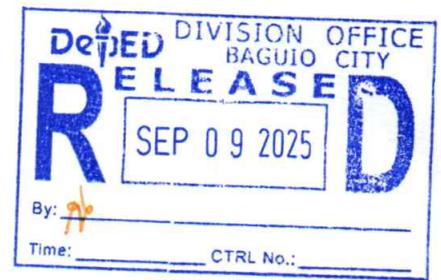




Republic of the Philippines
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CORDILLERA ADMINISTRATIVE REGION
SCHOOLS DIVISION OFFICE OF BAGUIO CITY



September 8, 2025

DIVISION MEMORANDUM

No. **549-2025**

INTEGRATION OF LEARNING COMPETENCIES

To: All Chief Education Supervisors
Education Program Supervisors
Public School District Supervisors
Secondary School Heads
Others Concerned

1. Pursuant to **DepEd Memorandum No. 074, s. 2025** (Interim Guidelines for the Assessment and Grading System for the Pilot Implementation of the Strengthened Senior High School Curriculum), **DepEd Order No. 31, s. 2020** (Interim Guidelines for Assessment and Grading), and **Division Memorandum No. 421, s. 2025** (Adaptation in the K to 12 Basic Education Curriculum in Times of Emergencies: ADM EiE Teaching and Learning Component), which strongly encourage schools to adopt integrative performance assessments, this Office, through the Curriculum Implementation Division (CID), hereby enjoins all learning areas to map integrated learning competencies and use these as the basis for instructional delivery and assessment, not only during the implementation of alternative delivery modes but also in regular classroom settings.

2. The integration of learning competencies aims to:

- a. Maximize instructional time by clustering related competencies and addressing them through integrative tasks instead of separate activities;
- b. Enable transfer of learning, allowing learners to apply knowledge from one subject or lesson in new and unfamiliar situations; and
- c. Foster collaboration among teachers and learners through the design of tasks that cut across learning areas (e.g., Science-Math-ICT integration);

3. Suggested clustering of learning areas are as follows:

- a. English, Science, and Mathematics
- b. Filipino, GMRC/Values Education, and AP
- c. MAPEH, and TVL/ TLE/EPP

4. Enclosed in this Memorandum are:

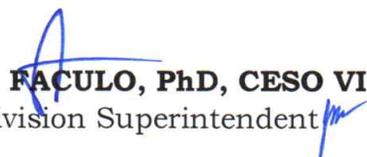
- a. Sample map of integrated learning competencies;
- b. Sample integrated Learning Activity Sheets/Practice Sheet;
- c. Sample integrated performance task

5. For inquiries and clarifications, you may contact **Ms. Juliet C. Sannad, CID Chief**, through landline number (074) 619-3491.



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6. Immediate and wide dissemination of this Memorandum is directed

SORAYA T. FACULO, PhD, CESO VI
Schools Division Superintendent 



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Enclosure 1. Sample Map of Grade 4 Integrated Competencies (English, Science, and Mathematics)

Grade 4 Integrated Competencies (English, Science, & Mathematics)

QUARTER 1 SCIENCE 4	Mathematics/EPP	ENGLISH
1. Use information from secondary sources to identify a famous Filipino and/or foreign scientist and their invention/s		
2. Use information from the home or the local community to identify a science invention and explain its impact on their everyday life		ENG4-LR.I.2 Comprehend informational text 1. Noting important information 2. Identifying author's/speaker's purpose 3. Drawing conclusions 4. Making a summary
3. Describe the chemical properties of materials such as they can be burnt, react with other materials or are degradable or biodegradable		
4. Describe changes in properties of materials such as changes when wood or coal is burned		
5. Demonstrate ways to minimize harmful changes in materials such as restriction of burning of waste materials and care in handling reactive materials		
6. Identify issues and concerns in the local community and how they could be addressed by science such as the treatment of waste		
7. Apply science process skills and attitudes in conducting a guided survey about environmental issues and concerns including grouping and classifying, communicating and open-mindedness	Q2.8 Naisasagawa ang masistemang pangangalaga ng tanim 1.8.1 pagdidilig, pagbubungkal ng lupa, paglalagay ng abono, paggawa ng abonong organiko atbp	



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QUARTER 2 SCIENCE 4	MATH	ENGLISH
1. Describe in simple terms how the following human body systems work: muscular, skeletal, digestive, circulatory and respiratory		ENG4-LR.II.2 Comprehend informational text 1. Noting important information 2. Identifying author's/speaker's purpose 3. Drawing conclusions 4. Making a summary
2. Observe the root and shoot system in plants and describe why they are important		
3. Use a drawing or diagram to classify some Philippine animals and plants, based on their habitat: some live on land, live in water or fly in the air		ENG4-VR-II.1 Identify visual elements ENG4-VR-II.2 Derive meaning based on the visual elements 1. Interpreting lines, shapes, and colors used to convey meaning
4. Make a list or draw up a table with examples of animals and plants in a particular habitat such as a garden, rice field, seashore and mangrove swamp		
5. Use flow charts to compare the different stages in the life cycle of animals such as a butterfly, frog, chicken and human		
6. Use information from secondary sources to group animals according to the food they eat. Some are: a. herbivores b. carnivores c. omnivores		ENG4-LR.II.2 Comprehend informational text Noting important information Identifying author's/speaker's purpose Drawing conclusions 4. Making a summary
7. Draw a simple food chain using living things from the Philippines and label them as herbivores, carnivores and omnivores		

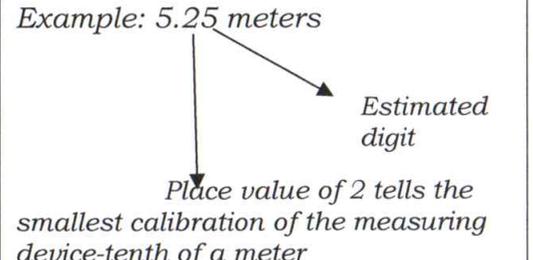


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QUARTER 3 SCIENCE 4	MATHEMATICS	ENGLISH	REMARKS
1.Participate in guided activities to discover and predict how rigid and soft objects can be moved and/or changed in shape.		ENG4-III.1 Comprehend informational texts 1. Noting important information 2. Identifying author's/speaker's purpose 3. Drawing conclusions 4. Making a summary	
2.Measure accurately the distance and time when things move using simple equipment.	Q1.2Measure and draw angles using protractor Q2.8. convert common units of measure from larger to smaller units, and vice versa: a. meter and centimeter, b. kilometer and meter, c. kilogram and gram, d. gram and milligram, and e. liter and milliliter. Q2.9. convert time measures from smaller to larger units, and vice versa: a. seconds to minutes, b. minutes to hours, c. hours to days, d. days to weeks f. weeks to months, and		<i>Integration focus is on the system of reporting measurement-the use of significant digits where the last digit is the estimated digit.</i> <i>Example. For a protractor with 1 degree as the smallest division or calibration, the reading should be reported up to the tenth of a degree. i.e. 10.5 degrees</i> <i>For a meterstick with 10 divisions, measurements should be reported up to the hundredth of a meter, the last digit being estimated.</i> <i>The precision of measurement is retained when converting units</i>



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	<p>f. months to years.</p> <p>Q2.10. Solve problems involving conversion of units of length, mass, capacity, and time, including problems involving elapsed time in hours and minutes.</p> <p>Q4.1 Collect data with time element using appropriate sources</p> <p>Q4.7 Represent decimal numbers using models and manipulatives to show the relationship to fractions</p> <p>Q4.8 Read and write decimal numbers with decimal parts to hundredths</p> <p>Q4.9 Determine</p> <ol style="list-style-type: none">the place value to hundredths of a digit in a given decimal numberthe value of a digitthe digit of a number, given its place value <p>Q4.10. Convert decimal numbers to fractions and fractions with denominators 10 or 100 decimals</p> <p>Q4.11 Plot decimal numbers with tenth decimal part on the number line</p>		<p><i>For integration and emphasis:</i></p> <p><i>The place value of the second to the last digit of a measurement reflects the smallest calibration of the measuring device.</i></p> <p><i>Example: 5.25 meters</i></p>  <p><i>Use a measuring device as a manipulative in teaching decimal number, thus the</i></p>
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			<p><i>number should always be accompanied by a unit</i></p> <p><i>0.50meter is equal to ½ of a meter</i></p>
3. Identify that how far an object moves in a given time is called speed			
4. Construct and label simple graphs of different speeds including stationary and uniform speeds, both fast and slow	<p>Q4.2 Present data in a tabular form, or in a single line graph</p> <p>Q4.3 Interpret data presented in a tabular form, or in a single line graph</p> <p>Q4.4 Solve problems using data for at most two variables in a tabular form, or in a single line graph</p> <p>Q4.5 Describe the rule used to generate a given simple pattern</p>	<p>ENG4-VR-4.1 Identify visual elements</p> <ol style="list-style-type: none">1. using lines<ol style="list-style-type: none">a. straightb. diagonal, zigzagc. thin, thick, dotted, broken lines <p>ENG4-VR4.2 Derive meaning based on the visual elements</p> <ol style="list-style-type: none">1. Interpreting lines, shapes, and colors used to convey meaning	



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5. Participate in guided activities to demonstrate that pushes and pulls can be used to change the speed and direction of an object including making it go faster, turn it to a different direction, slow it down, and stop it;		ENG4.III.2 Comprehend informational texts 1. Drawing conclusions 2. Making a summary	
6. Demonstrate through guided activities that pushes and pulls can be used to change the speed and direction of an object			
7. determine how forces can change the shape of objects such as when they are pushed, pulled, stretched, bent, twisted or squeezed			
8. carry out guided investigations to identify the properties of magnets including how they affect other objects made of different materials		EN4LR.III.1 Comprehend literary texts 7. Making predictions 8. Drawing Conclusions	
9. Identify examples of how objects can affect other objects when they are not in contact with each other, such as magnets attracting other objects, light from the sun affecting			



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our eyes and skin and loud noises hurting our eyes			
10. Identify that energy is something that can cause change including light, sound and heat energy			
11. Observe and identify sources and uses of light, sound and heat energy at school, at home and in the local community			



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Enclosure 2. Sample Integrative Practice Sheet

Practice Sheet
Mathematics 4

Competency

1. Determine
 - a. the place value to hundredths of a digit in a given decimal number
 - b. the value of a digit
 - c. the digit of a number, given its place value (Mathematics)
2. Measure distance and time accurately (Science)

Title: Understanding Decimals and Precision in Measurement

Introduction

You have already learned how to identify the place value of digits in a decimal number. We use this skill when we record measurements. A measurement is not just about the number—it also shows *how precise* the instrument is. Precision tells us the smallest amount an instrument can measure. The precision of a measurement is the place value of the last digit. Hence, the **second-to-the-last digit** in the measurement shows the smallest calibration (or division) of the measuring device, while the **last digit** is an estimated value based on that division.

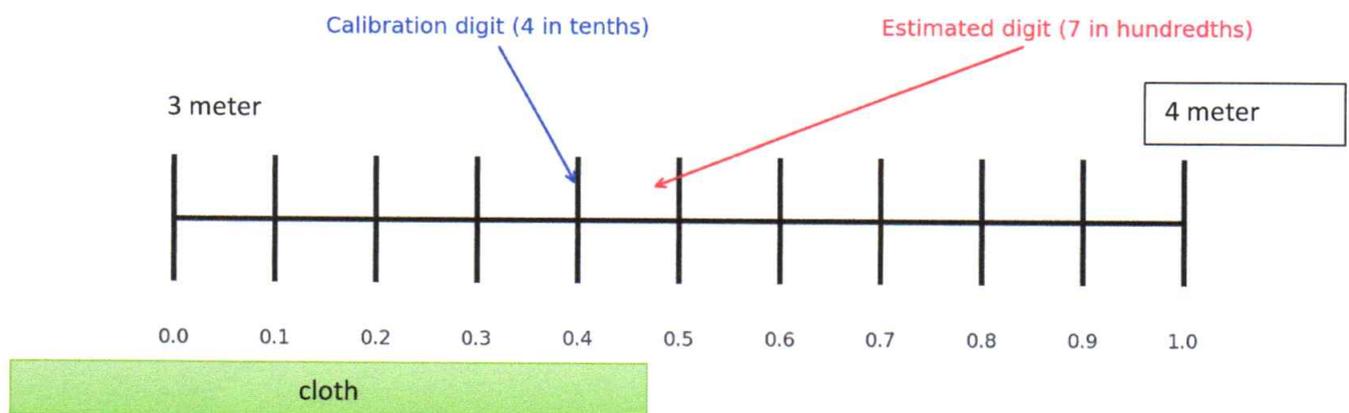
Main Concepts

- A decimal number has a decimal point (.) that separates the whole number part from the fractional part.
- The tenths place is the first digit to the right of the decimal point; the hundredths place is the second digit.
- Place value tells the position of a digit in a number, while value tells how much it is worth based on its place
- Every measuring tool (ruler, meterstick, stopwatch, protractor) has the smallest divisions or calibrations marked on it.
- The last digit in a measurement is an estimated digit. Its place value is the precision of the measuring device.



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- The **second-to-the-last digit** in a measurement shows the value of the smallest division of the measuring device.
- Example:
To determine the length of the cloth using a meterstick shown below:



3 meters

1. Identify the smallest division of the instrument.

The meterstick is divided into 10 equal parts per meter. Each division = 0.1 m (tenths).

The digit in the tenths place (4) shows the smallest division.

The initial reading on the cloth the cloth is 3.4 meters.

2. Record the measurement with one more digit.

After reading 3.4 m, we estimate the next digit by having ten imaginary divisions between 0.4 and 0.5 meter. The place value after 4 is hundredth, thus each imaginary division has a value of 0.01. The edge of the cloth appears to be aligned with the seventh imaginary division thus the length of the cloth is finally recorded as 3.47 meters.

3. State the precision of the measurement.

Since the place value of the last digit or estimated digit is hundredth, the precision of the meterstick or the smallest amount it can measure is **hundredth or 0.01 of a meter**.

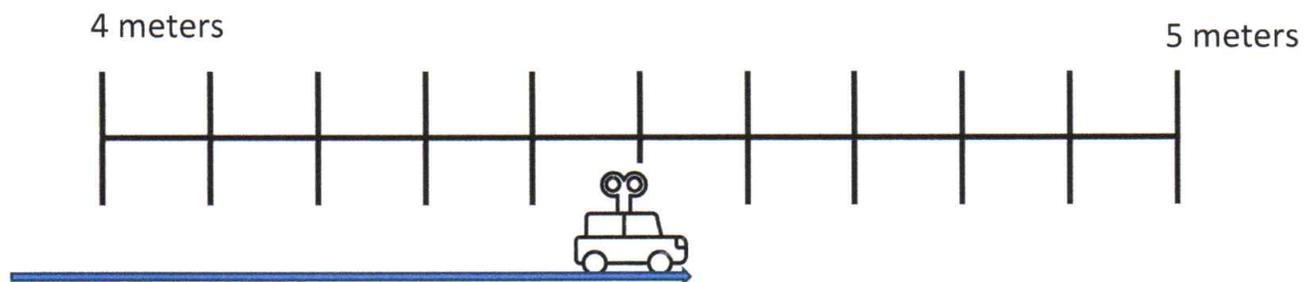


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Tasks

A. Record the measurements shown in the illustrations below:

1. During a science activity, a group of grade 4 learners measured the distance a toy car travelled using a meterstick calibrated into 10 divisions as shown below. What is the distance it has travelled? (make sure your reading includes an estimated digit)



Distance travelled: _____

Unit of measurement: _____

Estimated digit: _____

Place value of the estimated digit: _____

Precision of the measuring device: _____

Calibration digit: _____

Place value of the calibration digit: _____

Number of divisions between the unit of measurement: _____

2. Another group of grade 4 learners measured the distance travelled by a toy car using a meterstick shown below. What is the distance it has travelled? (make sure your reading includes an estimated digit)



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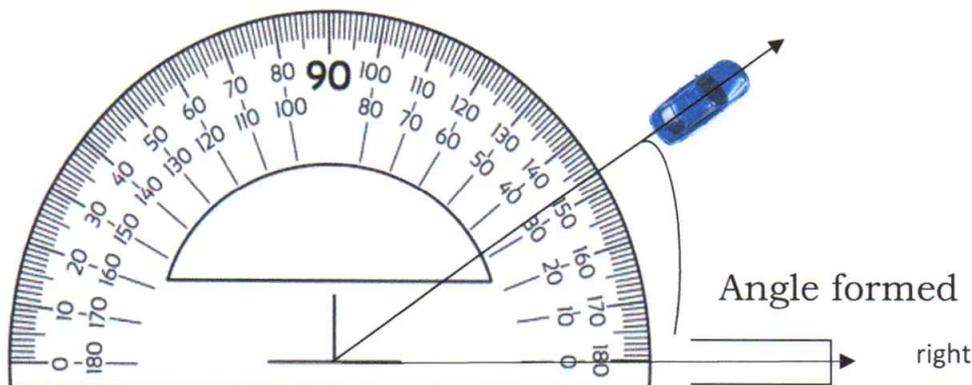
5 meters

6 meters



- Distance travelled: _____
Unit of measurement: _____
Estimated digit: _____
Place value of the estimated digit: _____
Precision of the measuring device: _____
Calibration digit: _____
Place value of the calibration digit: _____
Number of divisions between the unit of measurement: _____

3. A group of grade 4 learners measured the angle formed by the path of a toy car from the right direction. What is the angle formed based on the protractor used as shown in the figure below?



- Angle formed: _____
Unit of measurement: _____
Estimated digit: _____
Place value of the estimated digit: _____



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Precision of the measuring device: _____
Calibration digit: _____
Place value of the calibration digit: _____
Number of divisions between the unit of measurement: _____

B. Apply and Compare

1. Which is more precise: a measurement of **6.2 m** or **6.25 m**?
Why?

2. If a ruler has no markings between 0 and 1 meter, what is the highest precision you can record?

Enclosure 3. Sample Integrative Performance Task

PERFORMANCE TASK PLAN





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Enclosure 3. Sample Integrative Performance Task

PERFORMANCE TASK PLAN

Target Subjects

Grade 4 Science 4, Math 4, & EPP 4

Time Frame of Assessment

Science-First Quarter

EPP(Agriculture)-Second Quarter

Integrated Learning Competencies

Subject	Learning Competency	Time Frame of Assessment
Science	Plan and produce a sample of useful fertilizer from household waste.	Quarter 1
EPP(Agriculture)	Q.8 Naisasagawa ang masistemang pangangalaga ng tanim 1.8.1 pagdidilig, pagbubungkal ng lupa, paglalagay ng abono, paggawa ng abonong organiko atbp	Quarter 2
English	Written: Write simple, clear, and sequential instructions or procedures using appropriate vocabulary and sequence markers (first, next, then, finally) Oral: Present ideas and procedures clearly and logically using correct pronunciation, intonation, and appropriate vocabulary	Quarter 1 or 2
Mathematics	Measure weight/volume accurately in preparing fertilizer mixture	Quarter 1

The Performance Task

Learners, you will plan, produce, and present a sample of organic fertilizer from household waste in Quarter 1. In Quarter 2, you will apply your fertilizer to plants and record plant care practices.

Quarter 1 (Science, Math, English)

1. Week 1–2: Write a fertilizer production plan (English Written) and measure collected biodegradable household waste (Math).
2. Week 3–4: Prepare the organic fertilizer mixture following your plan (Science). Record your process.
3. Week 5–6: Revise and submit the final written procedure (English Written).
4. Week 7–8: Deliver an oral presentation of your process and benefits of organic fertilizer (English Oral). Submit your fertilizer sample.

Quarter 2 (EPP/Agriculture)

5. Week 1–2: Apply the organic fertilizer to plants.
6. Week 3–6: Monitor plant growth and systematically record care practices.
7. Week 7–8: Submit your plant care log and present plant observations.

Expected Product:

Quarter 1 Outputs (Science, Math, English):

- Organic fertilizer sample
- Draft and final written procedure (plan + revision)



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- Accurate measurement records
- Oral presentation (process and benefits)

Quarter 2 Outputs (EPP):

- Plant care log (with systematic observations)
- Application report of fertilizer to plants

Assessment Criteria

a. Science (Planning & Fertilizer Production)

Criteria	5	4	3	2	1	Rating	Multiplier(Weight)	Total Score
Plan and Production	Plan: Complete and accurate, includes correct materials, steps, and safety practices. Production: Fertilizer produced systematically, with thorough documentation and consistent safety practices.	Plan: Mostly accurate and complete; minor lapses in safety or details. Production: Fertilizer produced correctly with minor errors; documentation clear but missing some details.	Plan: Partial but understandable, missing some details or safety notes. Production: Fertilizer produced with errors; documentation partial.	Plan: Incomplete or unclear, missing important details. Production: Fertilizer produced with major errors; weak documentation.	Plan: Not submitted or incoherent. Production: Fertilizer not produced or process ignored.			
Timeline	Submitted before due date	Submitted on time	Submitted with slight delay	Submitted late	No submission			
Total Score								

b. Mathematics (Measurement)

Criteria	5	4	3	2	1	Rating	Multiplier(Weight)	Total Score



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Measurement	All measurements accurate, precise, correctly recorded	Most measurements accurate; minor lapses in precision /recording;	Some measurements correct but noticeable errors; recording incomplete;	Frequent measurement errors; poorly recorded	No accurate measurement or no record submitted.			
Timeliness	Submitted before due date	Submitted on time	Submitted with slight delay	Submitted late	No submission			
Total Score								

c. English (Clarity of Plan and Presentation)

Criteria	5	4	3	2	1	Rating	Multiplier (Weight)	Total Score
Clarity of Plan	Written plan clear, sequential, well-structured, uses correct vocabulary/markers	Plan mostly clear and sequential; minor lapses in vocabulary/markers	Plan understandable but some steps unclear or missing	Plan incomplete/disorganized; difficult to follow	No written plan submitted			
Oral Presentation	Clear, logical, confident delivery with correct pronunciation, intonation	Mostly clear, logical presentation; minor lapses in pronunciation	Somewhat clear but with lapses in delivery/logic	Unclear, disorganized, frequent errors in delivery	No presentation or very difficult to understand			



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	n, and vocabulary	ation/vocabulary						
Timeline	Submitted/Presented before due date	Submitted/Presented on time	Submitted/Presented with slight delay	Submitted/Presented late	No submission			
Total Score								

d. EPP

Pamantayan	5	4	3	2	1	Marka	Bigat	Kabuuanang Iskor
Kalinawan ng Plano	Nakasulat nang malinaw, magkakasunod, maayos ang estruktura, at gumagamit ng wastong bokabularyo/pananda	Karamihan ay malinaw at magkakasunod; may bahagyang kakulangan sa bokabularyo/pananda	Naiintindihan subalit may ilang hakbang na hindi malinaw o nawawala	Hindi kumpleto o magulo; mahirap sundan	Walang isinumi teng nakasulat na plano			
Paglalatapat Pag-aalaga sa Halaman	Maayos at sistematiko ang paglalagay ng pataba; tuloy-tuloy ang pag-aalaga (pagdidilig, pagbubungkal ng lupa, pag-aalis ng damo); kumpleto at detalyado ang talaan	Naipasa o naipresenta sa itinakdang petsa	May ilang pagkakamali sa paglalagay ng pataba; hindi palagian ang pag-aalaga; bahagyang kumpleto ang talaan	Mali o hindi regular ang paglalagay ng pataba; bihirang isagawang pag-aalaga	Walang inilagay na pataba at hindi naisagawang pag-aalaga			
Pagkamapanahon (Timeliness)	Naipasa o naipresenta bago ang	Naipasa o naipresenta sa	Naipasa o naipresenta nang	Naipasa o naipresenta	Walang isinumi te o			



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	itinakdang pets	itinakda ng petsa	bahagyan g nahuli	nta nang huli	naipres enta			
Kabuuang Iskor								

Timeline

Quarter	Week	Activity / Output	Subject Link	To be monitored
Q1	1	Orientation, group formation, role assignment	All	Teacher checks roles & expectations
Q1	2	Written fertilizer production plan (draft) + collection & measurement of waste	Science, Math, English	Teacher checks plan & measurement accuracy
Q1	3-4	Fertilizer preparation (mixing, layering)	Science	Teacher observes process & safety
Q1	5	Partial progress log submitted	Science	Teacher gives feedback
Q1	6	Submission of final written procedure	English	Teacher checks sequence, clarity, grammar
Q1	7	Practice oral presentation	English,	Teacher observes rehearsal
Q1	8	Final outputs: fertilizer sample, written procedure, oral presentation	English, Science (oral presentation)	Teacher uses rubric
Q2	1-2	Application of fertilizer to plants	EPP	Teacher observes and records
Q2	3-6	Monitoring of plant care, log entries	EPP	Teacher checks logs & practices
Q2	7-8	Submission of plant care log and observations	EPP	Teacher uses rubric

Notes:

*Format based from DO 31 s. 2020

*May add criteria and improve rubrics description for full alignment with the competencies.