



Republic of the Philippines  
**Department of Education**  
Region IV-A  
SCHOOLS DIVISION OF QUEZON PROVINCE



15 July 2025

**DIVISION MEMORANDUM**  
DM No. 639s. 2025

**DIVISION MONITORING ON THE BEST PRACTICES OF SCHOOLS ON SYSTEM  
ASSESSMENT PREPARATION**

**TO:** Assistant Schools Division Superintendents  
Division Chiefs  
Education Program Supervisors  
Public Schools District Supervisors  
Elementary School Heads  
All Others Concerned

1. The DepEd Quezon through Curriculum Implementation Division - Instructional Management System (CID-IMS) through **Project GLOW** (**G**etting the **L**earning **O**utcome more **W**orthwhile) commit their full support to effectively promote quality learning outcomes through effective conduct of assessments and gathering, analyzing, and utilizing assessment results of school, regional and national assessments as basis for learning interventions and technical assistance provision. Anent thereto, this Office will conduct monitoring of schools' best practices to ensure better performance on the different system assessments from July 17-August 8, 2025.
2. The monitoring aims to:
  - a. provide school stakeholders the guidance for the conduct of national assessments and any assessment of learners;
  - b. strengthen support of School Heads, teachers, learners, parents, and community to the system assessment of the department;
  - c. assess fidelity of program implementation, responsiveness to learner needs, and adherence to operational guidelines;
  - d. facilitate the sharing of sustainable practices and innovations among schools in the division; and

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- e. strengthen data use and reporting systems to support evidence-based decision making and promote the continuous improvement and sustainability of the program.
3. Anent to this, conduct of catch-up and enrichment lessons focusing on reading comprehension, language literacy and numeracy using the available and contextualized instructional materials and assessment tools is suggested. Remedial instructions, familiarizing test takers to assessment materials, and encouraging participation and generating support from the teachers, learners, parents, and other school stakeholders to the assessment processes are also highly encouraged. Elementary School Heads together with the school assessment teams are instructed to prepare their School Action Plan for this initiative.
4. Attached are the templates of School Action Plan and Monitoring Tool for your guidance.
5. Immediate and widest dissemination of this Memorandum is desired.

  
**ROMMEL C. BAUTISTA, CESO V**  
Schools Division Superintendent

cid-ims/mdsg/dmdg/07/15/2025

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Enclosure No.1 to DM No. 699 s. 2025

**DIVISION MONITORING OF SCHOOL ACTION PLAN  
 FOR SYSTEM ASSESSMENT PREPARATION**

(To be accomplished by the School Head/Public Schools District Supervisor/Monitoring Official)

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

District: \_\_\_\_\_  
 School ID No.: \_\_\_\_\_

**Read each item carefully. Answer honestly and reflectively.**

**I-ALIGNMENT WITH THE SCHOOL ACTION PLAN**

Instructions: Write description of the actual situation if there is any deviation from the school action plan.

**Profiling of Test Takers:** (If the grouping of learners differed from the plan, explain how they were actually profiled and why. Describe any impact this had on the remediation processes. (MOV-List of Grade Four Learners who will take the ELLNA)

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**Number of Learners:** (Indicate if the number of learners present was more or less than planned. Explain reason in the difference and how it affected the session.

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**Assignment of teachers:** (Describe any changes from the planned teacher assignments, such as absent teachers and replacements. Note how this affected instruction and support to learners.

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**Condition of Venues:** (Explain if the venue conditions did not meet expectations or were different from the plan. Mention any challenges caused by this and how they were managed.

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**Attendance of Learners:** (Report on any attendance deviations, such as lower or irregular attendance. Describe reasons if known and describe the impact on activities.

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**Availability and Use of Review/Enhancement Materials:** (Describe if the learning materials were unavailable or insufficient compared to the plan. Explain how this affected teaching and learning.)

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**Learning Action Cells/Collaborative Expertise:** ( If planned collaboration or expertise-sharing did not take place or different from the plan, describe what happened and the effect on remediation efforts).

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## II-RESULTS

**Insights from the School heads/ teachers in relation to the school's preparation**

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**Outstanding challenges**

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**Emerging Good Practices**

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## III-SUPPORT NEEDED (i.e.: Logistics, Administrative, Technical)

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Describe the types of support needed to effectively carry out the remediation activities. This could include logistical help (e.g., transport, materials), administrative assistance, or technical support (e.g., equipment).

**From the District:**

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**From the Division:**

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**Prepared by:**

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**Monitoring Official**

**Conforme:**

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**Noted:**

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**Public Schools District Supervisor**

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# Department of Education

Region IV-A

SCHOOLS DIVISION OF QUEZON PROVINCE

Enclosure No.2 to DM No. 69 s. 2025

## ACTION PLAN FOR BASELINE SYSTEM ASSESSMENT PREPARATION Early Language Literacy and Numeracy Assessment (ELLNA) SY \_\_\_\_\_

\_\_\_\_\_ ELEMENTARY SCHOOL  
SCHOOLS DIVISION OF QUEZON

### I. Introduction

### II. General Objectives

Areas of Concern	PPA's	Specific Objectives	Strategies	Time Frame	Budget and Its Source	Human Resources	Material Resources	Success Indicators	Risk

### III-Evaluation

Prepared by:

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

Noted:

\_\_\_\_\_ Public Schools District Supervisor

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