



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

15 April 2024

**SCHOOLS DIVISION MEMORANDUM**

No. AA, s. 2024

**DISSEMINATION OF THE REGIONAL MEMORANDUM NO. 246,  
RE: GUIDELINES IN THE CONDUCT OF THE REGIONAL  
ACHIEVEMENT TEST IN ALL LEARNING AREAS  
FROM KEY STAGE 1 TO 3 AND CORE  
SUBJECTS IN KEY STAGE 4**

To: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Education Supervisors in All Learning Areas  
Kindergarten Focal Persons  
Senior High School Focal Persons  
Division LRMS Supervisor  
Division Testing Coordinator  
Public Elementary and Secondary Schoolheads  
All Others Concerned

1. For information, guidance and strict compliance of all concerned, enclosed is the Regional Memorandum dated April 8, 2024, titled *Guidelines in the Conduct of the Regional Achievement Test in All Learning Areas from Key Stage 1 to 3 and Core Subjects in Key Stage 4*.
2. For queries, please communicate with Dr. Larry B. Espiritu, CID Chief ES, through his messenger or cellphone number 09171869854.
3. Immediate and wide dissemination of this Memorandum is earnestly desired.



**JOHANNA N. GERVAICIO PhD, CESO V**  
Schools Division Superintendent

Encl: None  
Reference: None  
To be indicated in the Perpetual Index  
under the following subjects:

ASSESSMENT  
REGIONAL ACHIEVEMENT TEST (RAT)

CID/LDT-RAT  
11/April 15, 2024



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**Department of Education**  
REGION III-CENTRAL LUZON

APR 08 2024  
ESMER P. YU  
Records Section

**REGIONAL MEMORANDUM**

No. 246 s. 2024

**GUIDELINES IN THE CONDUCT OF THE REGIONAL ACHIEVEMENT TEST 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 LRMSD Supervisors  
Division Testing Coordinators  
Public Elementary and Secondary School Heads  
All Others Concerned

1. Anent 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 (CLMD), shall lead the administration of the Regional Achievement Test in All Learning Areas from Key Stages 1 to 3 and Core Subjects in Key Stage 4 from **May 09 to 10, 2024**, in all schools in the region.
3. The Regional Achievement Test 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;
  - c. 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, 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 downloaded by the division LRMSD supervisors and uploaded to the newly created



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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 **April 29, 2024**.

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 school/s is/are NOT advisable.
7. School Heads shall create a school board work for the 2-day schedule of the Regional Achievement Test and provide each classroom a copy.
8. Conversion of assessment tools into computer-based or computer-aided assessment is highly encouraged in schools considering their capacity to do such and their readily available resources.
9. Key to Corrections shall be given to the Division LRMSD Supervisors by the Regional Learning Resource Supervisor a day after the schedule of test administration in a certain learning area/subject.
10. Division testing coordinators, public school district supervisors, and/or division learning area supervisors shall monitor the said activity using the tool in Enclosure No. 6a. The division testing coordinator shall consolidate the monitoring results using the template in Enclosure No. 6b.
11. The Regional Achievement Test 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 Office.
12. The link to the Google Drive per SDO on consolidated monitoring report (e.g., Enclosure No. 4, Enclosure No. 6b, Enclosure No. 8) will be provided to the SDOs through the Curriculum Implementation Division Chiefs and shall be accomplished and uploaded in MS Word and PDF formatting (*Please see attached Enclosure No. 7*).
13. The following documents are enclosed for information and guidance:
  - Enclosure No.1: Guidelines on the Administration of Regional Achievement Test
  - Enclosure No.2: Template Number 1 – Teacher’s Report on the Result of the Regional Achievement Test
  - Enclosure No.3: Template Number 2 – School Report on the Results of the Regional Achievement Test
  - Enclosure No.4: Template Numbers No. 3 & 4 - Division Report on the Results of the Regional Achievement Test
  - Enclosure No.5: Learning Area where SHS Core Subjects shall be included.



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- Enclosure No.6a: Monitoring Tool
- Enclosure No.6b: Template for the Division Consolidated Monitoring Reports
- Enclosure No.7: Summary of Regional Achievement Test Activities and Dates
- Enclosure No.8: Template for Intervention/Remediation Plan for the Identified Learning Gaps in the Different Learning Areas and Grade Levels

14. Should there be any questions or queries as regards this activity, particularly on the assessment tools and key to corrections, please, contact the concerned Regional Education Program Supervisor (EPS) through his/her email address below.

Learning Area	EPS In-Charge	Email Address
Filipino	Marie Ann C. Ligsay, PhD	<a href="mailto:marieann.ligsay@deped.gov.ph">marieann.ligsay@deped.gov.ph</a>
English	Ramil G. Ilustre, PhD	<a href="mailto:ramil.ilustre@deped.gov.ph">ramil.ilustre@deped.gov.ph</a>
Mathematics	Joseph D. Reyes, PhD	<a href="mailto:joseph.reves16@deped.gov.ph">joseph.reves16@deped.gov.ph</a>
Science	Arlon P. Cadiz, PhD	<a href="mailto:arlon.cadiz@deped.gov.ph">arlon.cadiz@deped.gov.ph</a>
AP	Louise L. Lumanug, PhD	<a href="mailto:louise.lumanug001@deped.gov.ph">louise.lumanug001@deped.gov.ph</a>
EPP/TLE	Reynaldo G. Castillo	<a href="mailto:reynaldo.castillo@deped.gov.ph">reynaldo.castillo@deped.gov.ph</a>
MAPEH	Engelbert B. Agunday EdD	<a href="mailto:engelbert.agunday@deped.gov.ph">engelbert.agunday@deped.gov.ph</a>
EsP	Ma. Joseph Patrick M. Enriquez	<a href="mailto:maiosephpatrick.enriquez@deped.gov.ph">maiosephpatrick.enriquez@deped.gov.ph</a>
Kindergarten	Rosalinda S. Ibarra, PhD	<a href="mailto:rosalinda.ibarra002@deped.gov.ph">rosalinda.ibarra002@deped.gov.ph</a>

15. The results and findings of the Regional Achievement Test will not be used to rank the SDOs according to the performance of their learners or 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.**

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

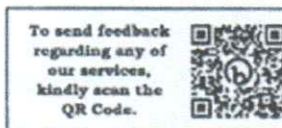
  
**JESSIE L. AMIN, EdD, CESO V**  
 Assistant Regional Director  
 Officer-in-Charge  
 Office of the Regional Director

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

ASSESSMENT

REGIONAL ACHIEVEMENT TEST

CLMD3/clmd4  
 April 08, 2024



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Enclosure No. 1 of Regional Memorandum No. \_\_\_\_\_, s. 2024

**Guidelines on the Administration of Regional Achievement Test (RAT)**

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 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 achievement test plays a crucial role in assessing individuals' knowledge and skills within specific domains, serving as a valuable tool 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 guide the administration of the RAT in all learning areas from Key Stages 1 to 3 and Key Stage 4 core subjects in Region III.

**A. Learning Assessment Tools**

Regional Achievement Test (RAT) 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, EPP/TLE 1-10, MAPEH 1-10, *Edukasyon sa Pagpapakatao* 1-10, and the Senior High School (SHS) Core Subjects.





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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**

1. 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:

$$\text{Percentage of Learners who Achieved or Exceeded the MPL} = \frac{\text{Number of Learners who Achieved or Exceeded the MPL}}{\text{Number of Learners who Took the Test}} \times 100$$

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 exceeded the MPL or learners who got 18 and above correct answers = 40

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

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.

Refer to the table below for the Minimum Level of Proficiency based on the number of test items taken.

Number of Items	Minimum Level of Proficiency (60 % of the total no. of test items)
25	15
30	18
40	24



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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.

5. 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 on or before **May 17, 2024**.

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

1. 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 on or before **June 03, 2024**;
2. 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 on or before **May 24, 2024**;
3. 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;
4. Conduct a Learning Action Cell session for teachers to present the findings relative to the result of the RAT to improve teachers' PCK and competency in support of the School Learning Recovery Plan;
5. 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 using the template in Enclosure No. 8;
6. Submit to the SDO the finalized intervention/remediation plan for approval on or before **June 10, 2024**; and
7. Implement the approved intervention/remediation plan.

**D. Role and Functions of the Division Learning Area Education Program Supervisors/Public Schools District Supervisors**

1. Monitor the administration of the test using the Monitoring Tool in Enclosure No. 6a;
2. Submit the monitoring report to the Division Testing Coordinator for consolidation on or before **May 17, 2024**;
3. Determine the division percentage of learners who achieved or exceeded the MPL per learning area and grade level, most learned and least learned



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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 on or before **May 24, 2024**;

4. Check and approve the intervention/remediation plan submitted by the school head;
5. 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;
6. Prepare a 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
8. 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**

1. Upload the soft copies of the assessment tools in Google Drive to be shared by the Regional LR Supervisor with the Division LR Supervisor;
2. Track the encoding of the consolidated report of the learning area per school using the prescribed template which shall be accomplished online;
3. 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 on or before **June 20, 2024**;
4. 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.

**F. Division Testing Coordinator**

1. 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 on or before **May 24, 2024**.