



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OFFICE OF BATAAN

JUN 22 2023

DIVISION MEMORANDUM

No. 195 s. 2023

CONDUCT OF REGIONAL FOURTH QUARTER ASSESSMENT

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Public and Private School Principals
All Others Concerned

1. In line with Regional Memorandum No. 230, s. 2023 titled "Regional Fourth Quarter Assessment (RFQA)", the Schools Division of Bataan will conduct the RFQA in Kindergarten, Learning Areas from Grades 1-10 and Core Learning Areas in Senior High School on July 4-5, 2023.
2. The Division Learning Resource Management and Development (LRMDS) Supervisor shall provide to the schools the link for the RFQA.
3. The schools shall print and reproduce the RFQA tools. Printing expenses shall be charged to Maintenance and Other Operating Expenses and other local funds subject to usual accounting and auditing rules. To lessen the number of copies of assessment tools per learning area, learners shall exchange learning area assessment tools after taking the test for one learning area.
4. Conversion of assessment tools to digitized form, computer-based or computer-aided assessment is highly encouraged in schools considering their capacity to do such and their readily available resources.
5. The results to be submitted to the Schools Division Office to be consolidated by the Division Education Program Supervisors and to be forwarded to the Regional Office shall be the following:
 - Percentage of Learners who achieved the Minimum Level of Proficiency like in the Regional Diagnostic Assessment (RDA) and Regional Mid-year Assessment. The formula is stated in Regional Memorandum No. 099, s. 2023. (Template No. 1)



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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 Item = 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

$$\begin{aligned}\text{Percentage of LAEMPL} &= \frac{40 \times 100}{45} \\ &= 88.88\% \text{ or } 89\%\end{aligned}$$

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.

- School Identified Most Learned and Least Learned Competencies and Consolidated Cognitive Levels (Template No. 2)
6. All reports to be submitted must be duly signed by the concerned signatories and uploaded to the Google Drive with this link bit.ly/SDOBTN_RFQAssessment on or before July 14, 2023.
7. Immediate and wide dissemination of the Memorandum is desired.

CAROLINA S. VIOLETA, EdD, CESO VI
Schools Division Superintendent

FOR THE SCHOOLS DIVISION SUPERINTENDENT


MILAGROS M. PEÑAFLOR, Ph.D.
Chief Education Supervisor-CID

Encl: as stated

Reference: RM No. 230, s. 2023

RM No. 099, s. 2023

To be included in the Perpetual Index
under the following headings:

ASSESSMENT

✓
C111

June 21, 2023



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

DIVISION REPORT ON THE RESULTS OF THE REGIONAL Fourth Quarter Assessment School Year_____

Learning Area: _____

[illegible]

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Analysis and Interpretation:

Prepared by:

Signature over the Printed Name
School Principal

Noted:

Signature over the Printed Name
Public Schools District Supervisor



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Template No. 1b. – For Elementary SSES Classes and STE Classes

School: _____
Learning Area: _____

District: _____

Grade Level of Takers	Percentage of Learners who achieved or exceeded the MPL
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	
Grade 8	
Grade 9	
Grade 10	

Analysis and Interpretation:

Prepared by:

Signature over the Printed Name
School Principal

Noted:

Signature over the Printed Name
Public Schools District Supervisor



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Template No. 1c. – For Elementary EPP & JHS TLE Specializations

School: _____

District: _____

Learning Area: **EPP & TLE**

Grade Level of Takers	Percentage of Learners who achieved or exceeded the MPL
Grade 4	
Elementary Agriculture	
Home Economics	
Grade 5	
Elementary Agriculture	
Home Economics	
Grade 6	
Elementary Agriculture	
Home Economics	
Grade 7	
1- Agricultural Crop	
2- Beauty Care/ Nail Care	
3- Bread and Pastry Production	
4- Cookery	
5- Computer System Servicing	
6- Dressmaking	
7- Electrical Installation and Maintenance	
8- Food and Beverage Services	
9- Shielded Metal Arc Welding	
10-Technical Drafting	
Grade 8	
1- Agricultural Crop	
2- Beauty Care/ Nail Care	
3- Bread and Pastry Production	
4- Cookery	
5- Computer System Servicing	
6- Dressmaking	
7- Electrical Installation and Maintenance	
8- Food and Beverage Services	
9- Shielded Metal Arc Welding	
10-Technical Drafting	
Grade 9	
1- Agricultural Crop	
2- Beauty Care/ Nail Care	

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3- Bread and Pastry Production	
4- Cookery	
5- Computer System Servicing	
6- Dressmaking	
7- Electrical Installation and Maintenance	
8- Food and Beverage Services	
9- Shielded Metal Arc Welding	
10-Technical Drafting	
Grade 10	
1- Agricultural Crop	
2- Beauty Care/ Nail Care	
3- Bread and Pastry Production	
4- Cookery	
5- Computer System Servicing	
6- Dressmaking	
7- Electrical Installation and Maintenance	
8- Food and Beverage Services	
9- Shielded Metal Arc Welding	
10-Technical Drafting	

Note: Write not applicable (NA) if the given TLE specialization is not offered

Analysis and Interpretation:

Prepared by:

Signature over the Printed Name
School Principal

Noted:

Signature over the Printed Name
Public Schools District Supervisor



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Template No. 1d. – For JHS TLE-SPTVE Classes

School: _____

District: _____

Learning Area: **JHS TLE-SPTVE**

Grade Level of Takers	Percentage of Learners who achieved or exceeded the MPL
Grade 7	
a-Agricultural Crop Production NC II	
b-Aquaculture NC II	
c-Automotive NC I	
d-Dressmaking NCII	
e-EIM NCII	
f-SMAW NC II	
g-Technical Drafting NC II	
Grade 8	
a-Agricultural Crop Production NC II	
b-Aquaculture NC II	
c-Automotive NC I	
d-Dressmaking NCII	
e-EIM NCII	
f-SMAW NC II	
g-Technical Drafting NC II	
Grade 9	
a-Agricultural Crop Production NC II	
b-Aquaculture NC II	
c-Automotive NC I	
d-Dressmaking NCII	
e-EIM NCII	
f-SMAW NC II	
g-Technical Drafting NC II	
Grade 10	
a-Agricultural Crop Production NC II	
b-Aquaculture NC II	
c-Automotive NC I	
d-Dressmaking NCII	
e-EIM NCII	
f-SMAW NC II	
g-Technical Drafting NC II	

Note: Write not applicable (NA) if the given TLE specialization is not offered



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School Principal

Noted:

Signature over the Printed Name
Public Schools District Supervisor



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Template No. 2

Division Identified Most Learned and Least Learned Competencies and Consolidated Cognitive Levels

School : _____ District: _____
Learning Area: _____
Grade Level: _____

Part A. Identified Most Learned and Least Learned Competencies

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

Note: insert another table for other grade levels

Part B. Cognitive Levels based on Most Learned and Least Learned Competencies

B.1 Most Learned Competencies that Fall under Each Cognitive Level

Learning Area: _____

Grade Level	Bloom's Taxonomy (Cognitive Level) <i>Low Order Thinking Skills to High Order Thinking Skills</i>						No. of Items
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	
Example Math							
Math 1							
Math 2							
Math 3							
Math 4							
Math 5							
Math 6							
Math 7							

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Math 8							
Math 9							
Math 10							
General Math							
Statistics & Probability							
Total							

*In case there were items given intended for “creating”

Note: In accomplishing **Template No. 2 Part B. 1**, indicate the number/ frequency of identified most learned competency (ies) in Template 2 Part A under the column of a particular cognitive level, where the most learned competency falls.

Analysis and Interpretation:

B.2 Least Learned Competencies that Fall under Each Cognitive Level

Learning Area: _____

Grade Level	Bloom's Taxonomy (Cognitive Level) Low Order Thinking Skills to High Order Thinking Skills						No. of Items
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	
Example Math							
Math 1							
Math 2							
Math 3							
Math 4							
Math 5							
Math 6							
Math 7							
Math 8							
Math 9							
Math 10							
General Math							
Statistics & Probability							
Total							

*In case there were items given intended for “creating”



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Note: In accomplishing **Template No. 2 Part B. 1**, indicate the number/ frequency of identified most learned competency (ies) in Template 2 Part A under the column of a particular cognitive level, where the most learned competency falls.

Analysis and Interpretation:

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Signature over the Printed Name
School Principal

Noted:

Signature over the Printed Name
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Enclosure No. 1 to Division Memorandum No. _____, s. 2023

**Learning Areas where SHS Core Subjects shall be included in the
Report using Template No. 1a**

SHS Core Subject Assessment Tool	Learning Area
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
21 st Century Literature from the Philippines and the World	Araling Panlipunan
Contemporary Philippine Arts from the Regions	MAPEH
Media and Information Literacy	English
General Math	Mathematics
Statistics and Probability	Mathematics
Earth and Life Science	Science
Physical Science	Science
Introduction to the Philosophy of Human Person	Edukasyon sa Pagpapakatao
Physical Education and 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

Note: For the schools that have already offered a particular core subject (s) like Personal Development, SDOs should no longer prepare assessment tool for that core subject. However, if there are schools that are offering Personal Development for the second semester, assessment tools for that core subject must be prepared by the concerned SDOs.



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