



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

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

CID-2026- 247

To :

Assistant Schools Division Superintendent
CID Chief
Public Schools District Supervisors for Secondary Schools
Education Program Supervisor for EPP/TLE/TVL
Division Focal Person for Senior High School
Senior High School- TVL School Heads
Teachers Concerned

Attention:

-Digos City Senior High School
-Digos City National High School
-Goma National High School
-Kapatagan National High School
-Matti National High School

Subject: **INSTITUTIONAL ASSESSMENT FOR GRADE-12 SENIOR HIGH SCHOOL
TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK LEARNERS IN
PREPARATION FOR THE NATIONAL COMPETENCY ASSESSMENT**

Date : July 16, 2026

In reference to DepEd Order No. 003, s. 2025, titled "Multi-Year Guidelines on the Implementation of the Enhanced Senior High School (SHS) Program," which provides for the implementation of the three-term academic structure for Senior High School, and the Guidelines on the Implementation of Quality-Assured Assessment for the National Certification of Learners in the Senior High School Technical-Vocational-Livelihood (TVL) Track, this Office hereby directs all Senior High School (SHS)-TVL School Heads, TVL Focals, and Specialization Teachers to disseminate the necessary information and ensure the participation of all Grade 12 TVL learners in the Institutional Assessment.

The Institutional Assessment shall serve as a preparatory activity for the National Competency Assessment (NCA) of Grade 12 TVL learners. In line with the three-term implementation of the SHS curriculum, the assessment shall be conducted per term to ensure that learners are assessed based on the competencies completed within each learning block. This approach provides schools adequate time to identify learning gaps, provide interventions, and strengthen learners' competency readiness before the succeeding assessment phase and the National Competency Assessment.



Address: Roxas Street cor. Lopez Jaena Street, Zone II, Digos City 8002
Telephone No: (082)553-8396 | (082)553-8376 | (082)553-9170
| (082)553-8375



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The Institutional Assessment shall be conducted in three (3) phases as follows:

Assessment Phase	Schedule	Purpose
Term 1 Institutional Assessment	September 3–4, 2026	Assessment of competencies covered during the First Term and identification of learning gaps requiring intervention and enhancement activities.
Term 2 Institutional Assessment	December 10–11, 2026	Validation of competencies developed during the Second Term and preparation of learners for the succeeding competency requirements.
Term 3 Institutional Assessment	March 18–19, 2027	Final institutional validation of acquired competencies prior to the National Competency Assessment and certification process.

The Institutional Assessment aims to validate the competency attainment and readiness of Grade 12 TVL learners within the three-term implementation of the Enhanced Senior High School Program. Specifically, it aims to:

- Assess learners' competency readiness and performance based on the applicable Training Regulations (TRs), National Competency Standards, and requirements of their respective specializations;
- Ensure that school-based assessment practices are aligned with national TVL assessment standards and quality assurance requirements;
- Monitor learners' competency development, identify learning gaps, and provide appropriate remediation and enhancement activities before the National Competency Assessment; and
- Strengthen learners' technical skills and readiness for competency certification.

GUIDELINES AND PROCEDURES:

a) Preparation of Learners and Assessment Requirements

School Heads and TVL Specialization Teachers shall ensure that Grade 12 learners are adequately prepared for the Institutional Assessment based on the competency requirements of their respective specializations. Schools shall ensure that learners are assessed according to the competencies delivered and completed within each term.



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Schools shall provide the necessary tools, equipment, facilities, and consumable materials needed for the conduct of the assessment. The procurement and utilization of these resources may be charged against the School Maintenance and Other Operating Expenses (MOOE), subject to existing accounting and auditing rules and regulations, including DepEd Order No. 13, s. 2016.

Designated overseers/evaluators shall monitor the conduct of the assessment, ensure compliance with standards, validate assessment processes and results, and recommend appropriate improvements.

b) Assessment Tools and Standards

The Self-Assessment Guide (SAG), competency-based assessment tools, and other standardized assessment instruments aligned with the applicable Training Regulations shall be used during the Institutional Assessment. TVL Specialization Teachers shall strictly follow the Training Regulations, National Competency-Based Assessment Criteria, and other relevant assessment standards to ensure the accurate measurement of learners' competencies.

c) Schedule and Venue

Schools shall strictly follow the approved schedule of the Institutional Assessment corresponding to each term of the SHS academic structure. Assessment activities shall be conducted during specialization periods or designated assessment schedules to ensure proper management of classes and learning activities.

School Heads shall ensure that the conduct of the assessment does not unnecessarily disrupt regular classes and that instructional time, and learner engagement are maintained.

d) Assessment Results and Submission of Reports

Schools shall submit the official results and required reports of the Institutional Assessment to the Schools Division Office within five (5) working days after the completion of each assessment phase. All documents shall be uploaded through the designated Google Drive folder at:

https://drive.google.com/drive/u/0/folders/1gbzEDy2C0Sk6Axx87E4qZYLJafkOH_iL

The submitted reports shall serve as bases for consolidation, validation, analysis, and the provision of appropriate technical assistance. These shall include the learners' competency status, identified learning gaps, and recommended intervention activities to strengthen their preparation for the National Competency Assessment.



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e) Technical Assistance, Monitoring, and Intervention

The Schools Division Office shall provide technical assistance, monitoring, and support to schools to ensure the effective implementation of the Institutional Assessment and compliance with quality assurance standards.

Learners identified as Not Yet Competent (NYC) shall be provided with appropriate remediation, enhancement activities, and a structured Training Plan to address competency gaps before the National Competency Assessment.

Specialization teacher and assigned overseer/evaluator per school:

Name of School	Specialization/ Qualification	Specialization Teacher	School Head/Overseer/ Evaluator
1. Digos City Senior High School	VGD/CSS	Rosel Alisoso, T-I	Rizza Villaluna TESDA Representative (Term 3 only)
	Bakery Operations	Karen R. Tiempo, T-I	
	Caregiving	Sheryl M. Dinoy, T-I Ma. Katrina M. Cordova, T-I	
	FBS	Dave Markniel Saturnino, T-I	
2. Digos City National High School	Automotive Servicing	Rodel R. Hernan, T-I	Noba Rubion Rachel Pogoy Jose Taporoc, Jr. TESDA Representative (Term 3 only)
	CSS	Mysel Sabuga-a, T-I	
	EIM	Michael Mantilla, T-II	
	SMAW	Jeramie Hapay, T-II	
3. Goma National High School	Dressmaking/Tailoring	Rosalie Magcamit, T-III	King P. Devesfruto TESDA Representative (Term 3 only)
	SMAW	Jymaer Geromo, T-III	
4. Kapatagan National High School	Agri-Crop Production	Katrina Pua, T-III	Aimee Amor C. Porto TESDA Representative (Term 3 only)
5. Matti National High School	Agri-Crop Production	Rhema B. Bangcas, T-I	Juvic V. Sucayre TESDA Representative (Term 3 only)



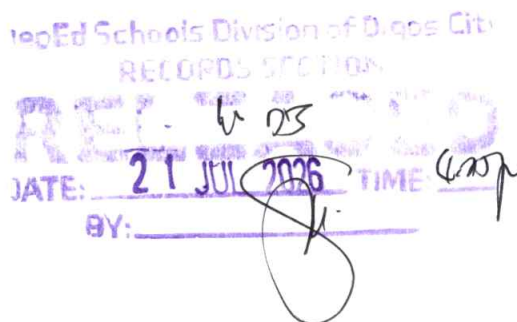
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For your information, guidance, and compliance.

For and in the absence of
Schools Division Superintendent

PETER JASON C. SENARILLOS
SEPS - SGOD
Officer-In-Charge *pf*



Enclosed: As stated.
CID/efq



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