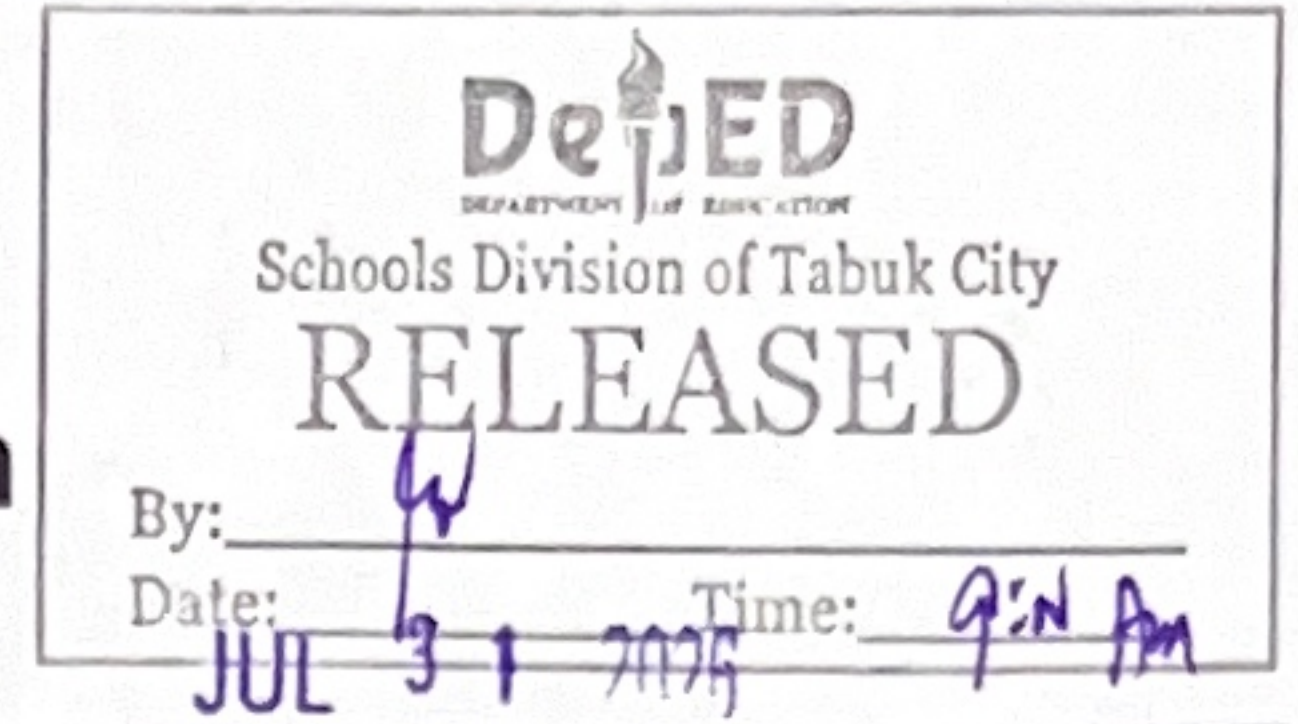




Republic of the Philippines
Department of Education
Cordillera Administrative Region
Schools Division of Tabuk City



Office of the Schools Division Superintendent

31 July 2026

DIVISION MEMORANDUM
No. 346, s. 2026

**DISSEMINATION ON THE USE OF THE TABLE OF SPECIFICATION (TOS)
TEMPLATE AND MONITORING TOOL FOR CLASSROOM ASSESSMENT PRACTICES**

TO: All CID Supervisors
All Public Elementary and Secondary School Heads
All others Concerned

1. The Schools Division of Tabuk City, through the Curriculum Implementation Division (CID), has conducted several professional development activities on classroom assessment, complemented by similar topics in school-level L&D activities. However, monitoring results revealed the use of varied formats of the Table of Specifications (TOS), indicating that its intended purpose is not being fully served. To ensure that the TOS in summative assessments fulfills its purpose, the Division hereby issues a standardized TOS template for use by all schools. The template with sample entries is provided as **Enclosure 1** and may also be downloaded through this link: <https://tinyurl.com/TableOfSpecTemplate>
2. In addition, a monitoring tool that describes teachers' assessment practices and serves as a mechanism to track the application of learnings will be utilized. The tool provided as **Enclosure 2** shall be used by the CID in its monitoring activities. Schools may also use the tool for their internal assessment monitoring; however, submission to the Division is not required.
3. To facilitate consolidation, all monitoring reports related to assessments done by the CID personnel shall be submitted through the online submission mechanism. The link provided shall serve as the permanent submission link for the CID personnel only.
4. Immediate dissemination of this memorandum is earnestly desired.

for 
CHRISTOPHER C. BENIGNO PhD, EdD, CESO VI
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent



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English	Grade & Section:	Grading Period:	First summative test	School Year:	2026-2027
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Competencies	Time Spent/ Frequency	Weight %	BLOOM'S TAXONOMY LEVEL OF LEARNING						Type of Test	Total Number of Test Items	
			Remembering	Understanding	Applying	Analyzing	Evaluation	Creating		Actual	Adjusted
Note important elements (story grammar)	2	13.33%	1,2,3						(1) SMCQ, (1) CMCQ, (1) CR	2.67	3
Identify type of plot: flashback	1	6.67%	4						(1) SMCQ	1.33	1
Sequence events at least 8 events	2	13.33%				5,6,7			(1) SMCQ, (1) CMCQ, (1) CR	2.67	3
Analyze figures of speech to get and clarify meaning: Irony and hyperbole	3	20.00%				8,9,10,11			(2) SMCQ, (1) CMCQ, (1) CR	4.00	4
Making predictions on possible ending.	2	13.33%				12,13,14			(1) SMCQ, (1) CMCQ, (1) CR	2.67	3
Draw conclusion.	2	13.33%				15,16			(1) SMCQ, (1) CMCQ, (1) CR	2.67	2
Identify the main idea	3	20.00%				17,18,19,20			(2) SMCQ, (1) CMCQ, (1) CR	4.00	4
	15	100.00%								20.00	20.00
										20	

Prepared by:	Reviewed by:	Approved:
Teacher	Mentor	School Head



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MONITORING TOOL ON CLASSROOM ASSESSMENT
(Revised Guidelines on Classroom Assessment – DO 15 s. 2026)

MONITORING STRATEGY: Document Review

DOCUMENT TO REVIEW: Summative Assessment Test Items, Performance Tasks, Term Examination Test Items, Table of Specifications (TOS), Class Record, PACE (KS1), Performance Rubrics, and Anecdotal records.

SCHOOL:		DISTRICT:
TEACHER BASIC PROFILE		
NAME OF TEACHER:	GRADE LEVEL ASSIGNMENT: _____	No. OF YEARS IN SERVICE: _____
	No. OF YEARS IN THE CURRENT GRADE LEVEL ASSIGNMENT: _____	TRAINING ATTENDED ON TEST ITEM DEVELOPMENT FOR THE LAST 5 YEARS REGARDLESS OF LEVEL: ☐ No Training Attended ☐ One ☐ Two or more
	LEARNING AREA IN THE DOCUMENT REVIEWED: _____	TRAINING ATTENDED ON PERFORMANCE TASKS ASSESSMENT DEVELOPMENT FOR THE LAST FIVE YEARS REGARDLESS OF LEVEL: ☐ No Training Attended ☐ One ☐ Two or more

INDICATORS	DESCRIBING CRITERIA			REMARKS
1. Summative assessment items (ST & TE) are deliberately designed and clearly aligned with the targeted learning competencies. Assessment items are aligned with the national assessment format.	☐ Meets Standard- All Assessment items are aligned with the learning competencies and follow the national assessment format (with stimulus or prompt).	☐ Partially Meets Standard – Several assessment items show disconnection from the learning competencies. Several items are generic, misaligned, or do not fully capture the intended learning competencies.	☐ Does Not Meet Standard – Most of the assessment items are poorly aligned or disconnected from the learning competencies. Items are either too simplistic, irrelevant, or fail to measure the intended learning outcomes. Most	

		Only Several items are in the national assessment format (with stimulus or prompt).	items measure the learning objectives only.	
2. Use of single tasks across multiple learning areas with area-specific rubrics.	☐ Meets Standard - Tasks combine learning areas with rubrics that are mostly aligned and appropriate.	☐ Partially Meets the Standard - Tasks are isolated to a single learning area with rubrics aligned and appropriate.	☐ Does not meet the Standard – Performance tasks are disconnected from the performance standard.	
3. Exams (ST & TE) designed with item counts appropriate to Key Stage (e.g., 40 items in KS2, 50 in KS3, 60 in KS4) guided by TOS reflecting balanced coverage of competencies and cognitive domain.	☐ Meets standard - Fully complies with prescribed item counts. Number of items is proportionate to the number of days taught and mapped to the appropriate cognitive domain.	☐ Partially Meets Standard – Fully complies with the item count or coverage. Several of the items are partially proportionate, and some items were incorrectly mapped to a different cognitive domain	☐ Does not meet the standard – Item counts do not meet the required number of items. Number of items per LC is not proportionate to the number of days. Most LCs are mapped to the different cognitive domains. No TOS.	
4. Written Work tasks are deliberately designed to scaffold learning and prepare students for the performance task	☐ Meets standard - tasks are generally appropriate and purposeful (essay, journal, written reports, structured presentation, ect). The WW given prepares learners for the performance task with corresponding rubrics if applicable.	☐ Partially Meets Standard - tasks show limited appropriateness or weak connection to the performance standard. Scaffolding toward the performance task is minimal or inconsistent.	☐ Does not meet the standard - tasks are inappropriate, misaligned, or disconnected from competencies. They fail to serve the purpose of preparing learners for the performance task.	
5. Keep an updated record of Learners' performance through descriptive rubrics,	☐ Meets standard - Learner Records are regularly updated. With	☐ Partially Meets Standard - Learner Records are	☐ Does not meet the standard - Learner Records are rarely or never	

anecdotal records, developmental indicators, numerical ratings, and their analysis and use results in determining the least learned learning competencies. (Descriptive rubrics, anecdotal records, developmental indicators for KS1 and numerical rating and item analysis for KS2-KS4	analysis conducted to determine least-learned competencies. Documentation is adequate for KS 1(G1), e.g. anecdotal record, PACE and others though some records may lack detail or consistency.	occasionally updated. Analysis of results is minimal, with weak identification of least-learned competencies. Documentation for KS1(G1) is minimal.	updated. Records are incomplete or inaccurate, and results are not analyzed or used to determine least-learned competencies. No record at all for KS 1 (G1)	
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General Remarks:

Monitored by: _____
Signature over printed name

Acknowledgement of Monitoring Results

I hereby acknowledge that the monitoring results have been discussed with me. I concur that the findings accurately reflect my classroom assessment practices and understand that these will be used to guide continuous improvement.

Teacher's Signature: _____

Date: _____