



Republic of the Philippines
Department of Education
Cordillera Administrative Region
SCHOOLS DIVISION OF BAGUIO CITY



July 3, 2025

DIVISION MEMORANDUM

No. **395-2025**

**STRENGTHENING WRITING ACTIVITIES IN LANGUAGE AND READING
FOR SY 2025-2026**

To: CID-Chief Education Supervisor
Education Program Supervisors-Language
Public School District Supervisors
Public School Heads
Others Concerned

1. Relative to the latest performance of SDO Baguio in the Festival of Talents and Press Conference and the annual celebration of Reading Month and Buwan ng Wika, this to encourage the field to intensify the integration of writing activities not only in English and Filipino, but also with other subjects and grade levels as applicable for School Year 2025-2026.
2. This endeavor aims for learners to achieve a comprehensive and reciprocal improvement in literacy skills, specifically to enhance reading comprehension, improve language development, develop critical thinking and expression and reciprocal relationship between reading and writing.
3. Kindly refer to related learning competencies on the said skill including the following (Enclosure):
 - a. Sample Assessment Methods-Table 2: Purposes of Summative Assessment (DepEd Order No. 8 s. 2015-Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program)
 - b. Annex B: Sample Summative Assessment Tools that Qualify as Performance Tasks in Various Learning Delivery Modalities (DepEd Order No. 31 s. 2020-Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan)
4. Please be guided accordingly. For clarification or inquiries, feel free to contact Ms. Juliet C. Sannad, CID Chief at (074) 619-3491.
5. Immediate and wide dissemination of this Memorandum to all concerned is desired.

SORAYA T. FACULO PhD, CESO VI
Schools Division Superintendent





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Enclosure: 1.

Table 2. Purposes of Formative Assessment

Parts of the Lesson	Purpose		Examples of Assessment Methods
	For the Learner	For the Teacher	
Before Lesson	<ol style="list-style-type: none"> 1. Know what s/he knows about the topic/lesson 2. Understand the purpose of the lesson and how to do well in the lesson 3. Identify ideas or concepts s/he misunderstands 4. Identify barriers to learning 	<ol style="list-style-type: none"> 1. Get information about what the learner already knows and can do about the new lesson 2. Share learning intentions and success criteria to the learners 3. Determine misconceptions 4. Identify what hinders learning 	<ol style="list-style-type: none"> 1. Agree/disagree activities 2. Games 3. Interviews 4. Inventories/ checklists of skills (relevant to the topic in a learning area) 5. KWL activities (what I know, what I want to know, what I learned) 6. Open-ended questions 7. Practice exercises
Lesson Proper	<ol style="list-style-type: none"> 1. Identify one's strengths and weaknesses 2. Identify barriers to learning 3. Identify factors that help him/her learn 4. Know what s/he knows and does not know 5. Monitor his/her own progress 	<ol style="list-style-type: none"> 1. Provide immediate feedback to learners 2. Identify what hinders learning 3. Identify what facilitates learning 4. Identify learning gaps 5. Track learner progress in comparison to formative assessment results prior to the lesson proper 6. To make decisions on whether to proceed with the next lesson, re-teach, or provide for corrective measures or reinforcements 	<ol style="list-style-type: none"> 1. Multimedia presentations 2. Observations 3. Other formative performance tasks (simple activities that can be drawn from a specific topic or lesson) 4. Quizzes (recorded but not graded) 5. Recitations 6. Simulation activities
After Lesson	<ol style="list-style-type: none"> 1. Tell and recognize whether s/he met learning objectives and success criteria 2. Seek support through remediation, enrichment, or other strategies 	<ol style="list-style-type: none"> 1. Assess whether learning objectives have been met for a specified duration 2. Remediate and/ or enrich with appropriate strategies as needed 3. Evaluate whether 	<ol style="list-style-type: none"> 1. Checklists 2. Discussion 3. Games 4. Performance tasks that emanate from the lesson objectives 5. Practice



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Parts of the Lesson	Purpose		Examples of Assessment Methods
	For the Learner	For the Teacher	
		learning intentions and success criteria have been met	exercises 6. Short quizzes 7. Written work

2.

Annex B

Sample Summative Assessment Tools that Qualify as Performance Tasks in Various Learning Delivery Modalities

Below is a list of sample summative assessment tools that count as performance tasks per learning area in each learning delivery modality. The list is not exhaustive, and teachers may use other appropriate tools specific to the assessment task.

Face-to-Face Learning

Learning Area	Summative Assessment Tools		
	Written Outputs	Products	Performance Tasks
Languages	1. book / article reviews 2. essays 3. journals 4. letter writing 5. reaction / reflection papers 6. reports	1. campaigns 2. case studies 3. collages 4. compositions 5. literary analyses 6. multimedia productions 7. portfolios 8. research projects 9. story / poem writing	1. debates 2. interviews 3. multimedia presentations 4. panel discussions 5. presentations 6. project making 7. role plays 8. speech delivery 9. storytelling / reading



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3.

(Enclosure No. 2 to DepEd Order No. 031, s. 2020)

Classroom Assessment Resource Book

Kindergarten to Grade 10



Australian
Aid

DepED

BEST Basic Education
Sector Transformation



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