

### Department of Education

REGION III
SCHOOLS DIVISION OFFICE OF BATAAN

OCT 24 2025

DIVISION MEMORANDUM No. 482, s. 2025

# CONDUCT OF THE 2025 REGIONAL MID-YEAR ASSESSMENT (RMYA) IN ALL LEARNING AREAS FROM KEY STAGES 1 TO 3 AND CORE SUBJECTS IN KEY STAGE 4

To: Assistant Schools Division Superintendent Chief Education Supervisors Education Program Supervisors Public Schools District Supervisors Elementary & Secondary School Heads Division and School Testing Coordinators All Others Concerned

- 1. Pursuant to Regional Memorandum No. 319, s. 2025, titled "Guidelines in the Conduct of the Regional Mid-Year Assessment (RMYA) in All Learning Areas from Key Stages 1 to 3 and Core Subjects in Key Stage 4," the Regional Office Curriculum and Learning Management Division (CLMD), through the Division Curriculum Implementation Division (CID) and the Division Testing Coordinator, shall lead the conduct and management of the RMYA in all schools within the region.
- 2. The RMYA aims to determine learners' proficiency levels, identify the most-learned and least-learned competencies, and develop intervention or remediation plans to address identified learning gaps and enhance learner performance.
- 3. The Regional Mid-Year Assessment shall be conducted from November 10–14, 2025. Schools are advised to prepare a two-day schedule of activities per grade level to ensure the smooth and organized administration of the assessment.
- 4. To ensure the smooth and effective conduct of the RMYA, the specific roles and responsibilities of all concerned personnel are hereby outlined. Teachers, school heads, supervisors, testing coordinators, and the Division Learning Resource Management and Development Section (LRMDS) shall perform their respective duties with fidelity to uphold the integrity of the assessment, ensure accuracy of results, and facilitate the timely submission of required reports in accordance with Regional Memorandum No. 319, s. 2025.













# Department of Education

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- 5. The printing and reproduction of assessment tools shall be charged to the school MOOE or other available local funds, subject to the usual accounting and auditing rules and regulations. The sharing of test papers or assessment materials with other schools is strictly prohibited to maintain the confidentiality and integrity of the assessment.
- 6. All schools shall submit their accomplished reports following the prescribed sequence and templates indicated in Regional Memorandum No. 319, s. 2025, on or before the specified deadline.
- 7. Division Learning Area Supervisors and Public Schools District Supervisors shall monitor the conduct of the RMYA within their respective areas of jurisdiction and ensure the timely submission of required reports using the prescribed monitoring and reporting tools.
- 8. Immediate and wide dissemination of this Memorandum is directed for the information, guidance, and compliance of all concerned.

CAROLINA S. VIOLETA, EdD, CESO V

Schools Division Superintendent

To be indicated in the Perpetual Index under the following subjects:

Reference: Regional Memorandum No. 319, s. 2025

**ASSESSMENT** MONITORING AND EVALUATION REGIONAL MID-YEAR ASSESSMENT (RMYA) JERRY DIMLA CRUZ, DEM, CESO VI Assistant 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;
  - 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

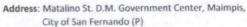
the Regional Mid-Year Assessment

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

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	marieann.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

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

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.

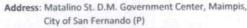
#### A. Learning Assessment Tools

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

- 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 = Number of Learners who Achieved or Exceeded the MPL x100

Number of Learners who Took the Test

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

Percentage of LAEMPL =  $\underline{40}$  x 100

45

= 88.88 % or 89 %

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.

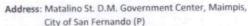
- Identify learning gaps/least learned competencies necessary to the learners' current grade level. The least learned competencies can be considered as learning gaps; and
- 6. Submit the accomplished Template No. 1 to his/her respective school head.

#### C. Role and Functions of the School Heads

- 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:
- 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;
- 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;
- 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;
- 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;
- 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

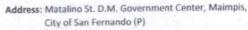
- Monitor the administration of the test using the Monitoring Tool in Enclosure No. 6a;
- Submit the monitoring report to the Division Testing Coordinator for consolidation;
- 3. Determine the division percentage of learners who achieved or exceeded the MPL per learning area and grade level, most learned 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;
- 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;
- 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
- 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

- Upload the soft copies of the assessment tools in Google drive to be shared by the Regional LR Supervisor with the Division LR Supervisor;
- Track the encoding of the consolidated report of the learning area per school using the prescribed template which shall be accomplished online;
- 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;
- 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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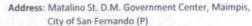
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#### F. Division Testing Coordinator

- 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 N	0.2	of Regional	Memorandum	No.	, s. 2025
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Template No. 1

(To be submitted to the School Head)

# TEACHER'S REPORT ON THE RESULTS OF THE REGIONAL

	MID-YEA SY	R ASSE 2025-2		NT	
School:					
Learnir	ng Area:				
Grade 1	Level:				
Section	(if applicable):	1111		الماد آدر و <del>ب بازان بو باکار کے</del>	
Total N	o. of Enrolled Learners:	No. of	Male:	No. of Female	
Total N	o. of Takers:No. of Male	Takers		No. of Female Takers:	
Percent Percen	tage of Learners who achieved of tage of Male Takers who achieved tage of Female Takers who achieved. Most Learned and Least Learned	ed or ex leved or	exceed	the MPL:	
Item No.	Most Learned Competencies	Rank	Item No.	Least Learned Competencies	Rank
					2
		T Ell			
		-			
			18		
Analys	is and Interpretation:				
Prepar	ed by:				
	Subject Teacher			-	





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City of San Fernando (P) Telephone Number: (045) 598-8580 to 89 Email Address: region3@deped.gov.ph

Website: https://region3.deped.gov.ph







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Enclosure No	3 01	f Regional	Memorandum	No.	, s. 2025
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#### Template No. 2

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

	MID-YEA	R ASSE	SSME		
D		2025-2	026		
	n:				
School	ss of the School:				
	ng Area:				
	Level:				
	(if applicable):				
Total N	No. of Enrolled Learners:N	o. of Ma	le:	No. of Female:	
Total N	No. of Takers: No. Male	of Take	ers:	No. of Female Takers:	
Percen Percen	tage of Learners who achieved of tage of Male Takers who achiev tage of Female Takers who achi	or excee	ded the	e MPL: I the MPL:	
Item No.	Most Learned Competencies	Rank	Item No.	Least Learned Competencies	Rank
			I HIRE		
			1.2.5		
			-		-
		+			
learners	there are more than one sections in a who achieved or exceeded the MPL shais and Interpretation:	particula nall be rep	r grade orted.	level, the average percentage of the	
			Hu.		
TIME					
					The Table





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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	Percentage of Learners that achieved or exceeded the MPL			
	exceeded the MPL	Male	Female		
Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8			TENERS		
Grade 9					
Grade 10					
Senior High School Sub	jects				
		UP - E - 5. P			
able. Refer to Enclosure No. 5  Analysis and Interpretat		g area EPS should	be included in the		
Prepared by:					
Learning Are	ea Supervisor				
Certified Correct:					
	entation Division Chief				





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#### Template No. 4

Division:

#### Division Identified Most Learned and Least Learned Competencies

Item No.	Most Learned Competencies	Rank	Item No.	Least Learned Competencies	Rank
			. 37		
					1 × 1
-8					

Note: insert another table for other grade levels







City of San Fernando (P)
Telephone Number: (045) 598-8580 to 89

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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			
21st 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	МАРЕН			
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	МАРЕН			
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
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# **Monitoring Tool**

(To be accomplished by the monitoring official)

Testing Progr School: Address:	aiii.	2020	ricg				Assess		_	
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	E 10 0 5				34.8	11/20				
Grade 1	- Luis T			- 18 ·						
Grade 2									I next	
Grade 3				1 1 1						
Grade 4										
Grade 5										
Grade 7										
Grade 8										
Grade 9										
Grade 10		118 5					EDIS			
Grade 11									Bark Land	
Grade 12			IL.				1-1-5			

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
RUCE THE SECTION OF SE	





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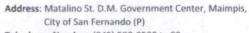


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C. Actual Conduct of the RMYA	
Issues and Concerns	Action Taken
Comments/Suggestions/Recommendation	ns to improve the test administration:
, 60	
Monitored by:	
Monitored by:	
	oring Official
	oring Official
Printed Name and Signature of the Monito	oring Official
Monitored by: Printed Name and Signature of the Monito	oring Official
Printed Name and Signature of the Monito Designation	oring Official
Printed Name and Signature of the Monito	oring Official
Printed Name and Signature of the Monito Designation	oring Official
Printed Name and Signature of the Monito Designation Date	oring Official
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Printed Name and Signature of the Monito Designation	oring Official













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Enclosure No. 6b to the Regional Memorandum No, s. 20	Enclosure	No	6h to	the	Regional	Memorandum	No.		S.	20	2	E
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# **Consolidated Monitoring Reports**

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

2025 Regional Mid-Year Assessment

Grade Level		al No.			ual To		wh	of Lead to did e the	not	Reasons for not taking the test
	M	F	T	M	F	T	M	F	T	
Kinder			La offe				19 1			
Grade 1					die i					
Grade 2						21		DE Yes	4	
Grade 3	7-35		-				15 18			
Grade 4								T.		
Grade 5	CI MET				88					
Grade 7						421				
Grade 8						Pre-R			12.4	
Grade 9						17-11				
Grade 10						-4				
Grade 11		1.	1.11		Talia.	· la	A PAGE			
Grade 12						12.5	I STA	6		I I I I Will will

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

Testing Program:

#### **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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Actual Conduct of the RMYA Issues and Concerns	Action Taken
ASSECT MAN CONTOURS	
	and the state of t
(C ) (D ) 1-ti-	as to improve the test administration
nents/Suggestions/Recommendation	ons to improve the test administration
alidated by:	
olidated by:	
olidated by:	
olidated by:	
	ion Testing Coordinator
olidated by: ed Name and Signature of the Divisi	ion Testing Coordinator
	ion Testing Coordinator
	ion Testing Coordinator
	ion Testing Coordinator





