



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

OCT 17 2025

DIVISION MEMORANDUM

No. 462, s. 2025

**STRENGTHENING THE IMPLEMENTATION OF PRACTICAL, RELEVANT,
AND MEANINGFUL PERFORMANCE TASK EVALUATION
IN SENIOR HIGH SCHOOL**

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
All Others Concerned

1. This Office has received a formal communication from a Senior High School student expressing concerns regarding the implementation of certain performance tasks that reportedly require excessive expenses, coincide with multiple submission deadlines, and contribute to undue stress and fatigue among learners.
2. In view of this, and consistent with the Department of Education's commitment to uphold equitable, valid, and learner-centered assessment practices, all Senior High School principals, teachers, and personnel are hereby reminded to ensure that performance tasks **are authentic, practical, relevant, and directly aligned** with the prescribed learning competencies and standards of their respective subject areas.
3. Performance tasks shall:
 - a. Be **relevant, competency-based, purposeful** and designed to measure mastery of knowledge, skills, and values through meaningful, real-world applications;
 - b. Be **fair, inclusive, and balanced** that are considerate of learners' capacities and resources, avoiding unnecessary expenses and ensuring manageable schedules across subjects; and
 - c. Be **monitored reviewed, validated, and approved** by subject group heads and school heads to ensure alignment with curriculum standards and intended learning outcomes.
4. School Heads are directed to **review and validate** all performance tasks implemented in their respective schools to ensure compliance with these standards. Teachers are likewise encouraged to design assessments that promote



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creativity, collaboration, and innovation while maintaining relevance, practicality, and equity in learning.

5. This Memorandum is issued pursuant to **DepEd Memorandum No. 074, s. 2025**, titled "Interim Guidelines for the Assessment and Grading System for the Pilot Implementation of the Strengthened Senior High School Curriculum," which directs schools to implement learner-centered, practical, and meaningful assessments aligned with the enhanced SHS curriculum. It is also anchored on **DepEd Order No. 8, s. 2015**, or the "Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program," which defines performance tasks as authentic demonstrations of learning that must directly measure the intended competencies and be considerate of learners' capacities. Furthermore, this issuance adheres to **DepEd Order No. 31, s. 2020**, or the "Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan," which emphasizes the use of practical, contextual, and equitable assessment approaches focused on essential learning outcomes.
6. This Office directs all concerned to uphold the true essence of performance assessment, ensuring that it meaningfully measures essential learning, promotes inclusivity, and fosters the holistic development of every learner. Performance tasks shall serve as authentic demonstrations of learners' understanding and application of skills, and must never be reduced to mere compliance activities that are disconnected from the intended learning objectives and educational outcomes.
7. For information, guidance, and strict compliance.


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

Encl: As stated
To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT AND EVALUATION
CURRICULUM IMPLEMENTATION
LEARNER DEVELOPMENT
PERFORMANCE TASKS
SENIOR HIGH SCHOOL
TEACHERS AND SCHOOL HEADS

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