DIVISION MEMORANDUM
CID-2026-_02_

To/For : Assistant Schools Division Superintendent
CID Chief
Public Schools District Supervisors
Education Program Supervisors
Elementary and Secondary Private School Heads
Elementary and Secondary Private School Teachers
SMM&E Personnel
All Others Concerned

Subject : **BEYOND TESTS AND SCORES: AI-DRIVEN ASSESSMENT FOR 21ST CENTURY SKILLS IN PRIVATE SCHOOLS**

Date : January 21, 2026

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To address the inconsistent and low performance of learners in private schools in the National Achievement Tests in previous school years, private schools are hereby enjoined to participate in the assessment-focused training entitled "Beyond Tests and Scores: AI-Driven Assessment for 21st Century Skills in Private Schools," to be held on January 27–29, 2025 at the DepEd SDO Digos City Conference Room.

This training is aimed to:

1. analyze NATG6, NATG10 and NAT12 results to identify learning gaps and assessment priorities in private school contexts;
2. differentiate traditional assessment approaches from 21st-century skills-based assessment using the Revised Bloom's Taxonomy and the HOTS–SOLO framework;
3. apply AI-driven assessment techniques, including the use of ZipGrade, to measure critical thinking, problem solving, and information literacy;
4. design and refine assessment tasks and rubrics with increased cognitive demand through workshops, peer review, and Key Stage–based development; and
5. utilize assessment data and outputs to inform instructional decisions and school-level assessment action planning.

Private schools are hereby required to send three (3) teachers from Grades 2 to 10 and five (5) teachers from Grades 11 to 12 to participate in the activity. School Heads are likewise required to attend.

For Continuing Professional Development (CPD) requirements, participants are required to pre-register using the link provided below until January 23, 2026, at 5:00 p.m. only:

https://bit.ly/PrivateSchoolTrainingonAI

DepED
MATATAG

BAGONG PILIPINAS

Address: Roxas cor. Lopez Jaena Streets, Zone II, Digos City (8002)
Telephone Nos.: (082) 553-8375; (082) 553-8396
Email: digos.city@deped.gov.ph
Website: depeddigoscity.org

Teacher-participants are required to bring their formative and summative assessments, including quarterly assessments. They shall also bring a laptop with power cord and extension wire and a reliable source of internet connection for use during the activity.

A registration fee of One Thousand Two Hundred Pesos (Php 1,200.00) shall be collected from each participant by the Digos City Private Schools Association Treasurer. Payment shall be accepted until January 26, 2026. Official receipts shall be issued on January 27, 2026. No registration shall be accommodated on the day of the training.

The training shall commence promptly at 8:00 a.m. on January 27, 2026, and shall conclude at 5:00 p.m. on January 29, 2026.

Enclosed in this Division Memorandum is the Detailed Training Matrix.

For compliance with by all concerned.

MELANIE P. ESTACIO, PhD, CESO VI
Schools Division Superintendent

Enclosed: As stated.

CID/jbc

Republic of the Philippines
Department of Education
Region XI
SCHOOLS DIVISION OF DIGOS CITY
Digos City

Detailed Training Matrix

Activity Title	Beyond Tests and Scores: AI-Driven Assessment for 21st Century Skills in Private Schools
General Objectives	To equip private school educators with the knowledge and skills to analyze national assessment data, apply cognitive frameworks, and integrate AI-supported tools in designing, implementing, and utilizing valid, skills-based assessments aligned with 21st-century learning demands to improve teaching and learning outcomes.
Specific Objective	The following are the specific objectives: 1. Analyze NATG6 and NAT12 results to identify learning gaps and assessment priorities in private school contexts. 2. Differentiate traditional assessment approaches from 21st-century skills-based assessment using the Revised Bloom's Taxonomy and the HOTS–SOLO framework. 3. Apply AI-driven assessment techniques, including the use of ZipGrade, to measure critical thinking, problem solving, and information literacy. 4. Design and refine assessment tasks and rubrics with increased cognitive demand through workshops, peer review, and Key Stage–based development. 5. Utilize assessment data and outputs to inform instructional decisions and school-level assessment action planning.

SCHEDULE OF ACTIVITIES PER DAY

DAY 1 – Foundations of Assessment and Cognitive Frameworks

Time	Session Objectives	Activity / Session	Expected Outputs	Topic / Content	Methodology	Person/s Responsible	Resources Needed
7:30–8:00		Opening Program, Rationale, and Message of the SDO Top Management				Master of Ceremony	
8:00–9:00	Get the baseline result	Pretest and QAME Time	Pretest results	Pretest and QAME	Orientation Online Pretest	SMM&E Personnel	Online Pretest
9:00–9:45	Analyze national assessment results to identify learning gaps	Session 1: What the Numbers Are Telling Us: Insights from NATG6 Results	List of priority learning gaps	NATG6 and NAT12 Results	Data presentation, discussion	Eleser D. Mateo, Public Schools District Supervisor	NAT data, slides

Time	Objective	Session	Output	Topic	Method	Facilitator	Materials
9:45–10:00	—	Health Break	—	—	—	—	—
10:00–11:00	Classify assessment items according to cognitive levels	Session 2: Thinking Levels Matter: Applying Bloom's Taxonomy in Assessment	Categorized assessment items	Revised Bloom's Taxonomy / Cognitive Process Dimension (DO 08, s. 2015)	Lecture–application	Jem Boy B. Cabrella, PhD, Education Program Supervisor - Math	Sample test items, slides
11:00–12:00	Evaluate current assessment practices using cognitive frameworks	Workshop 1: Taking a Hard Look at Our Assessment Practices	Assessment practice audit	Assessment Review	Workshop	Jem Boy B. Cabrella, PhD, Education Program Supervisor - Math	Sample assessments, templates
12:00–1:00	—	Lunch Break	—	—	—	—	—
1:00–3:30	Analyze learner responses using SOLO levels	Session 3: Beyond Correct Answers: Using the HOTS–SOLO Framework	Leveled learner responses	HOTS–SOLO Framework	Guided analysis	Beverly S. Daugdaug, EdD, CID Chief	Sample learner outputs
3:30–3:45	—	Health Break	—	—	—	—	—
3:45–5:00	Align assessment tasks with 21st-century skills	Session 4: Measuring What Matters: Assessing 21st Century Skills	Annotated sample items	21st Century Skills Assessment	Demonstration, discussion	Ivy F. Solano, PhD, EPS-Science; Rowena M. Magdayao, PhD, EPS-English; Jem Boy B. Cabrella, PhD, EPS-Math	Use Primer as the reference of the presentation; NATG6 & NAT12 sample items

DAY 2 – AI-Supported Assessment Design and Critiquing

Time	Objective	Session	Output	Topic	Method	Facilitator	Materials
8:00–10:00	Generate assessment items integrating higher-order skills using AI	Session 5: From Prompt to Product: Creating Assessments with AI	AI-generated assessment items	AI-Assisted Item Construction	Hands-on workshop	Clarence S. Pillerin, EdD, Public Schools District Supervisor	Laptops, prompts
10:00–10:15	—	Health Break	—	—	—	—	—

Time						Facilitator	Materials
10:15–12:00	Improve cognitive demand of AI-generated MCQs	Workshop 2: Improving Cognitive Demand of AI-Generated Assessment Tasks	Revised MCQs	Formative and Summative MCQs	Guided workshop	Clarence S. Pillerin, EdD, Public Schools District Supervisor	Rubrics, samples
12:00–1:00	—	Lunch Break	—	—	—	—	—
1:00–3:00	Design assessments appropriate to learners' developmental levels	Workshop 3: Design Studio – Building Assessments by Key Stage (Breakout Session)	Key Stage-specific assessment tools	Key Stage Assessment Design	Workshop	Key Stage 1: Joan M. Niones, EdD, EPS-Filipino Inda D. Nacua, EPS-ESP Key Stage 2: Atty. Rodel L. Pagayon - EPS-AP Angel V. Bisaga, Jr. - EPS-MAPEH Key Stage 3: Jem Boy B. Cabrella, PhD, EPS-Math Elizabeth F. Quinones, EdD, EPS-TLE Key Stage 4: Ivy F. Solano, PhD, EPS-Science Rowena M. Magdayao, PhD, EPS-English	Templates, laptops
3:00–3:15	—	Health Break	—	—	—	—	—

Time	Activity	Session	Output	Strategy	Facilitator	Materials
3:15–5:00	Critique and refine assessment tools	Session 6: Peer Review Session – Strengthening Assessment Design through Peer Review (Breakout Session)	Improved assessment tools	Peer Review of Assessment Design	Peer critique	Key Stage 1 to 4 Facilitators	Evaluation forms
DAY 3 – Assessment Tools, Data Use, and School Application						
8:00–10:00	Demonstrate the use of ZipGrade for assessment scoring	Session 7: Click, Scan, Done!: Smart Assessment with ZipGrade	Generated ZipGrade reports	Use of ZipGrade	Demonstration, hands-on	Ivy F. Solano, PhD, EPS-Science	Devices, answer sheets
10:00–10:15	—	Health Break	—	—	—	—
10:15–12:00	Interpret ZipGrade outputs to identify learning gaps	Session 8: Turning Scores into Strategies: Using ZipGrade Outputs	Interpreted class and item analysis	Utilization of ZipGrade Outputs	Guided analysis	Ivy F. Solano, PhD, EPS-Science	ZipGrade reports
12:00–1:00	—	Lunch Break	—	—	—	—
1:00–2:30	Develop a school-level assessment action plan	Session 9: From Training to Transformation	School action plan	Assessment Implementation Planning	Action planning	Ronald B. Dedace, Public Schools District Supervisor	Action plan templates
2:30–2:45	—	Health Break	—	—	—	—
2:45–4:00	Present and refine assessment outputs	Session 10: Connecting the Dots: Turning Learning into Action	Finalized outputs	Synthesis and Way Forward	Presentation	Ronald B. Dedace, Public Schools District Supervisor	LCD projector
4:00–4:30	Measure training effectiveness	Posttest, QAME, and Closing Program	Evaluation results	Training Evaluation	Assessment	SMM&E	Evaluation forms
4:30–5:00	Close the program	Closing Program	—	Closing	Ceremony	Master of Ceremony	—

Prepared by:

JEM BOY B. CABRELLA, PhD
Education Program Supervisor

Reviewed by:

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Chief, CID