination of this Memorandum is desired.



CECILIA E. VALDERAMA, PhD, CESO VI
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent



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REGIONAL MEMORANDUM

No. 319, s. 2025

**GUIDELINES IN THE CONDUCT OF THE REGIONAL MID-YEAR ASSESSMENT
IN ALL LEARNING AREAS FROM KEY STAGES 1 TO 3 AND
CORE SUBJECTS IN KEY STAGE 4**

To: Schools Division Superintendents
Assistant Schools Division Superintendents
Curriculum Implementation Division Chiefs
Education Program Supervisors in All Learning Areas
Kindergarten Focal Persons
Senior High School Focal Persons
Public Schools District Supervisors
Division LRMDs Supervisors
Division Testing Coordinators
Public Elementary and Secondary School Heads/Principals
All Others Concerned

1. Pursuant in the 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 K to 12 Curriculum.
2. This Office, through the Curriculum and Learning Management Division, shall lead the administration of the **Regional Mid-Year Assessment (RMYA) in All Learning Areas from Key Stages 1 to 3 and Core Subjects in Key Stage 4** from **November 10 to 14, 2025**, in all schools in the region.
3. The Regional Mid-Year Assessment aims to:
 - a. determine the percentage of learners who achieved the minimum level of proficiency in all learning areas from key stage 1 to 3, and core subjects in key stage 4;
 - b. determine the most learned 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 (SDOs), particularly the Division Learning Resource Management and Development Section (LRMDs) Supervisors, shall be provided with the Google drive link containing the files of the assessment tools in all learning areas through the Regional Learning Resource Supervisor. The assessment tools shall be



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downloaded by the division LRMDs supervisors and uploaded to the newly created Google Drive and then share the link to school heads/school testing coordinators. Sharing of the assessment tools in Google Drive can be done starting on **October 20, 2025**.

5. The schools shall print and reproduce the 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. Sharing test papers with another schools is NOT advisable.

7. School Heads shall create a school board work for the 2-day schedule of the RMYA and provide each classroom with a copy.

8. Conversion of assessment tools into computer-based or computer-aided assessment is highly encouraged in Divisions and Schools considering their capacity to do such and their readily available resources.

9. Senior High School students following the old curriculum shall be the one who will take the RMYA.

10. Division Testing Coordinators (DTCs), Public School District Supervisors, and/or Division Learning Area Supervisors shall monitor the said activity using the tool in Enclosure No. 6a. The DTC shall consolidate the monitoring results using the template in Enclosure No. 6b.

11. The RMYA Minimum Proficiency Level (MPL) results per school (consolidated results in case of multiple sections per grade level) and per SDO shall be encoded online in the prescribed template which will be provided by the Regional Testing Coordinator.

12. DTCs shall lead the collection of data from Key Stages 1 through 4, covering the MPL, least learned and most learned competencies, and issues and concerns encountered during RMYA administration which shall be submitted on **November 28, 2025**.

13. The following documents are enclosed for information and guidance:

- | | |
|-----------------|--|
| Enclosure No.1: | Guidelines on the Administration of Regional Mid-Year Assessment |
| Enclosure No.2: | Template Number 1 – Teacher’s Report on the Result of the Regional Mid-Year Assessment |
| Enclosure No.3: | Template Number 2 – School Report on the Results of the Regional Mid-Year Assessment |



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- Enclosure No.4: Template Numbers No. 3 & 4 - Division Report on the Results of the Regional Mid-Year Assessment
- Enclosure No.5: Learning Area where SHS Core Subjects shall be included.
- Enclosure No.6a: Monitoring Tool
- Enclosure No.6b: Template for the Division Consolidated Monitoring Reports

14. Should there be any questions or queries as regards this activity, particularly regarding the assessment tools and key to corrections, please contact the Education Program Supervisor concerned through his/her email address below.

Learning Area	EPS In-Charge	Email Address
Filipino	Marie Ann C. Ligsay, PhD	maricann.ligsay@deped.gov.ph
English	Ramil G. Ilustre, PhD	ramil.ilustre@deped.gov.ph
Mathematics	Joseph D. Reyes, PhD	joseph.reyes16@deped.gov.ph
Science	Jose Carlo Tongol	josecarlo.tongol@deped.gov.ph
AP	Louise L. Lumanug, PhD	louise.lumanug001@deped.gov.ph
EPP/TLE	Ma. Joseph Patrick M. Enriquez	majosephpatrick.enriquez@deped.gov.ph
MAPEH	Liza Marie Nery	lizamarie.nery@deped.gov.ph
EsP	Ma. Joseph Patrick M. Enriquez	majosephpatrick.enriquez@deped.gov.ph
Kindergarten	Rosalinda S. Ibarra, PhD	rosalinda.ibarra002@deped.gov.ph

15. The results and findings of the RMYA will not be used 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 test. **Hence, it is encouraged that the real scores/performance of the learners be used in determining the percentage of learners who achieved the minimum proficiency level and be accurately reported in the SDOs and RO.**

16. Immediate and wide dissemination of and compliance with this Memorandum are earnestly desired.

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RONNIE S. MALLARI, PhD, CESO V
Regional Director

Encl.: As stated
References: DepEd Order No. 8, s. 2015
To be indicated in the Perpetual Index
under the following subjects:

GUIDELINES

REGIONAL MID-YEAR ASSESSMENT

LEARNING AREA

CLMD1/clmd4
October 16, 2025



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Enclosure No. 1 of Regional Memorandum No. _____, s. 2025

Guidelines on the Administration of Regional Mid-Year Assessment (RMYA)

Educational 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 their educational experiences.

Teachers employ assessment strategies to strengthen the skills of learners in relation to learning standards which comprise content standards, performance standards, and learning competencies and in the development of 21st Century skills. Crafting quality assessments is associated with the quality of lesson planning and instruction. The assessment should be appropriately implemented in the classroom to measure students' progress toward the acquisition of skills in addition to mastery of the content.

The Regional Mid-Year Assessment plays a crucial role in assessing individuals' knowledge and skills within specific domains, serving as valuable tools for educators, employers, and policymakers alike. By measuring students' mastery of academic content, achievement tests provide valuable insights into the effectiveness of educational programs and help identify areas for improvement. Additionally, they aid in the identification of students' strengths and weaknesses, guiding personalized instruction and intervention strategies to support their academic growth. Furthermore, achievement tests serve as objective measures of performance, enabling fair comparisons across individuals and institutions and informing decisions related to college admissions, job placements, and educational policies. Thus, achievement tests serve as indispensable tools in promoting educational excellence and facilitating informed decision-making in various spheres of society.

These guidelines shall provide guidance on the administration of the RMYA in all learning areas from Key Stages 1 to 3, and in Key Stage 4 core subjects in Region III.

A. Learning Assessment Tools

Regional Mid-Year Assessment (RMYA) learning assessment tools are **designed for the current grade level of the learners**. These are uploaded to Google Drive. The link to Google drive shall be shared by the Regional Learning Resource (LR) Supervisor with the Division LR Supervisors who in turn share the link with the school heads/teachers.

The Google drive contains the learning assessment tools for Kindergarten, English 1-10, Filipino 1-10, Science 1-10, Mathematics 1-10, *Araling Panlipunan* 1-10,



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EPP/TLE 1-10, MAPEH 4-10, *Edukasyon sa Pagpapakatao* 1-10, and the Senior High School (SHS) Core Subjects.

Test takers shall use another sheet of paper as an answer sheet and not directly answer on the test paper. The school may use computer-assisted or computer-based mechanisms in administering the test, whenever possible.

B. Role and Functions of the Teachers

1. Download and reproduce the regional 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. Check the responses of the learners;
3. Conduct a frequency and count procedure to determine the most learned 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 competencies. Template 1 in Enclosure No. 2 shall be used for the most and least learned competencies identified;
4. Compute the percentage of learners who achieved the Minimum Proficiency Level (MPL) using the formula below:

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

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.



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Number of Items	Minimum Level of Proficiency (60 % of the total no. of test items)
25	15
30	18
40	24
50	30

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.

5. Identify learning gaps/least learned competencies necessary to the learners' current grade level. The least learned competencies can be considered as learning gaps; and
6. Submit the accomplished Template No. 1 to his/her respective school head.

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 learned and least learned competencies based on the submitted reports from teachers using Template Number 2 in Enclosure No. 3. Submit the accomplished template to the Schools Division Office;
2. The school head shall assign master teachers to encode the results in the prescribed template which shall be accomplished online. The link to the Google Drive per SDO of the report will be provided to the concerned CID Chief and shall be accomplished by the assigned master teachers;
3. Carefully analyze the result of the test and relate the learning gaps of the learners to the Pedagogical Content Knowledge (PCK) and competency of teachers;
4. Conduct a Learning Action Cell session for teachers to present the findings relative to the result of the RMYA to improve teachers' PCK and competency;
5. 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;
6. Submit to the SDO the finalized intervention/remediation plan for approval; and
7. Implement the approved intervention/remediation plan.



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D. Role and Functions of the Division Learning Area Education Program Supervisors/Public Schools District Supervisors

1. Monitor the administration of the test using the Monitoring Tool in Enclosure No. 6a;
2. Submit the monitoring report to the Division Testing Coordinator for consolidation;
3. Determine the division percentage of learners who achieved or exceeded the MPL per learning area and grade level, most learned and least learned competencies based on the submitted reports from the schools using Template Numbers 3 and 4, respectively, in Enclosure No. 4, with analysis and interpretation and submit the report to the CLMD, Regional Office;
4. Check and approve the intervention/remediation plan submitted by the school head;
5. 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;
6. 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; and
7. Provide technical assistance to the concerned school heads and teachers to achieve effective implementation of the intervention/remediation plan; and
8. Submit the monitoring report and the TA provided to their respective Schools Division Superintendent for inclusion in the Program Implementation Review (PIR) report.

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

1. Upload the soft copies of the assessment tools in Google drive to be shared by the Regional LR Supervisor with the Division LR Supervisor;
2. Track the encoding of the consolidated report of the learning area per school using the prescribed template which shall be accomplished online;
3. Determine the regional percentage of learners who achieved or exceeded the MPL per learning area and grade level, most learned and least learned competencies based on the submitted reports from the SDO with analysis and interpretation and submit the report to the CLMD Chief;
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; and
5. Provide technical assistance when there are requests from the SDOs.



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F. Division Testing Coordinator

1. Monitor the administration of the test using the Monitoring Tool in Enclosure No. 6a;
2. Receive and consolidate the monitoring reports of the EPSs and PSDSs; and
3. Submit the consolidated monitoring results, using the template in Enclosure No. 6b.



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Enclosure No. 2 of Regional Memorandum No. _____, s. 2025

Template No. 1

(To be submitted to the School Head)

**TEACHER'S REPORT ON THE RESULTS OF THE REGIONAL
MID-YEAR ASSESSMENT
SY 2025-2026**

School: _____
Learning Area: _____
Grade Level: _____
Section (if applicable): _____
Total No. of Enrolled Learners: _____ No. of Male: _____ No. of Female: _____
Total No. of Takers: _____ No. of Male Takers: _____ No. of Female Takers: _____
Percentage of Learners who achieved or exceeded the MPL: _____
Percentage of Male Takers who achieved or exceeded the MPL: _____
Percentage of Female Takers who achieved or exceeded the MPL: _____

Part A. Most Learned and Least Learned Items

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

Analysis and Interpretation:

Prepared by:

Subject Teacher



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(To be submitted to the SDO (Learning Area Supervisor for consolidation)

Division: _____
 School: _____
 Address of the School: _____
 Learning Area: _____
 Grade Level: _____
 Section (if applicable): _____
 Total No. of Enrolled Learners: _____ No. of Male: _____ No. of Female: _____
 Total No. of Takers: _____ No. Male of Takers: _____ No. of Female Takers: _____
 Percentage of Learners who achieved or exceeded the MPL: _____
 Percentage of Male Takers who achieved or exceeded the MPL: _____
 Percentage of Female Takers who achieved or exceeded the MPL: _____

[illegible]

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:



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Enclosure No. 4 of Regional Memorandum No. _____, s. 2025

Template No. 3

(To be submitted to the RO (Learning Area Supervisor for consolidation)

**DIVISION REPORT ON THE RESULTS OF THE REGIONAL
MID-YEAR ASSESSMENT
SY 2025-2026**

Division: _____

Learning Area: _____

Grade Level of Takers	Total Percentage of Learners who achieved or exceeded the MPL	Percentage of Learners that achieved or exceeded the MPL	
		Male	Female
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Senior High School Subjects			

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



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Template No. 4

Division Identified Most Learned and Least Learned Competencies

Division: _____

Learning Area: _____

Grade Level: _____

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

Note: insert another table for other grade levels



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Enclosure No. 5 to Regional Memorandum No. _____, s. 2025

**Learning Area where SHS Core Subjects shall be included in the Report Using
Template No. 3**

SHS Core Subject Assessment Tool	Learning Area
21 st Century Literature in the Philippines	English
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
Contemporary Philippine Arts from the Regions	MAPEH
Media and Information Literacy	TLE
General Math	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



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Enclosure No. 6a to the Regional Memorandum No. _____, s. 2025

Monitoring Tool
(To be accomplished by the monitoring official)

Testing Program: **2025 Regional Mid-Year Assessment**

School: _____

Address: _____

Grade Level	Total No. of Enrolment			Actual Test Takers			No. of Learners who did not take the RAT			Reasons for not taking the test
	M	F	T	M	F	T	M	F	T	
Kinder										
Grade 1										
Grade 2										
Grade 3										
Grade 4										
Grade 5										
Grade 7										
Grade 8										
Grade 9										
Grade 10										
Grade 11										
Grade 12										

Legend: M-Male, F-Female, T-Total

RMYA Issues and Concerns

A. Assessment Tools

Issues and Concerns	Action Taken

B. Printing and Reproduction of Assessment Tools

Issues and Concerns	Action Taken



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C. Actual Conduct of the RMYA

Issues and Concerns	Action Taken

Comments/Suggestions/Recommendations to improve the test administration:

Monitored by:

Printed Name and Signature of the Monitoring Official

Designation

Date

Conforme:

Signature Over the Printed Name of the Principal



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Enclosure No. 6b to the Regional Memorandum No. _____, s. 2025

Consolidated Monitoring Reports

(To be accomplished by the Division Testing Coordinator for submission to the Regional Office)

Testing Program: **2025 Regional Mid-Year Assessment**

Division: _____

Grade Level	Total No. of Enrolment			Actual Test Takers			No. of Learners who did not take the RAT			Reasons for not taking the test
	M	F	T	M	F	T	M	F	T	
Kinder										
Grade 1										
Grade 2										
Grade 3										
Grade 4										
Grade 5										
Grade 7										
Grade 8										
Grade 9										
Grade 10										
Grade 11										
Grade 12										

Legend: M-Male, F-Female, T-Total

RMYA Issues and Concerns

A. Assessment Tools

Issues and Concerns	Action Taken

B. Printing and Reproduction of Assessment Tools

Issues and Concerns	Action Taken



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C. Actual Conduct of the RMYA

Issues and Concerns	Action Taken

Comments/Suggestions/Recommendations to improve the test administration:

Consolidated by:

Printed Name and Signature of the Division Testing Coordinator

Noted:

Signature Over the Printed Name of the SDS