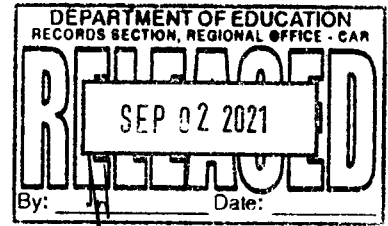




Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION



September 2, 2021

REGIONAL MEMORANDUM
NO. 383-2021

**ADOPTION OF STRATEGIES AND MECHANISMS IN SUPPORT TO THE
IMPLEMENTATION OF DO 31, S. 2020 (INTERIM GUIDELINES FOR
ASSESSMENT AND GRADING IN LIGHT OF THE BASIC
EDUCATION LEARNING CONTINUITY PLAN)**

To: Assistant Regional Director
Schools Division Superintendents
All Others Concerned
All Divisions

1. DepEd-CAR issues the enclosed **Strategies and Mechanisms in Support to the Implementation of DO 31, s. 2020 (Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan)** to provide guidance to all schools in the region.
2. These guidelines are the result of the focus group discussions (FGDs) conducted with selected teachers and school heads from all key stages in the region as regards their implementation of DO 31, s. 2020. The recommended strategies and mechanisms aim to support the implementation of DO 31, s. 2020 by presenting various course of actions to be adopted by schools when conducting and managing assessment and grading through distance learning modalities.
3. These guidelines will remain in force and in effect for school year 2021-2022, unless sooner repealed, amended, or rescinded.
4. Immediate dissemination of and strict compliance with this Memorandum is directed.


ESTELA LEON-CARIÑO EdD, CESO III
Director IV/Regional Director 

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Enclosure No. 1 to Regional Memorandum No. 383

**STRATEGIES AND MECHANISMS IN SUPPORT TO THE IMPLEMENTATION OF
DO 31, S. 2020 (INTERIM GUIDELINES FOR ASSESSMENT AND GRADING IN
LIGHT OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN)**

A. Increasing the reliability and validity of formative and summative assessment results

1. All schools shall conduct an orientation of teachers, parents or guardians, and learners on their roles in the conduct of assessment as stipulated in DepEd Order (DO) No. 31, s. 2020. The orientation shall be conducted within the first two weeks after the opening of classes. The school shall explore different modalities to maximize the participation of everyone involved in the assessment process.

All provisions of DO 31, s. 2020 shall be discussed thoroughly by the school head during the orientation of teachers. This is to ensure that all teachers have a clear understanding of how to manage the conduct of assessment.

2. Depending on its current situation and need, each school shall establish an appropriate contextualized mechanism to monitor effectively and efficiently the conduct of assessment among learners. Local Inter-Agency Task Force (IATF) safety and health protocols shall be considered in the crafting of contextualized mechanisms.
3. Partnerships of schools with the local government units, government agencies, non-government organizations, and other stakeholders may be forged for the creation of a pool of community learning facilitators who will assist in the conduct and monitoring of assessments.
4. Teachers or community learning facilitators may conduct supervised summative assessments in the community in small group of learners subject to local IATF safety and health protocols. However, prior to the conduct of supervised assessments, permission from the local IATF shall be sought by the school.

B. Encouraging better compliance of learners with assessment tasks and other school requirements

1. Schools shall continue to implement academic ease measures to ensure that learners are given with assessment tasks that they can only accomplish within the allowable time as reflected in the weekly home learning plan (WHLP).
2. Teachers or community learning facilitators shall regularly conduct home visitation to assist learners in accomplishing assessment tasks subject to local IATF safety and health protocols.



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3. Mobile teaching or community teaching in small group of learners may be done in compliance with IATF minimum health protocols. This strategy will be helpful in reaching out to learners with special educational needs or learners who are having difficulty in accomplishing their learning modules, assessment tasks, and other school requirements.
4. Schools shall explore different learning delivery modalities to enhance the delivery of learning at all levels. Conduct of suitable remediation activities or establishment of applicable interventions is highly encouraged to ensure that all learners are able to acquire the necessary competencies before proceeding to the next set of learning competencies.
5. Use of instructional videos or recorded teaching demonstrations to accompany the SLMs and implementation of DepEd TV are highly encouraged.
6. Schools shall conduct training activities among teachers, parents, and learners on the use of online platforms for the submission of assessment tasks and other school requirements.
7. Teachers shall regularly collect learners' and parents' feedback forms, as stipulated in DepEd-CAR Regional Memorandum No. 236, s. 2020, to be informed of the weekly support that they should provide to learners and parents. These forms shall be compiled per learner to monitor the progress of learners in accomplishing their modules, assessment tasks and other school requirements.

C. Conducting performance-based assessments

1. Paragraph 17.b of DO 31, s. 2020 is reiterated thus, "Teachers are advised to collaboratively design and implement performance tasks that integrate two or more competencies within or across subject areas. Complex tasks may be broken down into shorter tasks to be completed over longer periods of time".
2. Paragraph 18 of the same mandate is likewise reiterated, "Teachers should set realistic expectations and use their professional judgment to find a good balance between what is effective and what is feasible to accomplish remotely".
3. Performance-based assessment in TVL subjects and other community-based or laboratory-based subjects conducted through other modalities or strategies involving limited on-site engagements must be subject to the approval of the local IATF. Schools shall seek permission from the local IATF before the conduct of such performance assessment.
4. Supervised performance-based assessment conducted in the community in small group of learners where teachers bring the equipment or gadget to the community, must be subject to the approval of the local IATF. Moreover,



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teachers are in full accountability of all equipment and gadgets used during the conduct of such performance assessment. The school shall make a contextualized guideline in the issuance and return of equipment and gadgets used for this purpose.

D. Giving of immediate feedback about learner's performance to parents and learners

1. During the home visit, teachers or community learning facilitators may give feedbacks about learner's performance to parents and learners.
2. Teacher-parent/guardian conference shall also be conducted to ensure that teachers are able to communicate to parents the progress of their children. The conference may also be used by teachers in capacitating the parents to assist their children effectively and efficiently in accomplishing the modules, assessment tasks, and other school requirements.