



Republic of the Philippines
Department of Education
Caraga Region
SCHOOLS DIVISION OF SURIGAO DEL SUR

Office of the Schools Division Superintendent

23 FEB 2023

Division MEMORANDUM
No. 143, s. 2023

**STRENGTHENING THE USE OF FORMATIVE ASSESSMENT IN CLASSROOM
INSTRUCTION TO IMPROVE LEARNING OUTCOMES**

To: Education Program Supervisors
Public Schools District Supervisors/District In-charge
Elementary and Secondary School Heads
All Teachers
This Division

1. Stipulated in DepEd Order No. 8, s. 2015, the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, classroom assessment must help students in performing successfully the learning standards comprising the content, performance learning competencies as outlined in the curriculum guide.
2. To ensure that learning standards are achieved by every learner, summative assessment (*assessment of learning*) shall be given to measure whether learners have met the content and performance standards. However, this type of assessment shall be given at the end of a particular unit or toward the end of a learning period or quarter in order to determine the standard reach by every learner.
3. Formative assessment (*assessment for learning*) is an ongoing form of assessment that are closely linked to the learning process. These are informal and non-graded assessments through practice activities, practice performances and practice tests that help students and teachers identify strengths, weaknesses, needs and adjustments of assessment experience and instructional process. It is therefore imperative for teachers to strengthen the use of formative practice activities and assessment in classroom instruction to scaffold students toward the intended learning standards. Formative assessment must ensure readiness of students to take summative assessment.
4. Moreover, formative assessment must use appropriate processes and measures that are congruent with the learning competencies. These can be present in any part of classroom instruction:
 - a. **Before the Lesson** – formative practice activities and assessment that elicits prior knowledge helping teachers determine what the students understand in the lesson before the direct instruction or where students stand in terms of conceptual understanding. Pretest can also be done in this part to determine part of the lessons that needs more time to process;



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- b. **During the lesson Proper** – formative practice activities and assessment that informs teachers of the progress of students in relation to the development of the learning competencies. Results of formative assessment at this time maybe compared with the results of the formative assessment given before the lesson to establish data if conceptual understanding and application have improved. This is where teachers conduct post-test so that they can make decisions on whether they need to review, re-teach, remediate, or enrich lessons or to move on to the next lesson;
 - c. **After the Lesson** –formative assessment that assess whether learning objectives and competencies were achieved. Results allow teachers to evaluate the effectiveness of their instruction and determine students who require remediation or enrichment to be helped before the giving of the summative assessment.
5. Information and feedback gathered from formative assessment shall be used by teachers to support learners in developing understanding and competencies. Teachers shall keep records of formative assessment results to study patterns of learning demonstrated by students. However, this should not be used as basis for grading. Teachers must ensure that there must be sufficient and appropriate instructional interventions to ensure learners are ready before summative assessments are given.
6. Mid-cycle assessment (interim/mid-term assessment) shall be implemented in schools not later than the fifth week of every quarter. These will determine results from learners' performance that are consistently below expectations. These are also the bases of informing parents and guardians to help and guide their children to improve and prepare for the quarterly assessment. For teachers, results of mid-cycle assessment can be their basis for instructional, evaluative and predictive adjustments to strengthen interventions, remediation, reinforcement and enhancement.
7. DepEd Order No. 31, series of 2012 stipulated that assessment process should be holistic with emphasis on developmental purpose of quality assuring student learning through multiple measures. Thus, the Division of Surigao del Sur will strengthen the use of Midterm/Interim Assessment to help schools plan and implement appropriate and timely interventions, remediation, reinforcement and enhancement to develop students learning and prepare them for summative assessment to achieve the intended learning outcomes.
8. Midterm/Interim assessment shall commence on the third quarter and shall form part as one of the Written Works components which shall use combination of multiple test format distributed to 50 item tests (*e.g., cloze test, fill-in the blanks, identification, enumeration, matching type, analogy, problem solving, essay, etc.*). It is also recommended that items are distributed across Cognitive Process Dimensions aligned to competency requirements so that all are adequately covered.



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9. **No Table of Specifications** shall be required in the development of Mid-term/Interim Assessment. The development shall be done in schools and districts to ensure contextual fit of the assessment material. Districts and schools shall create their Development Teams and Quality Assurance Teams to ensure development processes are followed and quality of exams are valid. They shall also intensify capacity building to teachers in the development of formative test questions following the cognitive dimensions and higher order thinking skills across the different learning taxonomy levels.
10. Education Program Supervisors shall evaluate and assist in the quality assurance of test materials in the schools and districts. They shall also provide technical assistance to districts and schools as the need arises.
11. Immediate dissemination of this memorandum is desired.


JOSITA B. CARMEN, CESO V
Schools Division Superintendent

Encl.: NONE
Reference:

DepEd Order No. 8, s. 2015
DepEd Order No. 31, series of 2012

POLICY

ASSESSMENT

CURRICULUM

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