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

Office of the Schools Division Superintendent

October 26,2026

DIVISION MEMORANDUM
No. 900 , s. 2026

LEARNING COMPETENCY AUDIT IN MAPEHFOR TERM 1 OF SCHOOL YEAR 2026 - 2027

To: Assistant Schools Division Superintendent
Chiefs, CID and SGOD
All Public Elementary and Secondary School Heads
School MAPEH Coordinators
All others concerned

1. In reference to RM No. 0754, s. 2026, this office through the office of the Curriculum Implementation Division (CID), directs the schools to conduct a **Learning Competency Audit in Math for Term 1 of School Year 2026 – 2027**.

2. This activity is in line with the efforts DepEd Region VII to evaluate and ensure the effectiveness, relevance and comprehensiveness of the competencies covered in the implementation of the math curriculum.

3. Each school is required to submit softcopy via email Alberto. Lacang 001@deped.gov.ph or to my messenger of the accomplished Learning Competency Audit Form on or before October **30, 2026**, using the attached prescribed template in ANNEX A. and should be signed by the school MAPEH Coordinator duly noted by the school head.

4. Please see attached communications for more information.

5. Immediate and wide dissemination of this memorandum is desired.

WILFREDA D. BONGALOS PhD, CESO V
Schools Division Superintendent

WDB/JAAL/CID/JTB/jgj

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TEMPLATE FOR THE LEARNING COMPETENCY AUDIT

TAGBILARAN CITY SCHOOLS DIVISION **MAPEH** **TERM 1** **2026-2027**

Grade Level	Total No of Competencies that should be covered in a Term	Percentage of teachers who were not able to cover the competencies	Reasons for Not able to Cover the Competencies	Catch Up Plan of the teacher	Least Learned Competencies	Technical Assistance or Actions provided by the School Head or EPSvr
K						
1						
2						
3						
4						
5						
6	7	*12%*	• Some competencies contain several skills/concepts that require careful unpacking before lesson planning. • Teachers need	• Revisit and unpack the identified difficult competencies into manageable learning targets.	• *Interpret conventional concepts, processes, and practices in their creative work inspired 19th Century or during the Philippine*	• Administration organized a seminar/workshop on competency unpacking to help teachers identify the essential knowledge, skills, and learning targets

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			additional time to translate broad competencies into specific, teachable learning targets. • Performance-based MAPEH activities require more instructional and practice time.	• Prioritize prerequisite skills and concepts before proceeding to higher-level tasks. • Provide focused remediation and additional practice. • Align activities and assessments with the unpacked competencies.	*Revolutionary and American Period performing and visual arts.*	within each competency. • Teachers were guided in developing standardized lesson components based on the unpacked competencies. • Standardization of test items was conducted to ensure alignment between competencies, learning objectives, and assessment items. • MAPEH teachers were encouraged to develop common/validated

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						assessment exemplars.
7						
8						
9	8	9%	• Competencies involve multiple concepts related to emerging/popular arts and their cultural influences. • Teachers need support in unpacking higher-order competencies into sequential learning experiences. • Technology-based and contemporary	• Unpack complex competencies into knowledge, skills, and application components. • Use a progression from understanding → analysis → application. • Provide guided examples before independent	• *Explore technology-based mediums used in emerging popular performing and visual arts based on selected emerging concepts, techniques, processes, and/or practices* • *.Produce creative works on selected emerging concepts, techniques, processes, and/or practices of*	Conducted competency-unpacking seminar for MAPEH teachers. • Teachers were assisted in identifying the essential learning targets embedded in complex competencies. • Standardized lesson planning was promoted to ensure consistency in competency coverage across schools.

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			arts activities require additional preparation and resources.	performance tasks. • Align remediation activities with specific unpacked competencies.	*popular performing and visual arts of the world with technology-based mediums in the context of Filipino culture informed by relevant issues.*	• Test-item writing was calibrated based on the unpacked competencies and intended cognitive demand. • Teachers were provided opportunities to review and improve assessment items through peer validation.
10	*10*	*7%*	• Competencies require analysis, evaluation, integration, and application rather than simple recall. • Teachers need	• Unpack the most difficult competencies before reteaching. • Sequence learning activities from basic concepts	• *Analyze the composition, and quality of selected local creative works based on the domain standards of the Philippine Creative Industries.*	• Administration conducted a seminar/workshop focused on unpacking MAPEH competencies and translating them into clear learning targets.

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			to break down broad competencies into specific and measurable learning outcomes. • Authentic performance tasks require sufficient time for instruction, practice, and assessment.	toward analysis and application. • Use authentic/local examples to make complex concepts more accessible. • Align performance tasks, written assessments, and remediation activities with the unpacked competencies.	• *Produce creative works based on emerging concepts, techniques, processes, and practices used in a selected creative industry*	• Teachers worked on aligning competencies, objectives, activities, performance tasks, and test items. • Standardization of lessons and assessment items was initiated to promote consistency in competency coverage across schools. • Technical assistance was provided on writing appropriate test items according to the required

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						competency and cognitive level. • School heads/EPSvr monitored the application of the agreed unpacking and assessment standards.
11 (by subject)						
12 (by subject)						

Data Source:

Total Number of Schools in the Division	Actual number of schools covered in the report	Total number of teachers in the Division	Actual Number of teachers covered in the report
26	19	32	20

Prepared by:

MR. ALBERTO A. LACANG

Date:

Noted by:

fri.
DR. JANET C. BUTALID

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Education Program Supervisor in MAPEH

fr: CID Chief

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