



Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS
DIVISION OF CITY SCHOOLS - TAGBILARAN CITY

**Office of the Schools Division
Superintendent**

DIVISION MEMORANDUM

No. 505 , s. 2026

June 25, 2026

**ADOPTION OF PISA-TYPE TEST ITEMS IN THE WRITTEN ASSESSMENTS OF
EPP, TLE, AND TECHNICAL-VOCATIONAL (TECHPRO) SUBJECTS**

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Public Elementary and Secondary School Heads
EPP, TLE, and Technical-Vocational (TechPro) Teachers
All Others Concerned

1. The Department of Education continuously promotes quality assessment practices that measure not only learners' knowledge but also their ability to apply learning in authentic and meaningful contexts. In line with this objective, all EPP, TLE, and Technical-Vocational (TechPro) teachers in the Schools Division of Tagbilaran City are encouraged to gradually adopt **PISA-type assessment items** in their summative assessments and End-Term Examinations.
2. EPP, TLE, and TechPro are competency-based and skills-oriented learning areas where learners are primarily assessed through demonstrations of practical skills and performance tasks. While performance-based assessment remains essential, written assessments should likewise measure learners' ability to analyze situations, solve problems, make informed decisions, and apply technical knowledge to real-life workplace and community contexts. Incorporating PISA-type questions provides opportunities for learners to demonstrate these competencies through contextualized and authentic scenarios. Moreover, this initiative aims to familiarize learners with the nature of contextualized, application-based questions similar to those used in international large-scale assessments. Developing these competencies in EPP, TLE, and TechPro complements the efforts of other learning areas in preparing learners for assessments such as the National Achievement Test (NAT), which increasingly emphasize higher-order thinking skills and real-life applications.
3. This initiative aims to:
 - a. Strengthen learners' critical thinking, analytical reasoning, and problem-solving skills through contextualized written assessments;
 - b. Complement performance-based assessments by evaluating learners' understanding and application of technical concepts in authentic situations;
 - c. Encourage teachers to design assessment items that reflect real-life workplace, home, agricultural, entrepreneurial, and community scenarios;
 - d. Promote learner readiness for competency-based and application-oriented national and international assessments; and
 - e. Improve the overall quality of classroom assessment practices in EPP, TLE, and Technical-Vocational education.

4. To effectively implement this initiative, schools are encouraged to observe the following:

a. Beginning School Year 2026–2027, teachers shall gradually integrate PISA-type items in their summative assessments and quarterly examinations.

b. Assessment items should present authentic situations requiring learners to analyze information, interpret data, evaluate alternatives, justify decisions, and solve practical problems related to the competencies being assessed.

c. Teachers shall ensure that assessment items remain aligned with the Most Essential Learning Competencies (MELCs)/Curriculum Guide and intended learning outcomes.

d. Written assessments shall complement, and not replace, performance-based assessments, practical demonstrations, projects, and other authentic forms of assessment prescribed in the curriculum.

e. School Heads and Department Heads shall provide instructional supervision and technical assistance in the development, validation, and quality assurance of PISA-type assessment items.

5. Each EPP, TLE, and TechPro teacher shall develop a contextualized assessment bank containing PISA-type test items aligned with the competencies for each grading period. These assessment items shall serve as references for classroom assessment and continuous improvement of instructional practices.

6. To ensure the successful implementation of this initiative, the Curriculum Implementation Division (CID), through the Education Program Supervisor (EPS) in Technology and Livelihood Education (TLE), shall provide technical assistance and capability-building to EPP, TLE, and Technical-Vocational (TechPro) teachers during the scheduled division trainings and professional development activities. The sessions shall focus on the development of quality PISA-type assessment items, including the principles of contextualized assessment, crafting authentic real-life situations, constructing higher-order thinking questions, preparing effective distractors, and aligning assessment items with the curriculum competencies. Teachers are expected to apply the knowledge and skills gained from these trainings in developing and enhancing their classroom assessments.

7. Please see attached Annexes for your guidance.

8. This Memorandum shall take effect immediately upon issuance.

9. Immediate dissemination of and compliance with this Memorandum is desired.


WILFREDA D. BONGALOS PhD, CESO V
Schools Division Superintendent 

WDB/JAAL/CID/JTB/jcb

Annex A

Characteristics of PISA-Type Questions

- Uses authentic or real-life situations.
- Requires learners to analyze information before answering.
- Assesses application of knowledge rather than memorization.
- Encourages problem-solving and decision-making.

Sample PISA-Type Questions

A. AGRICULTURE AND FISHERY ARTS (AFA)

Competency: Apply proper practices in raising tilapia.

Situation

During the school vacation, the Grade 6 aquaculture club observed that many tilapia in their school fish pond were swimming near the water surface and seemed weak. They also noticed leftover feeds floating on the water and that the pond water had become dark green after several days of continuous feeding.

Question

What is the **BEST** action the learners should take to improve the condition of the fish?

- A. Add more feeds so the fish become stronger.
- B. Drain all the water and transfer the fish immediately.
- C. Reduce feeding, remove excess feeds, and improve water quality before continuing the regular feeding schedule.**
- D. Harvest all the fish immediately even if they are still small.

Correct Answer: C

Competency Assessed: Problem-solving through application of proper aquaculture management.

B. HOME ECONOMICS / FAMILY AND CONSUMER SCIENCE (FCS/HE)

Competency: Practice proper food safety and sanitation.

Situation

Maria prepared vegetable salad for their family reunion. She chopped the vegetables on the same chopping board she had just used for raw chicken without washing it because she was in a hurry.

Question

Why is Maria's action unsafe?

- A. The vegetables will lose their nutrients.
- B. Harmful microorganisms from the raw chicken may contaminate the vegetables and cause foodborne illness.**
- C. The salad will become sweeter.

D. The vegetables will cook faster.

Correct Answer: B

Competency Assessed: Application of food safety principles in daily life.

C. INDUSTRIAL ARTS (IA)

Competency: Observe safety precautions in the use of tools and equipment.

Situation

During a woodworking activity, Carlo noticed that the handle of a hammer was already loose. His classmate wanted to continue using it because they were almost finished with the project.

Question

What should Carlo do?

A. Continue using the hammer carefully.

B. Borrow another tool after finishing the project.

C. Stop using the defective hammer and report it to the teacher before continuing the activity.

D. Tighten the hammer by hitting it against the floor.

Correct Answer: C

Competency Assessed: Workplace safety and responsible decision-making.

D. INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Competency: Practice responsible and safe use of digital technologies.

Situation

Ana received an email informing her that she had won a brand-new cellphone. The message instructed her to click a link and enter her passwords and personal information to claim the prize.

Question

What should Ana do?

A. Click the link immediately before the prize expires.

B. Share the message with her classmates.

C. Ignore or report the suspicious email because legitimate organizations do not ask for passwords through email.

D. Send her personal information to verify her identity.

Correct Answer: C

Competency Assessed: Digital literacy, cyber safety, and critical thinking.

Annex B: Assessment Framework for Writing PISA-Type Questions.

Traditional Test Item	PISA-Type Test Item
Recall of facts	Application of knowledge
One correct fact	Real-life scenario with contextual problem
Memorization	Critical thinking and decision-making
Direct question	Situation-based problem
Isolated concept	Integration of concepts and skills
Simple computation	Interpretation, analysis, and justification