



August 16, 2019

REGIONAL MEMORANDUM

No. 263.2019

RELEASED
 AUG 28 2019
 DEPED-CAR

To: Schools Division Superintendents
 Division SHS Coordinators/Focal Person
 Public and Private SHS Principals/Administrators
 All others concerned

REITERATION ON THE RESULT OF CAREER ASSESSMENT AS ENTRY REQUIREMENT TO SENIOR HIGH SCHOOL (SHS) PROGRAM

1. Pursuant to DepED Order No. 55, s. 2016 (*Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program*), result of career assessment shall be used for entry assessment to the specific SHS track/strands in all public and private schools. Prior to entering SHS, the aptitude of students in select programs shall be measured in order to ensure that they have the potential to complete the program.
2. Attached is Section 4 of DO 55, s. 2016 for your reference.
3. For more information, please contact the **Quality Assurance Division (QAD), DepED – Regional Office, Cordillera Administrative Region** at Telephone Number: **422 – 5187** or email us at: quad.depedcar@gmail.com.
4. Immediate dissemination and strict compliance to this memorandum is desired.

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 Regional Director

QAD/ALP/mab

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Republic of the Philippines
Department of Education

30 JUN 2016

DepEd ORDER
No. 55, s. 2016

**POLICY GUIDELINES ON THE NATIONAL ASSESSMENT OF STUDENT LEARNING
FOR THE K TO 12 BASIC EDUCATION PROGRAM**

To: Undersecretaries
Regional Directors
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Heads, Public and Private Elementary and Secondary Schools
All Others Concerned

1. The Department of Education (DepEd) is adopting the enclosed **Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program**.
2. Assessment is the process of measuring learners' progress in the attainment of learning standards and 21st-century skills. The results of the various forms of assessment shall be used to quantify judgments on learners' academic performance.
3. The national assessment of student learning is an integral part of DepEd's assessment framework. It aims to:
 - a. monitor the Philippine education system and schools for public accountability;
 - b. assess the effectiveness and efficiency of the delivery of education services using learning outcomes as indicators;
 - c. provide information that will guide decisions on instructional practices;
 - d. determine if learners are meeting the learning standards of the curriculum;
 - e. measure students' aptitude and occupational interest for career guidance; and
 - f. assess prior learning for placement, accreditation and equivalency.
4. Based on the aforementioned rationale of national assessment of student learning, DepEd will conduct the following assessments through the Bureau of Education Assessment:
 - a. **Early Language, Literacy, and Numeracy Assessment** to be administered at the end of Grade 3 as a key stage assessment to determine if students are meeting the learning standards in early language, literacy, and numeracy;
 - b. **Exit Assessments** to be administered in Grade 6, Grade 10 and Grade 12 to determine if learners are meeting the learning standards of the Elementary, Junior High School and Senior High School curriculum;

SECTION 4: Career Assessment

In order to guide the conduct of career guidance at the school level and to ensure the development of skills and competencies required in the world of work, DepEd shall conduct a career assessment to Grade 9 students beginning School Year 2016–2017.

The specific objectives of Career Assessment are the following:

1. To provide guidance to individual learners for their future educational and career choices; and
2. To provide a basis for profiling learners' aptitude in the four Senior High School tracks:
 - a. Academic
 - i. Accountancy, Business and Management (ABM)
 - ii. Science, Technology, Engineering and Mathematics (STEM)
 - iii. Humanities and Social Sciences (HUMSS)
 - b. Technical-Vocational-Livelihood
 - c. Sports
 - d. Arts and Design

1. Test Results Utilization

The utilization of the career assessment results shall support the national framework on career guidance, which will be released in another issuance. Reporting and interpretation of the results shall be used in career advocacy, career guidance, and homeroom guidance.

The career assessment results shall also be used for entry assessment to the specific Senior High School (SHS) tracks/strands in all public and private schools. Prior to entering SHS, the aptitude of students in select programs shall be measured in order to ensure that they have the potential to complete the program.

There will be a required cut-off score for students who wish to enroll in the Science, Technology, Engineering, and Mathematics (STEM) Strand. The Final Grade both in Science and Math in Grade 10 should be 85 and above. Learners should also have at least a percentile rank of 86 and above in the STEM subtest in the career assessment exam.

There will be **two screenings** for students who wish to enroll in the **Sports and Arts and Design Tracks**. The first screening will be the results of the career assessment in the corresponding subtests. **Aptitude** should be at least a percentile rank of 51 and above.

The second screening for the Sports Track will be done through **skills-related fitness tests** which will be administered by the accepting schools. For the Arts and Design Track, the second screening will be through a performance and skills assessment which will also be administered by the accepting schools.

There will be no prescribed cut-off for scholastic grades and scores in any subtest for those who desire to enter into the Humanities and Social Science (HUMSS) Strand, the Accountancy, Business and Management (ABM) Strand, and the Technical-Vocational and Livelihood (TVL) Track.

A summary of the criteria for entry to the SHS tracks/strands are shown in the table below:

Table 1. Criteria for entry to senior high school (SHS) tracks/strands

Criteria	SHS Tracks/Strands						
	Science, Technology, Engineering and Mathematics Strand	Accountancy, Business and Management Strand	Humanities and Social Science Strand	General Academic Strand	Sports Track	Arts and Design Track	Technical Vocational Livelihood Track
Scholastic Grades at Grade 10	Final Grade no lower than 85 both in Math and Science	None	None	None	None	None	None
Career Examination Results	Percentile rank of 86 and above in the STEM subtest	None	None	None	Percentile rank of 51 and above in the corresponding career subtests		None
Alternative Entry Requirements	Writeup of scientific inquiry process, draft experiment, and other such summative assessments	Simple business concept/ idea, marketing ideas, and other such summative assessments	Essay on current social issues, short story or articles, book/movie reviews, and other such summative assessments	Essay on a project of interest, project plan, and other such summative assessments	Skills-related fitness tests administered by the accepting schools	Performance and skills assessment administered by the accepting schools	Livelihood project idea/s, and other such summative assessments

Accepting schools shall administer alternative entry requirements as needed. Schools may also opt to have other alternative assessments aside from those in the table above. These assessments should be in line with their chosen track/strand.

2. Test Data Dissemination and Reporting

Test results will be released not more than three months after the examination. Specific test data shall be disseminated to different stakeholders as specified below:

2.1 Internal stakeholders

a. Learners

They shall receive individual Certificate of Rating (COR) that contains the obtained test scores in the domains and level of preferences in the occupational fields.