



Republic of the Philippines
Department of Education
 Caraga Region
SCHOOLS DIVISION OF SURIGAO DEL SUR

Office of the Schools Division Superintendent

29 MAR 2021

Division MEMORANDUM
 No. 161, s. 2021

**DISTRICT/MUNICIPAL-BASED ROLL-OUT AND DESIGN OF THEME-BASED
 AUTHENTIC PERFORMANCE AND ASSESSMENT MATERIALS
 FOR THIRD QUARTER**

To : Chief of Curriculum Implementation Division
 Education Program Supervisors
 Division Program Coordinators
 Public Schools District Supervisors & Districts In-Charge
 Secondary and Elementary School Heads
 Select Teacher-Writers
 This Division

1. As Surigao del Sur Division forges toward a more innovative and creative assessment design that captures connections of learner's knowledge, skills, and attitudes to the realistic applications and the real world, the Third Quarter Development of Theme-based Authentic Performance and Assessment Materials will be lodged solely to the 35 districts.
2. The development at the district level will allow schools and teachers to develop skills in crafting theme-based authentic performance assessment that is bound within the context of their learners.
3. To ensure that the development process will be smooth and well-managed, the following phases are recommended:

Phases
Preliminary Phase - Planning and Finalization of Schedules
Phase 1 - Onboarding of Developers and Team Leaders
Phase 2 - Shortlisting of Themes for Quarter 3
Phase 3 - Designing Authentic Performances for Quarter 2 for K-12
Phase 4 - Designing Assessment Tools & Culminating Materials
Phase 5 - Packaging of Complete Guide for the Thematic Authentic Performance and Assessment
Phase 6 - Quality Assurance of Teachers' Assessment Blueprint and Learner's Assessment Packet
Phase 7 - Conduct of Theme-Based Performance and Assessment to Learners in Schools
Phase 8 - Evaluation of Theme-Based Implementation in Schools for Improvement



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4. Since some districts have **only a limited number of schools and teachers especially in the secondary levels**, Public Schools District Supervisors and Public Schools District In-charge are advised to expand the involvement of schools **within the municipality**. This is to guarantee that there are enough teacher-developers across grade levels. PSDSs and DICs within a municipality shall collaborate to ensure also that teachers assigned as team member/s shall only handle one subject area to give focus on the assigned task during the development process.

5. The theme to be used for the third quarter shall be the core value of MAKATAO (Humane). Learning experiences required by the outputs to be designed by teachers and to be experienced by learners shall revolve around being humane.

5. Public Schools District Supervisors/District In-charge shall serve as consultants and school heads shall serve as team leaders of the created development teams.

6. Consultants and team leaders shall consider the following findings of document review of TBAPA materials during the implementation of the first two quarters:

- a. There are major final outputs that require so many activities to be accomplished by learners.
- b. Some outputs are not within the developmental needs, interests, and capacity of learners.
- c. There are output requirements that are not congruent to the competencies.
- d. Scoring Rubrics were not clear and specific.
- e. Scoring Rubrics have so many indicators while others are very limited.
- f. Some competencies used are not performance-based. These competencies do not require creating/producing outputs.
- g. Other major final evidence is too bulky.

7. TLE/TVL subjects with specific learning outcomes (technical outputs/technical specialization required by TESDA regulations) must NOT be included in the TBAPA. However, exploratory subjects which are generic shall be included in the development of assessment materials. Core and applied subjects of Senior High School will still undergo TBAPA.

8. PSDSs/DICs and school heads shall tap teachers who were already trained during the first and second quarter to be mentors and coaches of district/municipal-based development teams.

9. Public Schools District Supervisors and Districts In-charge who are consultants shall take responsibilities in guiding, assisting, monitoring, and evaluating the progress of the different tasks assigned to the teams. They shall also report to the monitors the results of the monitoring including issues and concerns during the roll-out.





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10. Education Program Supervisors shall monitor these activities and provide technical assistance to their assigned districts either on call or face-to-face modality.
11. Two districts; Marihatag and San Agustin are chosen to undergo Pilot Development and Implementation of Modified Theme-based Authentic Performance and Assessment. For further information, you may contact Mr. Carlos Tian Chow C. Correos for the schedules and activities.
12. Immediate dissemination of this memorandum is desired.

JOSITA B. CARMEN, CESO V
Schools Division Superintendent

Encl.: NONE

Reference:

DepEd Order No. 31, s. 2020

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

ASSESSMENT
CURRICULUM

THEME-BASED APPROACH
CONTEXTUALIZATION

CTCCC//DM-MEMO DISTRICT/MUNICIPAL-BASED ROLL-OUT AND DESIGN OF THEME-BASED AUTHENTIC PERFORMANCE AND ASSESSMENT MATERIALS FOR THIRD QUARTER

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