



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES


July 28, 2025

DIVISION MEMORANDUM
No. 670, s. 2025

**SCHOOL READINESS GUIDE KIT ON THE IMPLEMENTATION OF THE
REVISED K TO 12 (MATATAG) CURRICULUM**

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Public & Private Elementary School Heads
All Others Concerned

1. In line with the implementation of the Revised K to 12 (MATATAG) Curriculum as mandated by DepEd Order No. 10, s. 2024 and guided by the principles of Republic Act No. 10533, also known as the *Enhanced Basic Education Act of 2013*, the Schools Division Office (SDO) of Catanduanes issues this consolidated Frequently Asked Questions (FAQs) to guide and support school heads, teaching, and non-teaching personnel in the effective delivery of the curriculum.
2. The attached guide kit aims to:
 - a. provide official reference to promote a consistent, informed, and effective approach to curriculum implementation across all public and private elementary and secondary schools in the division;
 - b. address common queries related to curriculum planning, pedagogy, and assessment; and;
 - c. support schools in ensuring alignment and compliance with curriculum policy standards.
3. For your guidance, the School Readiness Guide Kit is provided as an attachment to this memorandum.
4. For the information of all concerned.

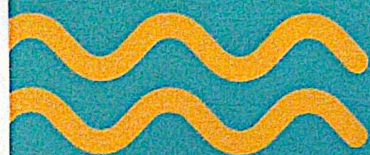

MA. JEANY T. ABAYON

Assistant Schools Division Superintendent
OIC, Schools Division Superintendent

CID/mtc
07/28/2025



San Roque, Virac, Catanduanes
052-8114036 / 09623505374
catanduanes@deped.gov.ph
www.depedrovcanduanes.com / www.catanduanes.deped.gov.ph

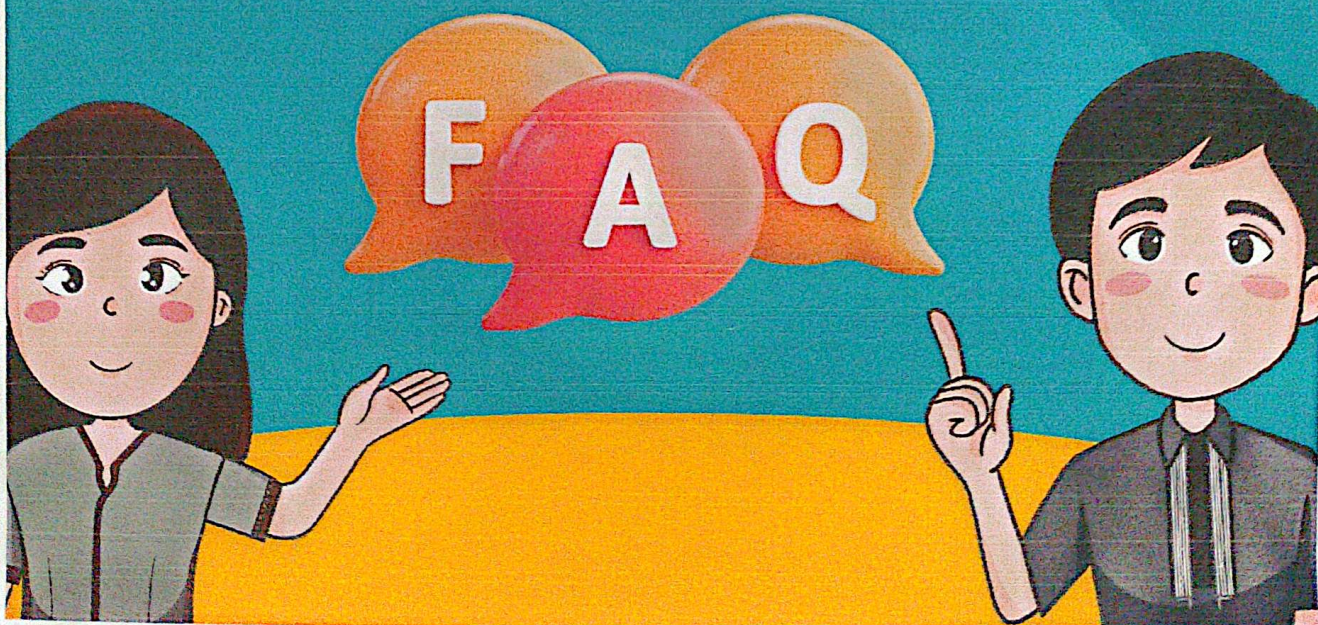


SY 2025-2026

School Readiness GUIDE KIT

Curriculum Implementation Division

- Enrollment Procedures
(Eligibility Standards and
Documentary Requirements)
- Implementation of the Enhanced
K to 12 Curriculum
- Assessment





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MA. JEANY T. ABAYON
Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent

DELFIN A. BONDAD PhD
Public Schools District Supervisor
Officer-In-Charge
Office of the Assistant Schools Division Superintendent

CURRICULUM IMPLEMENTATION DIVISION

ROMEL G. PETAJEN
Chief Education Supervisor

AMELIA B. CABRERA	EPS-TVL	JESSLYN T. TAWAY	EPS-LRMDS
MARIVIC T. CAMACHO	EPS-EsP	MA. GINA M. TEMPLONUEVO	EPS-Filipino
NIÑO GERARD C. CENETA	EPS-Science	FRANKIE T. TURALDE	EPS-MAPEH
GINA L. CUSTODIO	EPS-Kindergarten	PEACHIE ROSHELE T. CHAVEZ	Librarian II
JAYSON M FLORANZA	EPS-Araling Panlipunan	JOGENE ALILLY C. SAN JUAN	PDO II
JEZRAHEL T. OMADTO	EPS-Math	JANEGRACE S. TESORERO	EPSA II
GINA B. PANTINO	EPS-English	ALJAY T. TERRAZOLA	EPSA II



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)
TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

TABLE OF CONTENTS

Table of Contents

D.O. No. 15, S. 2025: Amendment to.....	1
Deped Order No. 47, S. 2016 (Omnibus Policy on Kindergarten Education)	
Learning Resources Management	4
And Development System (Lrmds)	
Deped Order No. 10, S. 2024: Policy	4
Guidelines on The Implementation Of The Matatag Curriculum	
Rm No. 1162, S. 2024: Guidelines In	11
The Implementation Of The Integrated Learning Experience (Ile) As An Integrative Teaching Approach For Early Grade Learners In Region V	
Deped Order No. 42, S. 2016: Policy.....	13
Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program	
Deped Order No. 8, S. 2015: Policy Guidelines.....	15



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)
TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

On Classroom Management For The
K To 12 Basic Education Program

Do 55, S. 2016 – Policy Guidelines on9
The National Assessment of Student
Learning For the K to 12 Basic
Education Program

June 13, 2025 Do 018, S. 2025 –22
Implementing Guidelines Of The
Academic Recovery and Accessible
Learning Program

Deped Order No. 013, S. 2024: Revised.....27
Guidelines on the Grant of Vacation
Service Credits for Teachers

D.O. 36, S. 2016: Policy Guidelines on.....29
Awards and Recognition
For The K to 12 Basic Education
Program

D.O. No. 35, S. 2016: The Learning30
Action Cell as A K To 12 Basic
Education Program School-Based
Continuing Professional Development
Strategy
For The Improvement of Teaching
And Learning



Republika ng Pilipinas
Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

Republic Act No. 11476: An Act.....	31
Institutionalizing Good Manners	
And Right Conduct and Values	
Education in the K To 12	
Curriculum, Appropriating Funds	
Thereof, And For Other Purposes	



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

FREQUENTLY ASKED QUESTIONS ON CURRICULUM IMPLEMENTATION

QUESTION	ANSWER
D.O. NO. 15, S. 2025: AMENDMENT TO DEPED ORDER NO. 47, S. 2016 (OMNIBUS POLICY ON KINDERGARTEN EDUCATION)	
What is the new age requirement for Kindergarten enrollment under DepEd Order No. 015, s. 2025?	Age qualification for Kindergarten learners should be five years old by October 31 of every calendar year.
Can children who turn five years old after October 31 still enroll in Kindergarten?	<p>Yes. The school may consider learners entering Kindergarten who will turn five years old from November 1 to December 31 on the condition that the learner shall:</p> <p>i. Have completed an Early Childhood Care and Development (ECCD) Program for one (1) school year. Parents/legal guardians shall provide copies of the Certificate of Completion/Attendance of the learner's previous ECCD program experience from a public or private Child Development Centers (CDCs)/Learning Centers (LCs) that are granted with permit or recognition; or</p> <p>ii. Undergo the Philippine Early Childhood and Development (ECD) Checklist during the enrollment period until the first week of the school year in order to ensure that the learner is capable of meeting the expectations of the kindergarten level. The ECD checklist shall be administered by the Kindergarten teachers of the receiving school, and the results shall be the basis of the school in admission to Kindergarten. Further, the accomplished checklist shall form part of the records of the learner.</p>
Who shall administer the Philippine Early Childhood and Development (ECD) Checklist?	The ECD checklist shall be administered by the Kindergarten teachers of the receiving school.
Will the ECD Checklist become part of the learner's official records?	Yes. The accomplished checklist shall form part of the records of the learner.
Does this Order repeal any previous issuances?	This Order repeals DepEd Order 20, s. 2018. All provisions stated in DepEd Order Nos. 47, s. 2016 and 03, s. 2018, not affected by these changes shall remain in effect. Moreover, all other provisions and related issuances that are inconsistent with this Order are deemed repealed, rescinded, or amended accordingly.
Will the results of the ECD Checklist determine the admission of children who are not yet five (5) years old by October 31 of the calendar year?	Yes. For children who will turn five years old between November 1 and December 31, the results of the ECD Checklist will determine their readiness and eligibility for admission to Kindergarten.



Republika ng Pilipinas

Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

Is it mandatory to present an ECCD Certificate to qualify for Kindergarten if the child turns five after October 31?	No. The ECCD Certificate is one option. If unavailable, the child may still qualify by undergoing the ECD Checklist and showing sufficient developmental readiness for Kindergarten.
When will the School Year (SY) 2025-2026 start and end?	The SY 2025-2026 will formally start on Monday, June 16, 2025, and end on Tuesday, March 31, 2026.
How many class days are there in SY 2025-2026?	197 class days inclusive of the End-of-School-Year (EOSY) Rites.
What should private schools, PSOs, and SUCs/LUCs follow regarding the school calendar?	They may adopt the guidelines but must comply with the provisions of RA 7797, as amended by RA 11480, and must report any deviation to their regional offices.
How many class days are required in one school year according to the Order?	Not more than 220 class days.
When is Brigada Eskwela and Enrollment?	SY 2025-2026 June 9-13, 2025 – Brigada Eskwela June 9-20, 2025 – Enrollment Period SY 2026-2027 June 1-5, 2026 – Brigada Eskwela June 1-5, 2026 – Enrollment for SY 2026-2027
When will Alternative Learning System (ALS) classes begin?	ALS learning interventions officially begin on the same date as public formal basic education classes (June 16, 2025). However, ALS enrollment remains open year-round. Completion depends on the learner's assessment results and individual learning agreements.
What are the primary learning delivery modalities for SY 2025-2026?	In-person classes remain the primary modality. If face-to-face learning is suspended (e.g., due to disasters or emergencies), schools shall automatically shift to Distance Learning Delivery Modalities (DLDMs) such as Modular, Online, TV-Based, or Radio-Based Instruction.
What learning interventions are available for struggling learners?	DepEd implements the Academic Recovery and Accessible Learning Program (RA 12028) during the school year and the EOSY break. Other interventions such as remediation, reading camps, and BBM programs are also available.
When are the quarterly examinations scheduled?	Quarter 1: August 20 & 22, 2025 Quarter 2: October 23-24, 2025 Quarter 3: January 22-23, 2026 Quarter 4: March 19-20, 2026
When will the End-of-School-Year (EOSY) Rites take place?	March 30-31, 2026 – EOSY Rites April 1, 2026 – Parent-Teacher Conference / Distribution of Cards
When is the Year-End Break for December 2025?	The Year-End Break runs from December 20 to 31, 2025.
When is the resumption of classes after the Year-End Break?	Classes will resume on January 5, 2026.



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

What are the dates for the Parent-Teacher Conferences?	August 30, 2025 November 8, 2025 January 31, 2026 April 1, 2026
When is the Early Registration Period?	January 31 to February 27, 2026
What are the key student assessments scheduled throughout the year?	<ul style="list-style-type: none">• BoSY Assessments(CRLA, RMA, Phil-IRI): June 16-30, 2025• ELLN Assessments: July 28-August 1, 2025• NAT Grade 10: August 26-September 1, 2025• NCAE: September 8-26, 2025• PEPT: October 12, 2025• NAT Grade 12: January 19-February 6, 2026• EOSY Assessments (CRLA, RMA, Phil-IRI): March 9-20, 2026• A&E Test: February 22, 2026
Are there any breaks during the school year? Yes, there are three main breaks:	<ul style="list-style-type: none">• Mid-School Year Break: October 27-31, 2025• Holiday Break: December 20-31, 2025• End-of-School-Year Break: Starts April 1, 2026 (for teachers)•
What are the official holidays during the school year?	Regular and special holidays observed include: <ul style="list-style-type: none">• April 9 – Day of Valor• May 1 – Labor Day• June 12 – Independence Day• August 21 – Ninoy Aquino Day• August 25 – National Heroes Day• November 1 – All Saints' Day• November 30 – Bonifacio Day• December 25 – Christmas Day• December 30 – Rizal Day• January 1 – New Year's Day• February 17 – Chinese New Year• April 2-3, 2026 – Holy Week (Maundy Thursday & Good Friday)
What are NSPC and NFOT?	The National Schools Press Conference (NSPC) is the highest level of competition in campus journalism in the Philippines. The National Festival of Talents (NFOT) showcases learners' skills in various fields such as music, arts, crafts, and technology-based performances.



Republika ng Pilipinas

Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

When will NSPC and NFOT take place in SY 2025–2026?	As indicated in the calendar, NSPC and NFOT are expected to be held from April 27 to 30, 2026, during the End-of-School-Year break.
What is the Palarong Pambansa?	The Palarong Pambansa is the national multi-sport event for elementary and secondary learners in public and private schools nationwide, organized by the Department of Education. It aims to promote physical education, sportsmanship, and national unity through sports.
When will the Palarong Pambansa 2026 be held?	The indicative schedule for the Palarong Pambansa is May 4–8, 2026, following the 30-day End-of-School-Year (EOSY) break for teachers. Final dates and venue are subject to an official memorandum from the DepEd Central Office.
Can students be required to settle financial obligations before joining EOSY rites?	No. DepEd prohibits public schools from requiring learners to complete financial clearances for participation in graduation or moving-up ceremonies (DepEd Order No. 19, s. 2008).
When is the opening of School Year 2026–2027?	Indicative Opening: June 8, 2026
LEARNING RESOURCES MANAGEMENT AND DEVELOPMENT SYSTEM (LRMDS)	
Where can teachers and other personnel access learning resources (LRs)?	<ol style="list-style-type: none">1. LR DRIVE – accessible to all EPSs, PSDSs, School Heads, and LR Coordinators http://bit.ly/SDOCTDLearningResources20252. Integrated ILE LR Package - accessible to all SDO Personnel https://tinyurl.com/CTDILE20243. Enhanced Transition K to 12 LR - accessible to all SDO Personnel https://bit.ly/CTDLR-LEandLAS
How about for GMRC/VE?	https://tinyurl.com/35pzh523
DEPED ORDER NO. 10, S. 2024: POLICY GUIDELINES ON THE IMPLEMENTATION OF THE MATATAG CURRICULUM	
What is the MATATAG Curriculum?	The MATATAG Curriculum is DepEd's revised K to 12 curriculum aimed at addressing overcrowded content, misaligned competencies, and ineffective cognitive demands. It streamlines learning competencies, strengthens foundational skills, embeds 21st-century skills, and promotes inclusive, holistic, and values-based education.
What is the goal of the MATATAG Curriculum?	To nurture holistically developed Filipino youth with 21st-century skills in an inclusive environment, ready for employment, entrepreneurship, or higher education, and who find joy in lifelong learning.



Republika ng Pilipinas

Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

Why was the K to 12 curriculum revised?	It was revised due to findings of overcrowded content, misaligned learning competencies, and imbalanced cognitive demands, making the old curriculum less effective.
How does this DepEd Order affect previous curriculum guidelines?	It amends DepEd Order No. 021, s. 2019, specifically Annexes 1 (Elementary), 2 (Secondary), and 4 (Mother Tongue), and repeals inconsistent previous policies.
What are the core values promoted by the MATATAG Curriculum?	Maka-Diyos, Makatao, Makakalikasan, and Makabansa. These are integrated into learning experiences to shape character and citizenship.
Which grade levels will implement the MATATAG Curriculum?	SY 2024–2025: Kindergarten, Grades 1, 4, and 7; SY 2025–2026: Grades 2, 3, 5, and 8; SY 2026–2027: Grades 6, 9, and 10; SHS will follow in a separate issuance.
What are the key features of the MATATAG Curriculum?	Focus on foundational literacy and numeracy, streamlined and developmentally appropriate content, integration of 21st-century skills and global citizenship, strong emphasis on values and peace education, inclusive education, and learner-centered approaches.
Does the MATATAG Curriculum replace the K to 12 Curriculum?	It amends DepEd Order No. 021, s. 2019. It replaces inconsistent provisions but retains effective practices from K to 12.
How will the MATATAG Curriculum be implemented in schools?	Through phased implementation starting SY 2024–2025. Schools must align lesson planning, teaching strategies, assessment, and supervision based on this curriculum's standards.
Is the MATATAG Curriculum applicable to private schools and SUCs/LUCs?	Yes. All public and private basic education providers, including SUCs, LUCs, and PSOs, must adopt it as the prescribed minimum standard.
How does the MATATAG Curriculum promote inclusivity?	By aligning with inclusive education laws and incorporating programs like SNEd, IPed, MEP, and ALS.
What is the guiding principle of the curriculum design?	Learner-centered, inquiry-based, integrative, and reflective pedagogies. It ensures contextualization and adaptability to local/global contexts.
Are there provisions for learners with special needs or talents?	Yes. The Special Curricular Programs (SCP) and inclusive education policies support learners with specific needs and abilities.
Will ALS follow the MATATAG Curriculum?	Yes. ALS will align its curriculum with the MATATAG Curriculum.
How does the MATATAG Curriculum ensure contextualization in the classroom?	The MATATAG Curriculum promotes curriculum contextualization by considering learners' abilities, socio-cultural backgrounds, historical contexts, and environmental factors. This ensures that values, beliefs, practices, and knowledge systems within learners' communities are integrated into education, promoting inclusivity and relevance.
What inclusive programs are strengthened under the MATATAG Curriculum?	The curriculum supports: - Programs for the Gifted and Talented - Programs for Learners with Disabilities



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

	<ul style="list-style-type: none">- Madrasah Education Program- Indigenous Peoples (IP) Education Program- Programs for Learners under Difficult Circumstances
What are the 21st Century Skills emphasized in the MATATAG Curriculum?	The curriculum incorporates the 21st Century Skills Framework: 1) Information, Media, and Technology Skills 2) Learning and Innovation Skills 3) Communication Skills 4) Life and Career Skills
How are Filipino learners envisioned under the MATATAG Curriculum?	They are envisioned to be future-ready, lifelong learners, and peace advocates with strong national identity, equipped with essential skills, resilience, ethical values, and global citizenship.
What roles do teachers play in the MATATAG Curriculum?	Teachers are envisioned as instructional designers, facilitators of lifelong learning, models of ethical digital literacy, and catalysts of transformation who continuously develop their professional and digital competencies.
What is the MATATAG Curriculum Instructional Design Framework (IDF)?	The IDF guides teachers in creating engaging, learner-centered lessons based on the pillars of Curriculum, Teaching, and Assessment. It emphasizes contextualized, active learning experiences tailored to learners' needs.
How is learning delivery enhanced in the MATATAG Curriculum?	Through learner-centered, flexible, and innovative strategies, integration of future-ready and socio-emotional skills, differentiation, and cross-content integration is supported by partnerships with stakeholders.
What assessment policies support the MATATAG Curriculum?	DO 8, s. 2015 and DO 31, s. 2020 guide evidence-based classroom assessments. These aim to support learner development, inform instruction, and adapt to diverse learning contexts using holistic and authentic assessment methods.
What is the purpose of formative assessment in the MATATAG Curriculum?	It is used to inform teaching, promote student growth, and guide mastery of skills.
Who shares responsibility for assessment and feedback?	Teachers, learners, and their families share the responsibility.
What are the three assessment approaches in MATATAG?	(a) Assessment for Learning (formative); (b) Assessment as Learning (self-assessment); (c) Assessment of Learning (summative).
What is 'Assessment for Learning'?	It refers to ongoing formative assessment that monitors progress and informs instruction.
What is 'Assessment as Learning'?	It engages learners in self-assessment to develop metacognitive skills and learning ownership.
What is 'Assessment of Learning'?	It involves summative assessments conducted at the end of a learning block to measure mastery.
What tools support assessment in early grades?	Phil. ECD Checklist, Phil-IRI, CRLA, and RMA.



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

What is the Phil. ECD Checklist?	A developmental screening tool used at the start and end of the school year to identify milestones or delays.
What is the Phil-IRI?	A reading assessment tool that identifies oral, silent reading, and listening comprehension levels.
What is CRLA?	A literacy tool that categorizes learners (Grades 1–3) for reading intervention.
What is RMA?	An assessment tool to evaluate mathematical proficiency of Grades 1–3 learners.
What should be done for students performing below expectations?	They must receive remediation based on Written Works and Performance Tasks.
What are the key support systems for implementing MATATAG?	Professional development, instructional leadership, M&E, updated practices, learning resources, assessment tools, infrastructure, and partnerships.
What is the main goal of elementary education?	To support the child's holistic development as a learner, family and community member, and future citizen by developing knowledge, skills, attitudes, and values.
What law outlines the objectives of elementary education?	Batas Pambansa Blg. 232, also known as <i>The Education Act of 1982</i> .
What are the key objectives of elementary education?	a) Personal development b) Responsiveness to societal changes c) National identity and patriotism d) Work readiness and creativity.
What is Kindergarten education and why is it important?	Kindergarten is the first stage of formal education for children aged at least 5. It serves as preparation for Grade 1 and is compulsory and mandatory.
How are Grades 1 to 3 different from Grades 4 to 6?	Grades 1–3 introduce learners to foundational subjects, while Grades 4–6 reinforce and apply these skills across various content areas for deeper learning.
What is expected of learners at the end of Grade 3?	Learners should have developed foundational literacy and numeracy, creative engagement with the arts, socio-emotional skills, and cultural appreciation.
What is expected of learners at the end of Grade 6?	Learners should demonstrate advanced literacy, critical thinking, scientific inquiry, and strong cultural and historical understanding, preparing them to engage as informed members of society.
How is teaching structured in Kindergarten to Grade 2?	Classes are self-contained, meaning one teacher handles all subjects or domains.
How are classes structured from Grades 3 to 6?	Classes are departmentalized, meaning subjects are taught by teachers specializing in specific learning areas.
What happens if there is a shortage of Kindergarten teachers?	Teachers from other grade levels may be reassigned temporarily, as long as they participate in appropriate professional development activities.
What is the total class time for Kindergarten per day?	180 minutes or 3 hours per session.
How is class time organized for Kindergarten?	Through flexible "Blocks of Time," including Arrival/Free Play, Circle Time 1 & 2, Supervised Recess, Quiet/Nap Time, Indoor/Outdoor Play, Wrap-Up Time, and Dismissal.



Republika ng Pilipinas

Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

Is Homeroom Guidance Program (HGP) given additional time in Kindergarten?	No. HGP is naturally integrated into various class activities and not treated as a separate activity.
Are the NRP and NMP programs included in the time allotment for Grades 1-3?	Yes. These programs are part of the total teaching load and time allotment. Specific activities are detailed in separate issuances.
How much time is allotted per day for Grades 1 to 3?	Grade 1 & 2: 260 mins (Mon-Thurs), 240 mins (Fridays) → 4 hrs 20 mins / 4 hrs Grade 3: 330 mins (Mon-Thurs), 315 mins (Fridays) → 5 hrs 30 mins / 5 hrs 15 mins
What learning areas are included in Grades 1-3?	Language, Reading & Literacy, Filipino, English, Mathematics, Makabansa, GMRC, Science (G3 only), NRP, NMP, and HGP.
How much time is assigned for NRP, NMP, and HGP?	NRP & NMP: 30 mins each, 4x a week HGP: 40 mins (Grades 1-2), 45 mins (Grade 3), once a week.
What is the total daily class time for Grades 4 to 6?	390 mins (Mon-Thurs), 405 mins (Fridays) → 6 hrs 30 mins / 6 hrs 45 mins
What subjects are taught in Grades 4 to 6?	Filipino, English, Mathematics, Araling Panlipunan, MAPEH, GMRC, Science, EPP/TLE, NMP, and HGP.
Is there time allotted for non-academic or intervention activities?	Yes. Schools are encouraged to allot time for arrival, assembly, library work, health breaks, and intervention tasks.
What is the Medium of Teaching and Learning (MOTL) for Kindergarten to Grade 1?	The first language (L1) of the learner, or the language they use and understand, is used as the MOTL.
When do Filipino and English become the mediums of instruction?	Starting Grade 2, both Filipino and English are used as mediums of instruction until the end of the program.
What subjects use English as the MOTL in Grades 4 to 6?	Science, Mathematics, Music & Arts, Physical Education & Health, and TLE (for Grade 6).
What subjects use Filipino as the MOTL in Grades 4 to 6?	Araling Panlipunan, GMRC, and EPP.
Is the learners' first language still used after Grade 1?	Yes, it is used as an auxiliary medium to support understanding whenever necessary.
What is the National Learning Recovery Program (NLRP)?	A program to strengthen learning recovery and continuity, improve literacy and numeracy, and achieve education targets.
What are the sub-programs under NLRP?	National Learning Camp, National Reading Program, National Mathematics Program, National Science and Technology Program, and other programs.
What programs support inclusivity in education?	Programs for the Gifted and Talented, Special Needs Education, Madrasah Education, IP Education, and programs for learners in difficult circumstances.
What are Alternative Delivery Modes (ADMs)?	Flexible learning setups for learners at risk of dropping out or in emergency/overcrowded conditions.
What are the key co-curricular programs?	NFOT, NSPC, Palarong Pambansa, Learners' Convergence PH, Scouting, YES-O, and LSZOP, among others.



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

What are the two key stages of Secondary Education?	Secondary Education includes Junior High School (Grades 7–10) and Senior High School (Grades 11–12).
What is the typical age group for Secondary Education learners?	Learners are generally between 12 to 17 years old, though adults older than 18 who did not finish basic education may also enroll.
What is the purpose of Junior High School under the MATATAG Curriculum?	To allow learners to grasp complex concepts and apply knowledge, skills, and values independently.
What are the learning areas in Junior High School?	Filipino, English, Mathematics, Science, Araling Panlipunan, MAPEH, Values Education, and TLE.
How long is each learning area taught in a school year?	Each subject is taught over four quarters—one full academic year.
What is the focus of the Filipino subject in JHS?	Developing communicative competence, creativity, and critical thinking through literature and multimodal texts.
What are the grade-level themes in Filipino literature?	Grade 7 – Ibong Adarna, Grade 8 – Florante at Laura, Grade 9 – Noli Me Tangere, Grade 10 – El Filibusterismo.
What does the English subject aim to develop in students?	Multiliteracies, communicative competence, and the ability to create various texts for different audiences.
How is culture integrated into the English curriculum?	Each grade focuses on literature from specific regions: Grade 7 – Philippines, Grade 8 – Afro-Asia, Grade 9 – Anglo-America, Grade 10 – the World.
What skills are developed in Mathematics in JHS?	Algebra, geometry, trigonometry, statistics, and critical thinking skills for 21st-century contexts.
What is the emphasis of Science in JHS?	Inquiry-based learning, scientific investigation, decision-making, and environmental awareness.
What does Araling Panlipunan aim to teach learners?	Critical thinking on local and global issues using key concepts in geography, history, governance, and sustainable development.
What is the focus of TLE in Grades 9–10?	Application of technical skills in various industry sectors and career awareness.
What are the goals of MAPEH?	To foster creativity in the arts and promote wellness and fitness through music, arts, PE, and health education.
What does Values Education (VE) aim to achieve?	It develops ethical actions based on values like love for self, others, God, country, and the environment.
What is the time allotment for Grade 2 learners?	Grade 2 learners have 300 minutes per day from Monday–Thursday (5 hours) and 280 minutes (4h 40min) on Friday.
What is the time allotment for Grade 3 learners?	Grade 3 learners have 375 minutes per day from Monday–Thursday (6h 15min) and 360 minutes (6h) on Friday.
Will the MELCs-based curriculum be replaced?	Yes, the MELCs-based curriculum will gradually be replaced as the MATATAG Curriculum is implemented.
What are the special subjects?	The special subjects are NRP (National Reading Program), NMP (National Math Program), and HGP (Homeroom Guidance Program).
When are special subjects conducted?	NRP and NMP are conducted 4 times a week for 30 minutes each, while HGP is conducted once a week for 40–45 minutes.



Republika ng Pilipinas

Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

What is the purpose of the MATATAG Curriculum IDF?	The IDF (Instructional Design Framework) helps teachers design lessons and activities to effectively achieve competencies and standards.
What are the components of the MATATAG Curriculum IDF?	The IDF includes three pillars: Curriculum, Teaching, and Assessment — aligning goals, methods, and evaluation.
What are sample activities for Kindergarten?	Arrival/Free Play, Circle Time, Recess, Nap Time, Indoor/Outdoor Play, Wrap-Up — approx. 180 minutes/day.
What is emphasized in teaching and learning?	Mastery of competencies, scaffolded learning, critical thinking, collaboration, and problem-solving.
What is the role of teaching in the MATATAG Curriculum IDF?	Teaching is central and guided by pedagogical approaches outlined in RA 10533, such as constructivist, inquiry-based, reflective, collaborative, and integrative methods to address diverse learner needs.
Why is there a need for multiple pedagogical approaches?	Diverse teaching methods cater to different learning styles, interests, contexts, and subject complexities, leading to more effective and meaningful learning experiences.
Are teachers allowed to use other strategies outside the suggested ones?	Yes. Teachers are encouraged to adapt their methods based on learners' unique needs, contexts, and classroom realities.
What are the suggested strategies for teaching Filipino and English?	Strategies include Suggestopedia, Systematic Phonics, Audio-lingual, Task-Based Instruction, Communicative Language Teaching, Genre-Based, Whole Language, and Differentiated Instruction, among others.
What approaches are used in teaching GMRC and Values Education?	Approaches include Inculcation, Clarification, Analysis, Moral Development, Community of Inquiry, and Experiential Learning.
What are the recommended methods for Science and Math?	For Science: Inquiry-based, Problem/Design-based, and Transdisciplinary approaches. For Math: Discovery Learning, Cooperative Learning, and Problem-Based Learning.
How are creative subjects like MAPEH taught?	MAPEH uses culture-based, project-based, holistic, technology-enhanced, and differentiated instruction approaches tailored to both physical and artistic development.
What principles guide instruction in the MATATAG Curriculum?	Key principles include being inclusive, ideational, integrative, and innovative, all of which help tailor instruction to learners' needs and real-world relevance.
What are the aspects of instruction to consider in lesson planning?	Important aspects include Context, Connection, Collaboration, and Creativity — focusing on learner engagement, real-life relevance, and teamwork.
What are 'learning events' in instruction?	These include To Engage, To Explore, To Experience, and To Empathize—all used to create dynamic and responsive learning experiences.
How is assessment integrated into MATATAG?	Assessment is ongoing, learner-involved, and used to evaluate mastery and guide instruction. It aligns with DepEd Order No. 8, s. 2015, promoting varied tools and learner ownership.



Republika ng Pilipinas

Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

Can these approaches work in different learning modalities?	Yes. Pedagogical approaches in MATATAG are flexible and adaptable to in-person, blended, and distance learning environments.
RM NO. 1162, S. 2024: GUIDELINES IN THE IMPLEMENTATION OF THE INTEGRATED LEARNING EXPERIENCE (ILE) AS AN INTEGRATIVE TEACHING APPROACH FOR EARLY GRADE LEARNERS IN REGION V	
What is Integrated Learning Experiences (ILE)?	ILE is an integrative teaching approach designed for early grades that connects different learning areas to create meaningful, engaging, and holistic learning experiences.
Why is ILE important for early-grade learners?	It helps learners retain concepts better, promotes deeper understanding, makes lessons relevant to daily life, and supports holistic development including social-emotional skills.
What curriculum principles does ILE follow?	ILE aligns with DepEd Order No. 010, s. 2024 (MATATAG Curriculum) and RA 10533 (Enhanced Basic Education Act), emphasizing constructivist, inquiry-based, reflective, and integrative pedagogy.
Which grades are covered by ILE?	Initially implemented in Grade 1 for School Year 2024-2025; Grades 2 and 3 will follow in School Year 2025-2026.
What components are included in the ILE Learning Resource Package?	The package includes Horizontal Articulation Maps, Integrated Curriculum Maps, Learning Competencies Checklist Matrix, Lesson Exemplars, Worksheets, and Performance Tasks.
How does ILE incorporate 21st-century skills and SEL? All lessons explicitly develop 21st-century skills and include Social and Emotional Learning (SEL) and Gender Equality and Social Inclusion (GESI) as core instructional elements.	All lessons explicitly develop 21st-century skills and include Social and Emotional Learning (SEL) and Gender Equality and Social Inclusion (GESI) as core instructional elements.
What curricular approaches are used in ILE?	ILE uses learner-centered and problem-centered approaches to make learning relevant, personalized, and connected to real-life problem solving.
How are lessons designed in ILE?	Lessons are integrated across subjects, thematic, differentiated by learners' needs, and harmonized to cover multiple competencies efficiently without repetition.
What are the quarterly themes for Grade 1 ILE?	Q1: Sarili Ko, Mahal Ko!; Q2: Pamilya Ko, Pahahalagahan Ko!; Q3: Paaralan Ko, Pangangalagaan Ko!; Q4: Pamayanan Ko, Kilala Ko!
How should teachers prepare for ILE implementation?	Teachers should use the provided manuals, lesson exemplars, and materials; attend training and professional development; and collaborate through LAC sessions and monitoring.



Republika ng Pilipinas
Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

What support is available for ILE implementation?	Ongoing training, technical assistance, resource distribution, and monitoring are provided by the DepEd Regional Office and Schools Division Offices.
Are teachers allowed to be transferred from early grades?	Early-grade teachers involved in ILE should be retained at the early-grade level for at least three school years to ensure continuity in program delivery.
Can schools print additional ILE materials?	Yes, printing can be charged to division/school MOOE, local funds, SEF, or other funds following government rules to supplement available learning materials.
How many ILE lessons are there per quarter?	There are five (5) ILE lessons per quarter.
How long is one ILE lesson?	Each ILE lesson is conducted over 8 to 10 days, depending on the learners' needs and progress.
What is the flow of an ILE lesson?	Each lesson starts with story reading, followed by engagement activities, and then a series of subject-based activities integrated around the theme.
Are the subjects taught separately in ILE?	No. Subjects like Reading, Language, Math, GMRC, and Makabansa are taught in an integrated manner across 10 days.
What is the purpose of the Waiting Activity Sheets (WAS)?	WAS keep learners engaged while the teacher works with small groups. They support Differentiated Instruction and classroom management.
What is the difference between GP and IP activities?	GP (Guided Practice) is done in pairs or groups with teacher facilitation. IP (Independent Practice) is done individually with teacher support when needed.
Are IP activities graded?	No. Independent Practice (IP) activities are not graded; they are meant for skill practice and monitoring learner progress.
What are the ability groupings used in ILE?	Learners may be grouped as Emerging, Developing, Transitioning, or At Grade Level based on CRLA results.
Can learners move between groups?	Yes. Groupings are flexible and not permanent, allowing for easy adjustments to support changing learning needs.
When is the Performance Task (PeTa) given?	After all five lessons in a quarter are completed. PeTa serves as the culminating activity of each quarter.
What is the role of evaluation activities in ILE?	Evaluation activities are used as summative assessments after each ILE lesson.



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

Are evaluation worksheets differentiated?	No. Evaluation worksheets are uniform for all learners, but teachers can read items aloud or accept oral answers if needed.
Do teachers need to write lesson plans?	No. Teachers using the ILE exemplars are not required to write lesson plans, but must maintain a Daily Lesson Log.
Can teachers modify the ILE materials?	Yes. Teachers are encouraged to refine, simplify, or enrich scripts and activities to fit classroom contexts.
Can the ILE materials be used commercially?	No. ILE materials are for instructional use only and may not be reprinted or sold. Use by private schools requires permission from DepEd RO V.
What assessment policy is followed in ILE?	Teachers follow DepEd Order No. 8, s. 2015 for classroom assessment until a new policy is issued.
What is the total class time each day in ILE?	4 hours and 20 minutes per day from Monday to Friday (including Homeroom Guidance on Fridays).
How often does the subject schedule change?	Every two weeks, as a new ILE lesson cycle starts, the subject sequence and allocation may vary.
DepEd Order No. 42, s. 2016: POLICY GUIDELINES ON DAILY LESSON PREPARATION FOR THE K TO 12 BASIC EDUCATION PROGRAM	
What is a Daily Lesson Log (DLL)?	It is a simplified weekly log of daily lessons prepared by experienced teachers, in place of a detailed lesson plan.
What are the basic parts of a lesson plan?	The three main parts are: Before the Lesson (opening), Lesson Proper (middle), and After the Lesson (closing).
Are all teachers required to prepare Detailed Lesson Plans (DLPs)?	No. Teachers with at least 1 year of experience and access to Learner's Materials (LMs) and Teacher's Guides (TGs) are only required to fill out the Daily Lesson Log (DLL).
What curriculum guide (CG) elements are important in planning?	Teachers should use Content Standards, Performance Standards, and Learning Competencies from the CG to guide instruction and ensure mastery.
What are the parts of a DLL.	I. Objectives: This section outlines what learners are expected to know and be able to do by the end of the lesson. It is divided into: - Content Standards – Describe what learners should know. - Performance Standards – Define what learners should be able to do with what they know.



Republika ng Pilipinas

Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

	<p>- Learning Competencies – Specific skills or knowledge drawn from the K to 12 curriculum.</p> <p>II. Content Refers to the subject matter or topic that will be taught during the lesson. This is directly aligned with the learning competency.</p> <p>III. Learning Resources Lists materials and references to be used in the lesson. This includes textbooks, teacher's guides, multimedia, and materials from the Learning Resource Portal.</p> <p>IV. Procedures This outlines the step-by-step process of teaching. It includes:</p> <ul style="list-style-type: none">A. Reviewing previous lesson / presenting new lessonB. Establishing a purpose for the lessonC. Presenting examples/instances of the new lessonD. Discussing new concepts/practicing new skills #1E. Discussing new concepts/practicing new skills #2F. Developing masteryG. Finding practical applications in daily lifeH. Making generalizations/abstractionsI. Evaluating learningJ. Additional activities for remediation <p>V. Remarks Notes or comments regarding class scheduling, unexpected events, or issues encountered (e.g. class suspension, student attendance).</p>
Are teachers required to do all 10 parts of the Procedures daily?	No. Flexibility is allowed. Teachers must ensure the procedures lead to achievement of objectives and may spread the parts across the week.
What should be indicated in the Remarks section?	Special cases such as lesson continuation, class suspension, or re-teaching should be noted here.
What is the purpose of the Reflection section?	To help teachers evaluate the effectiveness of their lesson, note the number of learners who met objectives, identify those needing remediation, and reflect on teaching strategies and encountered challenges.
When should the Reflection section be filled out?	It should be filled out immediately after the lesson to ensure that observations and insights are fresh and accurately recorded.
Is the Reflection section mandatory for all teachers?	Yes, all teachers using DLLs or DLPs are expected to complete the Reflection section as part of their professional responsibilities to assess and improve instructional delivery.



Republika ng Pilipinas
Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

Can reflections include emotional or personal insights?	Yes, teachers are encouraged to share their thoughts and feelings about the lesson, including successes, difficulties, and any observations that can inform professional growth and student support.
What is the difference between DLL and DLP in terms of format?	Both include Objectives, Content, Learning Resources, Procedures, Remarks, and Reflection. The DLP is more detailed and used especially by new teachers or for demonstration purposes.
Are homework or assignments required?	No. They are optional and must comply with DepEd Memo No. 329, s. 2010 for elementary learners.
Who is required to prepare a daily Detailed Lesson Plan (DLP)?	Newly-hired teachers without professional teaching experience are required to prepare a daily DLP for one year. Additionally, applicant teachers and in-service teachers, including Master Teachers who conduct demonstration teaching, must also prepare a DLP.
Are there exemptions to the daily DLP requirement for newly-hired teachers?	Yes. Newly-hired teachers who receive a "Very Satisfactory" or "Outstanding" rating in the RPMS after one year are exempt from preparing daily DLPs. However, those who receive a "Satisfactory" rating must continue preparing DLPs until their performance improves.
What are the essential parts of a DLP?	A DLP includes the following components: Objectives, Content, Learning Resources, Procedures, Remarks, and Reflection.
When is a teacher allowed to modify the DLP procedure?	Teachers may adjust procedures based on time constraints or to ensure better understanding of the lesson. Flexibility is encouraged.
DepEd Order No. 8, s. 2015: Policy Guidelines on Classroom Management for the K to 12 Basic Education Program	
What is classroom assessment?	It is an ongoing process of identifying, gathering, organizing, and interpreting quantitative and qualitative information about learners' progress toward curriculum standards.
What is the legal basis of DepEd Order No. 8, s. 2015?	It is based on the Enhanced Basic Education Act of 2013 (RA 10533), which supports curriculum implementation and instructional improvement through assessment.
What are the types of classroom assessment?	There are two types: Formative Assessment (assessment for/as learning) and Summative Assessment (assessment of learning).
What is the purpose of formative assessment?	To monitor learning progress, provide feedback, and adjust instruction. It helps learners take ownership of their learning and develop higher-order thinking skills.
What is summative assessment?	It measures learning at the end of an instructional period to determine the level of proficiency and achievement of content and performance standards.



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

Are results of formative assessment graded?	No. Formative assessments are not part of the learners' grades but are used to improve teaching and learning.
What are content standards?	These identify the essential knowledge and understanding that learners should acquire in each learning area.
What are performance standards?	These define the skills and abilities that learners must demonstrate by applying what they have learned in meaningful tasks.
What are learning competencies?	These refer to the specific knowledge, skills, and attitudes learners need to demonstrate in each lesson or learning activity.
What is the role of the learner in classroom assessment?	Learners are co-participants in the assessment process. They engage in self-assessment, peer assessment, and reflections to take responsibility for their learning.
How is assessment aligned with 21st-century skills?	Assessment tools are designed to measure not only content knowledge but also problem-solving, collaboration, creativity, and communication.
What are examples of formative assessment methods?	Quizzes, interviews, think-pair-share, role-playing, journals, concept maps, and performance tasks done individually or in groups.
When is formative assessment conducted?	Before the lesson (to gauge prior knowledge), during the lesson (to monitor progress), and after the lesson (to evaluate understanding).
What is the "zone of proximal development"?	A Vygotskian concept highlighting the difference between what learners can do independently and what they can do with guidance—used to inform appropriate assessment.
Can non-DepEd schools modify these guidelines?	Yes, with approval from the appropriate DepEd Regional Office and provided that modifications align with the school's philosophy, vision, and mission.
Who receives summative assessment results?	Learners, parents/guardians, school heads, succeeding teachers, and guidance counselors.
What should teachers consider when developing assessment tools?	Tools must be aligned with content/performance standards and learning competencies, and appropriate to the learners' developmental level and context.
What cognitive process dimensions guide assessment tasks?	The adapted Anderson & Krathwohl (2001) taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.
What is the main purpose of formative assessment?	Formative assessment aims to monitor student learning, provide feedback, and guide instruction to improve student outcomes before grading.
When should formative assessment be conducted?	It is conducted before, during, and after the lesson to assess prior knowledge, monitor learning, and evaluate progress.
What tools can be used for formative assessment?	Examples include KWL charts, checklists, games, simulations, interviews, quizzes (ungraded), recitations, and performance tasks.
What is summative assessment?	Summative assessment evaluates student learning at the end of a unit, quarter, or term and is used for grading purposes.



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

What are the three components of summative assessment?	Written Work (WW), Performance Tasks (PT), and Quarterly Assessment (QA).
How is Written Work different from Performance Tasks?	Written Work assesses knowledge and understanding in written form; Performance Tasks assess applied skills and creativity in various formats.
When is the Quarterly Assessment given?	It is given once at the end of each quarter.
How are grades computed in Grades 1-10?	Grades are computed using weighted raw scores from WW, PT, and QA, which are converted into percentage and then into transmuted grades.
What is the passing grade in the K to 12 program?	The raw passing grade is 60, which is transmuted to 75 in the report card.
What is used to assess Kindergarten learners?	Checklists, anecdotal records, and portfolios are used instead of numerical grades.
Can performance tasks be written work?	Yes. Written outputs like essays and reports can be considered performance tasks depending on how they demonstrate learning.
What is the lowest grade that can appear on the report card?	The lowest reportable grade is 60 for Quarterly and Final Grades.
What are the assessment components used in SHS?	The three components are Written Work (WW), Performance Tasks (PT), and Quarterly Assessment (QA).
Are the weights of assessment components the same for all SHS subjects?	No. Weights vary based on the nature of the subject (e.g., core, specialized, or work immersion subjects).
What is the weight distribution for core SHS subjects?	Written Work – 25%, Performance Tasks – 50%, Quarterly Assessment – 25%.
What is the weight distribution for specialized TVL (Tech-Voc) subjects?	Written Work – 25%, Performance Tasks – 60%, Quarterly Assessment – 15%.
What is the weight distribution for Work Immersion, Research, Exhibit, Performance?	Performance Tasks – 60%, Quarterly Assessment – 40%. Written Work is not applicable.
How is the Percentage Score (PS) computed?	$PS = (\text{Learner's Total Raw Score} \div \text{Highest Possible Score}) \times 100\%$
How is the Weighted Score (WS) computed?	$WS = \text{Percentage Score} \times \text{Component Weight}$
How is the Final Grade for a subject computed in SHS?	For a semester, the average of the two Quarterly Grades is taken and reported as the Final Grade.



Republika ng Pilipinas
Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

What is the General Average in SHS?	It is the average of all Final Grades in the semester, with each subject having equal weight.
Are quarterly assessments always in written form?	Not necessarily. They can be written, performance-based, or a combination.
Are SHS grades presented as whole numbers?	Yes. Final Grades and General Averages are rounded to the nearest whole number in the report card.
How grades are computed for SHS learners?	Grades are computed based on Weighted Scores from Written Work, Performance Tasks, and Quarterly Assessments. The Initial Grade is then transmuted to a Quarterly Grade using a transmutation table.
What is considered a passing grade in SHS?	A grade of 75 or higher in a subject is considered Passed.
What are the grade descriptors used in report cards?	<ul style="list-style-type: none">- Outstanding: 90-100- Very Satisfactory: 85-89- Satisfactory: 80-84- Fairly Satisfactory: 75-79- Did Not Meet Expectations: Below 75
What happens if a student gets a grade below 75?	The student must undergo remedial classes. If they pass the remedial summative assessments, they are promoted; otherwise, they must retake the subject.
When should parents be notified of poor performance?	By the 5th week of the quarter, parents must be informed if a learner's scores in Written Work and Performance Tasks are consistently below expectations.
What is the Recomputed Final Grade?	It is the average of the original Final Grade and the Remedial Class Mark (RCM). If this average is 75 or higher, the student is promoted.
What document is issued after remedial classes?	A Certificate of Recomputed Final Grade, signed by the teacher and noted by the school head.
What is the basis for promotion in Grades 11-12?	A Final Grade of at least 75 in all subjects per semester is needed. Failing a prerequisite requires passing remediation before moving to the next subject level.
What is the general average of a learner?	It is the average of all Final Grades in a semester (for SHS) or school year (for Grades 1-10), rounded off to the nearest whole number.
How is learner progress reported to parents?	Through quarterly parent-teacher conferences, where the report card and student performance are discussed.
How are the Core Values assessed?	Core values like Makadiyos, Makatao, Makakalikasan, and Makabansa are observed through behavior indicators and reflected in the report card.
What marking scale is used for Core Values assessment?	AO (Always Observed), SO (Sometimes Observed), RO (Rarely Observed), and NO (Not Observed).
Who observes and rates Core Values in students?	The class adviser and subject teachers collaboratively observe and agree on how each learner is rated.



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

What happens if a learner consistently shows behaviors not aligned with Core Values?	They may receive psychosocial support and a parent-teacher discussion will be held to support affective development.
What happens if a learner consistently shows behaviors not aligned with Core Values?	They may receive psychosocial support and a parent-teacher discussion will be held to support affective development.
What happens if a student fails 3 or more subjects?	The student is retained in the same grade level.
Are there special requirements for SHS certification?	Yes. A student must pass all subjects in Grades 11–12 to earn the Senior High School Certificate.
Can non-DepEd schools modify reporting formats?	Yes. They may adapt or modify guidelines to align with their own vision, mission, and core values.
Can a learner be failed due to absences?	Yes, if absences exceed 20% of total class days, unless the school head deems the reasons valid and acceptable.
What is the consequence of excessive absences?	A learner with more than 20% absences may receive a failing grade unless valid reasons are approved by the school head.
What happens if a student misses many days due to valid reasons?	The school should provide alternative delivery modes (modules, ALS, LRMS). If completed, the learner can still earn credits despite absences.
Are students with excused absences still required to complete lessons?	Yes, they must accomplish learning tasks through provided alternative materials and be assessed accordingly.
How is habitual tardiness handled?	Parents will be notified if a student is habitually late for 5 consecutive days.
Who receives classroom assessment reports?	The learner, their parents/guardians, the remedial class teacher (if applicable), and the next grade level's teacher.
DO 55, S. 2016 – POLICY GUIDELINES ON THE NATIONAL ASSESSMENT OF STUDENT LEARNING FOR THE K TO 12 BASIC EDUCATION PROGRAM	
What is the ELLNA?	The Early Language, Literacy, and Numeracy Assessment (ELLNA) is a national assessment administered to Grade 3 learners to evaluate foundational skills in language and numeracy.
What is the purpose of ELLNA?	To determine if Grade 3 learners meet learning standards in language, literacy, and numeracy, and to inform instructional interventions and policy development.
How are ELLNA test results used?	They are used to: a) assess Grade 3 learning outcomes b) identify instructional gaps d) guide teacher training and policy formulation.
What areas does the ELLNA cover?	The assessment includes: a) Language and Literacy (alphabet knowledge, phonics, reading, grammar, etc.) b) Numeracy (counting, estimating, calculating, etc.).



Republika ng Pilipinas

Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

What type of test format is used in ELLNA?	It uses a multiple-choice format with progressive test items designed to measure varying skill levels.
Who are considered learners with special needs in this context?	Those who require special education services, such as learners with difficulties in seeing, hearing, mobility, memory, or communication.
What is the Career Assessment?	It is an assessment administered to Grade 9 learners to help guide their choice of Senior High School (SHS) track based on aptitude and interests.
What is the main objective of the Career Assessment?	To guide students in choosing appropriate educational and career paths and to profile their aptitude for SHS tracks.
What SHS tracks are assessed in the Career Assessment?	The four tracks assessed are: a) Academic (STEM, ABM, HUMSS, GAS) b) Technical-Vocational-Livelihood (TVL) c) Sports d) Arts and Design
Is the Career Assessment required for all students?	Yes, all Grade 9 students are required to take it to support proper SHS track/strand placement.
What is the Accreditation and Equivalency (A&E) Assessment?	A nationally administered test that certifies basic education competencies for learners who have not attended or finished formal elementary or secondary school.
What is the minimum age to take the A&E Test?	12 years old for the Elementary Level and 16 years old for the Junior High School Level.
What are the purposes of the A&E Test?	To provide certification for further education, job promotion, training program entry, or employment.
How are the results of the A&E Test used?	a) To verify if learners meet education exit standards b) To improve instruction and education service delivery c) To guide curriculum and policy reforms d) To assess system efficiency
What is the test structure of the A&E?	It includes a written exam (50%) and a portfolio (50%) with work samples (40%) and projects (60%) scored using rubrics.
What competencies are covered in the A&E Test?	The five ALS strands: 1. Communication Skills 2. Critical Thinking and Problem Solving 3. Sustainable Use of Resources and Productivity 4. Development of Self and a Sense of Community 5. Expanding One's World Vision
When will A&E Test results be released?	For regular examinees: within 3 months from the exam date For walk-in examinees: within 2 weeks
Where can examinees claim their A&E certificates?	Certificates are issued through the Schools Division Offices.
Can A&E test passers receive official certification?	Yes, Certificates of Completion are issued for passing either Grade 6 (Elementary) or Grade 10 (JHS).
Are learners with special needs allowed to take the A&E Test?	Yes, as long as test accommodations specified in Section 9 of D.O. No. 5, s. 2016 are provided.
Can A&E learners take a Career Assessment too?	Yes. They may also take the Career Assessment to help determine aptitude for SHS tracks or career paths.



Republika ng Pilipinas
Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

What does the A&E portfolio include?	It includes work samples and projects demonstrating the learner's skills, evaluated with rubrics.
What are Exit Assessments?	National assessments administered to Grades 6, 10, and 12 learners to determine if they meet the required learning standards.
Is passing the Exit Assessment a requirement for graduation?	No. Exit Assessment results are not required for graduation.
What are the purposes of the Exit Assessments?	a. To evaluate learners' mastery of standards b. Improve instruction c. Assess education delivery effectiveness d. Provide data for policy and curriculum development
What skills and subjects are covered in Grades 6 and 10 Exit Assessments?	21st-century skills: Information, Media, and Technology; Communication; Innovation; Life and Career Skills Content areas: English, Filipino, Math, Science, Araling Panlipunan
What does the Grade 12 Exit Assessment cover?	21st-century skills and core SHS learning areas: Languages, Humanities, Communication, Math, Science, Social Science, and Philosophy
What is the format of the Exit Assessments?	Multiple-choice questions in English and Filipino
How many examinees per testing room?	Maximum of 30, arranged alphabetically regardless of gender. Each must have a Learner Reference Number (LRN).
Where are the tests administered?	In public and private schools designated as testing centers.
Are learners with special needs included in the Exit Assessments?	Yes. They are included in the sample and given test accommodations as per Section 9.
How are test materials handled?	Distribution, retrieval, and storage are managed under procedures in Section 11 and further detailed in the Examiner's Handbook.
How are test scores reported?	As percentage scores, classified by proficiency level (minimum 75%) and 21st-century skill domains.
What is PEPT?	The Philippine Educational Placement Test (PEPT) is a national assessment for learners in special circumstances to determine their appropriate grade level or provide certification of grade-level completion.
What is the purpose of PEPT?	a. Determine if learners meet learning standards b. Place learners in the correct grade level c. Certify learning gained through nonformal/informal education d. Facilitate entry or reentry into the formal school system
Can PEPT be used for acceleration?	No. PEPT is not for acceleration. For acceleration, refer to DepEd Order No. 40, s. 2002.
Who can take the PEPT?	a. Learners from schools without permits b. Learners from informal/nonformal programs c. Those with incomplete/no records d. Learners with back subjects or overage for grade level e. Learners with special needs (with accommodations)



Republika ng Pilipinas

Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

What are the subjects covered in PEPT?	English, Filipino, Mathematics, Science, and Araling Panlipunan
What skills are assessed?	21st-century skills integrated into academic content areas
When is the PEPT administered?	<ul style="list-style-type: none">- Field Admin: 3rd Sunday of Nov (Luzon); 4th Sunday (Visayas/Mindanao)- Walk-in: All year round at BEA- Special Admin: As scheduled by BEA and requesting party
How many examinees are allowed per testing room?	20 examinees per room
What is the passing score?	75% per subject area
Can examinees retake subtests?	Yes. If a learner fails in one subject, they may retake that subtest within 6 months
Where can special administration of PEPT take place?	In schools, jails, juvenile centers, or any learning venue, as approved by BEA and the Regional Office
Are there special accommodations for learners with special needs?	<p>Yes. Accommodations include:</p> <ul style="list-style-type: none">- Separate ground-floor room- Extended time (double)- Flexible rules (e.g., stand or go out)- Personal assistants, sign language interpreters- Braille, large print, audio formats- Alternative response options (e.g., oral test with scribe)
JUNE 13, 2025 DO 018, S. 2025 - IMPLEMENTING GUIDELINES OF THE ACADEMIC RECOVERY AND ACCESSIBLE LEARNING PROGRAM	
What is the ARAL Program?	The ARAL Program is a free and effective national learning intervention program aimed at helping struggling learners attain academic competencies.
What are the components of the ARAL Program?	ARAL-Reading, ARAL-Mathematics, ARAL-Science, and ARAL-Summer Programs.
When is the ARAL Program implemented?	During the regular school year for Reading, Math, and Science; Summer Programs are conducted during the end-of-school-year (EOSY) break.
Which law mandates the ARAL Program?	Republic Act No. 12028 or the Academic Recovery and Accessible Learning (ARAL) Program Act of 2024.
Who are eligible to participate in the ARAL Program?	Learners returning after a furlough, those below proficiency in reading, math, and science, and those failing in exams.
Are private school learners eligible?	Yes, particularly those similarly situated as public school learners. Priority is given to Educational Service Contracting beneficiaries in limited slots.
What grade levels are covered under ARAL-Reading and ARAL-Mathematics?	Grades 1 to 10.
What grade levels are covered under ARAL-Science?	Grades 3 to 10.



Republika ng Pilipinas
Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

What is the focus of the ARAL Program for Kindergarten learners?	Building foundational skills integrated into developmental domains through blocks of time.
Who conducts the tutorial sessions under ARAL?	Well-chosen and trained tutors and learning facilitators.
How are learners assessed for ARAL Program inclusion?	Based on teachers' assessments during the school year and diagnostic tests.
Can learners who are already proficient still join the ARAL Program?	Yes, during summer break as supplemental learning, but priority is given to struggling learners.
What other learner needs does the ARAL Program address?	Nutritional, social, emotional, and mental health needs to support academic success and holistic well-being.
Does this DepEd Order supersede previous learning recovery programs?	Yes, it repeals DO 45, s. 2002, DO 13, s. 2023, and DM 001, s. 2024.
What is the goal of the ARAL Program?	To ensure that K-10 learners develop foundational skills in reading, mathematics, and science to achieve grade-level competencies.
How does the ARAL Program support learners?	It provides targeted tutorial interventions to learners assessed as performing below grade level, helping them reach grade-level expectations.
Is ARAL a replacement for classroom learning?	No. It complements classroom instruction by addressing learning gaps through additional support mechanisms.
What subjects does ARAL cover?	ARAL focuses on reading and mathematics for Grades 1-10 and science for Grades 3-10.
How are learners identified for the ARAL Program?	Through LIS tagging, BOSY assessments (CRLA/Phil-IRI/RMA), and classroom-based assessments.
When are learners assessed?	At BOSY (Pre-assessment), mid-year (Midline Assessment), and before Q4 (Post-assessment).
What if learners still don't meet competencies after ARAL?	They continue in the program or participate in ARAL-Summer for further interventions.
What reading levels qualify a learner for ARAL?	CRLA: Emerging, Developing, Transitioning; Phil-IRI: Frustration, Instructional.
What mathematics levels qualify a learner for ARAL?	Not Proficient, Low Proficient, Nearly Proficient (RMA results).
Who facilitates the ARAL interventions?	Teachers and tutors collaborate to provide tutorial sessions and monitor learner progress.
Are Kindergarten learners included in ARAL?	Yes. Focus is on developing literacy and numeracy skills integrated into their developmental domains.
Are there separate guidelines for ARAL subject components?	Yes. Separate guidelines for reading, mathematics, and science implementation will be issued.
How often are learner progress checks conducted?	Through formative and midline assessments conducted after the second quarter.
What is the basis of the mathematics profiles in ARAL?	The profiles are based on the Rapid Mathematics Assessment (RMA) conducted in 2023, categorizing learners into proficiency levels across Key Stages 1 to 3.
What does 'Not Proficient' mean in the context of ARAL?	It refers to learners struggling significantly with number recognition, operations, measurements, shapes, and data interpretation, with minimal use of math vocabulary or tools.



Republika ng Pilipinas

Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

How is 'Low Proficient' different from 'Not Proficient'?	Low Proficient learners can perform basic operations, recognize patterns and shapes, and solve problems with support, showing emerging math vocabulary usage.
What skills are expected of a 'Nearly Proficient' learner?	They solve routine problems, understand standard units, read graphs, and use math language and tools with minimal guidance.
Who are eligible for referral to the Inclusive Learning Resource Centers (ILRCs)?	Learners from Grades 2 to 10 who fail assessments and exhibit developmental advancement or delays, or learning difficulties.
When are BOSY, midline, and EOSY assessments conducted?	BOSY: within first 2 weeks to 1 month of the school year; Midline: after the second quarter exam; EOSY: one month before final exams.
What happens to learners needing support after the school year?	They will participate in the ARAL-Summer Programs for further intervention.
When are assessment results discussed?	Within the first 2 weeks of the school year and at least weekly thereafter, or during monthly LAC sessions.
Who can be tutors under the ARAL Program?	Teachers, para-teachers, pre-service teachers, licensed professionals, non-licensed education graduates, and other qualified individuals.
Can pre-service teachers be tutors?	Yes. They must meet minimum requirements and their tutoring is counted as separate practice teaching.
What qualifications must ARAL tutors meet?	Educational background, competency in teaching, mandatory training, and good moral character.
Are there trainings for tutors?	Yes. NEAP and other bureaus provide training on content, pedagogy, SEL, and cultural competency.
Can non-DepEd tutors join capacity-building activities?	Yes. They are encouraged to participate in related sessions.
With whom can DepEd partner for training tutors?	TEC, CHED, DSWD, DOST, DILG, LGUs, TEIs, and NGOs.
What are the delivery modes for tutorial sessions?	Face-to-face, online, and blended learning.
Are learners with disabilities supported in ARAL?	Yes. Guided by DO 44, s. 2021 and other relevant policies.
When can tutorial sessions be conducted?	During class hours, before/after school, weekends, or as approved by SDS.
What is the maximum duration of tutorial sessions?	1 hour per subject on weekdays, 2 hours for core subjects on weekends.
Where are tutorials held?	In public schools, learning centers, or appropriate facilities.
What is the ideal teacher-learner ratio for tutorials?	1:5, but may extend up to 1:15 when needed.
What if in-person classes are suspended?	Schools shift to Alternative Delivery Modes per LSCP.
What learning materials are used?	Decodables, leveled reading, storybooks, activity sheets.
What qualities should these learning resources have?	Learner-centered, inclusive, developmentally appropriate, contextualized, gender- and culture-sensitive.
Who quality assures ARAL learning resources?	School heads, CID (division), CLMD (regional), and may consult the Central Office.



Republika ng Pilipinas

Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

Can schools partner for resource development?	Yes. Collaboration with education partners is encouraged.
Is there free access to DepEd LMS platforms?	Yes. DepEd coordinates with PTEs for free access and no data charges.
What are included in LMS apps?	Web-based apps, educational platforms, digital libraries, and online knowledge hubs hosted by DepEd.
How is learner engagement ensured?	Through personalized, positive, and encouraging sessions promoting growth mindset.
Are tutors allowed to teach their own students?	No. Tutors should not serve their own learners to avoid conflict of interest.
What is the process for tutor application?	Interested individuals must signify intent to SDS or HR officer.
What role do parents have in ARAL?	They may receive training and support for home learning and be part of learning continuity.
What if learners can't attend face-to-face tutorials?	Online and blended options are available; support is extended via DLDs.
How does ARAL support equity in education?	By providing interventions tailored to diverse learner needs and contexts.
What does it mean to be a 'Proficient' learner?	A Proficient learner independently solves multi-step problems, applies mathematical reasoning, and uses technology and math vocabulary effectively.
What is the Learners' Progress Tracking System?	A system developed by DepEd's Strategic Management and ICTS to monitor learner progress and provide data-driven interventions.
How do national assessments support ARAL?	They serve as benchmarks for determining the learner's skill level and areas needing intervention.
What is the role of tutors in ARAL?	Tutors guide and support learners through intervention sessions, monitor progress, and collaborate with teachers in decision-making.
Can a learner return to ARAL after exiting?	Yes, if new assessments reveal learning gaps, learners may re-enter the ARAL Program for further support.
How does ARAL ensure individualized learning?	By tailoring interventions based on assessment data and ongoing monitoring, ensuring learners get appropriate support at their level.
How can LGUs support the ARAL Program?	<p>How can LGUs support the ARAL Program?</p> <p>LGUs may help provide safe learning spaces, assist with vision and health screening, promote the program, identify potential tutors, and motivate parents to let their children join ARAL sessions.</p>
How are parents or guardians involved in ARAL?	<p>Parents and parent-substitutes are encouraged to assist learners in home-based learning and actively participate in initiatives that strengthen the learner's educational support system at home.</p> <p>ort the ARAL Program?</p>



Republika ng Pilipinas

Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

Who is responsible for ARAL Program implementation at the school level?	School heads manage the program at their respective schools, ensuring tutorial sessions are properly integrated into school operations and learning plans.
What are the responsibilities of Schools Division Offices (SDOs) under the ARAL Program?	SDOs oversee implementation in schools and CLCs, organize division-wide training, mobilize resources, analyze learner data, provide technical assistance, ensure submission of pre- and post-assessment data, and report to the RO.
What are the duties of schools and CLCs in implementing the ARAL Program?	Schools/CLCs must ensure effective delivery, administer assessments, submit required data to SDOs, involve parents and stakeholders, and report on progress and challenges.
What is the role of functional divisions at all governance levels?	All functional divisions must provide necessary support for ARAL Program implementation.
How is the ARAL Program monitored and evaluated?	It is monitored using the Basic Education M&E Framework (BEMEF), through assessment tools (e.g., CRLA, RMA, Phil-IRI), LIS/EBEIS/HRIS data, and the ARAL Dashboard.
What M&E structures are integrated into the ARAL Program?	M&E aligns with DMEA, RMEA, and SLAC reviews. The Department will release separate M&E guidelines.
Can learners or teachers be required to pay for ARAL activities or materials?	No. Learners or teachers must not shoulder any cost or be compelled to pay for learning resources or performance tasks.
Can DepEd modify its existing budget to support ARAL?	Yes, operating units may propose reallocation or augmentation in line with ARAL priorities.
Can Special Education Fund (SEF) be used for ARAL?	Yes, SDOs in coordination with Local School Boards may use SEF following relevant guidelines.
Who are prioritized to teach Key Stage 1 (Kinder to Grade 3)?	Master Teachers are prioritized for Key Stage 1 to maximize their competencies in foundational learning.
How should teachers be assigned to learning areas?	Based on area of specialization aligned with educational attainment, PRC taxonomy, relevant training, experience, and valid teaching license.
What is the basis for assigning education unit earners?	PRC taxonomy should be followed to determine their appropriate teaching specialization.
Can teachers be assigned to subjects outside their area of specialization?	No. Assignments must align with relevant training and teaching license.
What is the role of the SDOs in monitoring teaching load distribution?	SDOs, through the Curriculum Implementation Division, must establish mechanisms to monitor compliance with teaching load guidelines.
How should School Heads ensure correct assignment of teaching load?	By validating teacher specialization using the electronic School Form 7 (eSF7) and assigning learning areas accordingly.
What tool should be used to audit teaching load?	eSF7 or similar tools should be used to verify if teachers handle subjects aligned with their licenses and training.
How should schools handle hiring in relation to specialization needs?	SDOs should prioritize hiring based on the required specialization and reflect these needs in job postings and application calls.



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)
TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

What is the purpose of these guidelines?	To ensure effective teaching and learning by assigning qualified teachers based on specialization and relevant training.
DEPED ORDER NO. 013, S. 2024: REVISED GUIDELINES ON THE GRANT OF VACATION SERVICE CREDITS FOR TEACHERS	
What is DepEd Order No. 013, s. 2024?	It is the revised policy that outlines updated mechanisms, standards, and procedures on the grant of Vacation Service Credits (VSCs) for public school teachers.
What legal bases support the grant of Vacation Service Credits?	It is based on RA 4670 (Magna Carta for Public School Teachers), LOI No. 1509 (1986), and CSC MC No. 41, s. 1998 (Omnibus Rules on Leave).
What is a Vacation Service Credit (VSC)?	VSC refers to leave credits earned by public school teachers for services rendered during authorized activities during weekends, holidays, or vacations.
Who are eligible for Vacation Service Credits?	Public school teachers under DepEd who render services during vacation or beyond regular workdays, such as during training, remediation, or special assignments.
What can Vacation Service Credits be used for?	VSCs may be used to offset absences due to illness during the regular school year.
How many VSCs can a teacher earn per year?	Teachers may earn up to 30 VSCs per year, excluding those earned under the ARAL Program, which are not subject to this cap.
Can ARAL-related Vacation Service Credits (VSCs) exceed the 30-day maximum limit?"	VSCs earned specifically for ARAL Program tutoring are excluded from the 30-day annual limit.
What are the conditions for earning VSCs during weekends or holidays?	Teachers must render actual services during weekends, holidays, or long vacations, and documentation must be submitted based on prescribed guidelines.
How are service credits documented and approved?	Through official reports submitted by school heads and approved by the Schools Division Superintendent, based on validated attendance and service records.
What previous policies are repealed by this DepEd Order?	DepEd Orders No. 53, s. 2003 and No. 84, s. 2003, and other conflicting policies are repealed or modified.
Can VSC be used for reasons other than illness?	No. VSC can only be used to offset absences due to illness or proportional deduction in vacation pay.
How is VSC computed during regular school days?	One hour of service rendered beyond regular hours is equivalent to 1.25 hours of VSC.
Are teachers required to complete the full activity to earn VSCs?	Yes, full credits are granted for full participation. Partial participation earns prorated VSCs.



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

Can services rendered without prior approval be credited?	No. Only services with approved authority are eligible for VSC.
Who is entitled to earn VSC?	Only public school teachers engaged in teaching, including SPED and mobile teachers with teaching loads, are entitled to earn VSC.
What activities are eligible for the grant of VSC?	Eligible activities include teaching summer/remedial classes, work related to DepEd school programs, attendance to trainings/seminars during vacation, and activities authorized by the School Head.
What are the supporting documents required for VSC?	Required documents include a school memorandum, individual teacher designation, proof of attendance/performance (e.g. DTR, accomplishment reports), and an approved authority.
What is Proportional Vacation Pay (PVP)?	PVP is the salary received by teachers during the summer and Christmas breaks based on the number of days they actually rendered service during the school year.
How is PVP computed?	PVP is computed based on a prescribed formula: $(\text{Total number of service days} \div \text{Prescribed number of school days}) \times 100 = \text{PVP \%}$.
Can teachers use VSC for monetization?	No, VSC are non-monetizable. They can only be used to offset leave of absence due to illness or when applying for retirement benefits.
What is the difference between VSC and service credits?	VSC refers to the actual credits earned, while service credits refer to their application for offsetting absences or extension of service.
What happens if a teacher resigns with unused VSC?	Unused VSC cannot be converted to cash but can be considered in computing length of service for retirement or separation purposes.
Can teachers in administrative positions earn VSC?	Generally, teachers not engaged in classroom teaching are not eligible to earn VSC.
When should the application for VSC be submitted?	Applications must be submitted immediately after the conduct of the activity, accompanied by complete documentation.
Are part-time or contractual teachers entitled to VSC?	No, only full-time, permanent public school teachers are eligible for VSC.
How is Vacation Service Credit (VSC) calculated for work during weekends, holidays, and vacation?	The VSC is computed as $(\text{hours worked} \div 8) \times 1.5$. For example, working 4 hours on a weekend gives 0.750 VSC.
What is the maximum VSC for 8 hours of work on a holiday?	The maximum VSC is 1.500 for 8 full hours of work on a holiday or during summer/Christmas vacation.
Can I earn VSC for partial hours worked during holidays?	Yes, VSC is granted proportionally based on the actual hours rendered using the formula $(\text{hours} \div 8) \times 1.5$.
How is teaching overload converted to VSC?	Teaching overload is converted as $(\text{hours per week} \div 8) \times 1.25$. For example, 4 extra hours per week gives 0.625 VSC per week.
How many VSCs can be earned monthly from teaching overload?	Multiply weekly VSC by 4. For instance, 2 extra hours per week equals 1.250 VSC per month.



Republika ng Pilipinas

Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

How many VSCs can be earned annually from 5 hours overload per week?	You can earn 31.250 VSCs for 5 hours overload per week for 10 months.
Is there a limit to the number of VSCs earned from teaching overload?	No limit applies if teaching overload is not compensated with pay, but approval and documentation are required.
Do I need prior approval to claim VSCs from overload or holiday work?	Yes, all VSC-eligible activities must be pre-approved by the School Head or SDS with supporting documents.
What documents are required to validate VSCs from teaching overload?	DTR, SF 7, certification of overload, and proof of fund insufficiency are needed.
Can these converted VSCs be used for monetization?	No, they are non-monetizable but can be used to offset absences or applied to terminal leave benefits.
D.O. 36, s. 2016: POLICY GUIDELINES ON AWARDS AND RECOGNITION FOR THE K TO 12 BASIC EDUCATION PROGRAM	
What is DepEd Order No. 36, s. 2016 about?	It provides the policy guidelines on awards and recognition for learners in the K to 12 Basic Education Program.
What is the purpose of these awards and recognition?	To recognize outstanding learner performance in academics, leadership, social responsibility, and other aspects of development.
Who are eligible to receive awards under this policy?	All learners, including transferees, who meet the standards, criteria, and guidelines set by the policy.
Can multiple students receive the same award?	Yes, two or more learners can receive the same award if they meet the qualifications.
What happens if no learner qualifies for an award?	If no learner qualifies, the award shall not be given.
Are learners in Special Education (SpEd) included in this policy?	Yes. SpEd learners following the K to 12 curriculum are subject to the same policy. Those using a modified curriculum may be recognized based on their standards.
When did the implementation of this policy begin?	It took effect starting School Year 2016-2017.
Are private schools required to follow this policy?	Yes, private schools and other institutions offering basic education must align with this policy, subject to approval by the DepEd Regional Office.
Can private schools modify the guidelines?	Yes, but any modifications require approval from the DepEd Regional Office.
Will these guidelines remain effective permanently?	Yes, unless they are amended, repealed, or rescinded by DepEd.
What is the purpose of DepEd Order No. 36, s. 2016?	It establishes the policy guidelines on awards and recognition for learners under the K to 12 Basic Education Program to promote holistic development and encourage learners to excel in various aspects.
Who are eligible to receive awards under these guidelines?	All learners, including transferees, who meet the standards and criteria set by the policy are eligible for awards.
Are there limits on the number of recipients for each award?	No. There can be multiple recipients, or none, if no one qualifies.



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

Are private schools required to follow these guidelines?	Yes. Private schools must follow these guidelines and any modifications should be approved by the DepEd Regional Office.
What types of awards are given under these guidelines?	Awards include Classroom Awards, Grade-level Awards, and Special Recognition.
How are Kindergarten learners assessed for awards?	They are recognized based on observed progress and development in learning domains, without numerical grades.
What is the criteria for Academic Excellence Awards?	Grades 1-12 learners who attain at least 90 as General Average and have no failing grades are eligible.
Can learners receive recognition for perfect attendance?	Yes. Learners with no absences, even when representing the school, are eligible for this recognition.
Who are eligible for the Leadership Award?	Learners in Grades 6, 10, and 12 who are active in school activities, have no failing grades or serious offenses, and meet leadership criteria.
Are awards given for excellence in specific disciplines?	Yes. Awards are given in Athletics, Arts, Communication Arts, Math, Science, Social Sciences, and Tech-Voc.
How are Conduct Awards determined?	For Grades 4-12, learners must have at least 75% 'Always Observed' in core values and no suspensions or higher sanctions.
When did the implementation of these guidelines begin?	School Year 2016-2017.
Can learners using a modified curriculum receive awards?	Yes, they can be recognized based on performance in their respective curricula.
What academic rating is considered for discipline-specific awards?	It is based on the final grade in the related subject area (e.g., PE for Athletics, Science for Science Award).
What types of awards are given?	Awards include Classroom Awards, Grade-level Awards, Special Recognition, and specific awards like Leadership, Research, and Work Immersion awards.
How are awardees selected?	Through an Awards Committee (AC) that evaluates candidates based on rubrics, documentation, and set timelines.
What is the basis for the Academic Excellence Award?	The final average grade: With Honors (90-94), With High Honors (95-97), With Highest Honors (98-100).
What awards are specific to Senior High School (SHS)?	Awards for Work Immersion, Research or Innovation, and Club or Organization Achievement.
What should awardees receive?	Certificates, medals, and/or plaques conforming to DepEd specifications.
When can protests be filed and settled?	Within three working days of announcement, resolved by the school head within another three working days.
D.O. No. 35, s. 2016: THE LEARNING ACTION CELL AS A K TO 12 BASIC EDUCATION PROGRAM SCHOOL-BASED CONTINUING PROFESSIONAL DEVELOPMENT STRATEGY FOR THE IMPROVEMENT OF TEACHING AND LEARNING	
What is DepEd Order No. 35, s. 2016 about?	It is a policy on the Learning Action Cell (LAC) as a school-based continuing professional development strategy under the K to 12 Basic Education Program.
What is the main objective of the policy?	To improve teaching and learning through school-based professional development activities for teachers.



Republika ng Pilipinas
Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

What is a Learning Action Cell (LAC)?	A LAC is a group of teachers who engage in collaborative learning sessions to improve teaching practices and learner achievement.
Who are the participants of the LAC sessions?	Public school teachers, school heads, and other personnel involved in instruction.
What are the expected outcomes of LAC sessions?	Enhanced teaching practices, improved learner performance, and strengthened professional communities in schools.
How often should LAC sessions be conducted?	Regularly, based on a schedule agreed upon by the school personnel and guided by the school improvement plan.
Are LAC sessions mandatory?	Yes, they are part of the professional development strategy for teachers in public schools.
Is this policy applicable to private schools?	Private schools are encouraged to adopt the LAC model as a strategy for teacher development.
How does this policy support lifelong learning?	By enabling teachers to continuously reflect on and improve their teaching practices within a collaborative environment.
Who may facilitate the LAC sessions?	The School Head or a designated LAC Leader.
What topics are discussed in LAC sessions?	Topics may include K to 12 content and pedagogy, assessment, learner diversity, ICT integration, and curriculum contextualization.
How often should LAC sessions be conducted?	LAC sessions are recommended weekly, but must be conducted at least once a month.
Can LAC expenses be charged to school funds?	Yes, LAC activities may be supported by the school's MOOE, subject to DepEd guidelines.
Are there limitations in conducting LAC sessions?	Yes, they must only be used for professional development. Activities like selling goods, lending, or unrelated meetings are prohibited.
How is progress of LAC monitored?	Through observation, feedback, peer assessments, team reflections, and documented outputs.
What are indicators of a successful LAC?	Evident teacher reflection, improved teaching practices, better curriculum understanding, and increased student achievement.
REPUBLIC ACT NO. 11476: AN ACT INSTITUTIONALIZING GOOD MANNERS AND RIGHT CONDUCT AND VALUES EDUCATION IN THE K TO 12 CURRICULUM, APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES	
What is Republic Act No. 11476?	Republic Act No. 11476, also known as the 'GMRC and Values Education Act', institutionalizes Good Manners and Right Conduct (GMRC) and Values Education in the K to 12 Basic Education Curriculum.
What subjects does RA 11476 affect?	It replaces the Edukasyon sa Pagpapakatao curriculum with GMRC and Values Education across all grade levels in the K to 12 program.
At what grade levels will GMRC and Values Education be taught?	GMRC is taught as a separate subject from Grades 1 to 6, while Values Education is taught as a separate subject from Grades 7 to 10. In Grades 11 and 12, Values Education is integrated into other subjects.
Who can teach GMRC and Values Education?	Teachers with training, certification, or a diploma in Values Education or allied disciplines are preferred.



Republika ng Pilipinas
Kagawaran ng Edukasyon

REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

What is Human Dignity?	It is the unique and inherent value or worth of every person. It is intrinsic, innate, inviolable, inalienable, and universal.
What is Values Education?	A process that guides young people to internalize values, understand their underlying principles, and act upon them. (2) The use of pedagogies, methods, or programs by teachers and educators to create learning experiences about values, value positions, and value judgments. (3) An approach for learning about oneself and gaining wisdom in a self-exploratory, systematic, and scientific manner.
What is Good Manners and Right Conduct (GMRC)?	It refers to universally accepted basic social values and etiquette, as well as modes of behavior that show respect towards others.
What are Character Building Activities?	These are actual and authentic learning activities that form, shape, and build up the character of learners.
What are the core values emphasized by the Act?	Core values include human dignity, respect, love for country, discipline, honesty, patience, perseverance, peace and justice, among others.
What is the Whole School Approach?	It is a method where the entire school community collaborates to support and institutionalize GMRC and Values Education, including partnerships with parents and stakeholders.