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
MLA-CID-2026- 196

TO : Analyn Galos -Music-DCPNHS-JHS
Aliza Goloso -Arts-DCPNHS-JHS
Naneth Amparado - PE-DCPNHS-JHS
Irish Balilling-Health-DCPNHS-JHS
Vilea Suello-Health-DCPNHS-JHS
Zepril Marie Villa Gonzalo-Instructional Video-DCPNHS-JHS
Thea Abigail Abatayo-Instructional Video-DCPNHS-JHS
Priscila Farah Anaviso-MT 1-SPA Coordinator-DCPNHS-JHS
Dr. Pilar Diez MT II-Special Curricular Programs Coordinator

ATTENTION : CORAZON H. SAMUYA, School Principal, DCPNHS-JHS

FROM : **WILFREDA D. BONGALOS PhD CESO V**
Schools Division Superintendent
Office of the Schools Division Superintendent

SUBJECT : Competency-Based Test Items in MAPEH for Grade 7(RM No. 1012) and RM 1013 Development and Finalization of Instructional Video for MAPEH 7

DATE : November 10, 2026

1. In relation to the development of Competency Based Test Items (CBTI) and the finalization of Instructional Videos in MAPEH Grade 7., you are hereby called to a meeting on November 12, 2026 @ 10:00 AM at the Head Teachers' Office for the construction, creation, completion and submission of the required outputs to the region. Concerned teachers are directed to prepare specific activities for their students in the date and time of the said meeting.

2. Immediate dissemination and compliance with this memorandum are required.

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Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

Office of the Regional Director

04 NOV 2026

REGIONAL MEMORANDUM
No. 1013 , s. 2026

DEVELOPMENT OF COMPETENCY-BASED TEST ITEMS (CBTI) IN MAPEH FOR GRADES 4-10

To: Schools Division Superintendents
Assistant Schools Division Superintendents
All Others Concerned

1. To strengthen assessment practices and develop quality-assured assessment resources aligned with the Revised K to 10 Curriculum, this Office, through the Curriculum and Learning Management Division (CLMD), directs the Schools Division Offices (SDOs) to participate in the development of Competency-Based Test Items (CBTI) in MAPEH for Grades 4-10. This activity aims to establish a regional repository of validated assessment items to support learning assessment and instructional delivery across the region.

2. Specifically, this activity aims to

2.1 develop competency-based test items in MAPEH aligned with the learning competencies and assessment standards;
2.2 strengthen the capacity of teachers and supervisors in constructing quality assessment items;
2.3 establish a regional repository of competency-based test items; and
2.4 ensure the availability of assessment resources that can support classroom and system-level assessment practices.

3. Each assigned SDO shall

3.1 organize a writing team composed of qualified MAPEH teachers, master teachers, school heads, and education program supervisors;
3.2 develop 40 competency-based test items per assigned grade level per term, consisting of 20 Music and Arts items and 20 Physical Education and Health items;
3.3 follow the templates, technical specifications, and quality standards provided by the Regional Office;
3.4 conduct internal quality assurance and field testing before submitting the outputs; and
3.5 submit the completed outputs within the timeline.

4. During the Regional Conference of MAPEH Education Program Supervisors, participating SDOs signified their preferred grade-level assignments for CBTI development. These assignments are formalized through this Memorandum and shall serve as the basis for preparing and submitting the required outputs.

5. SDOs assigned to the same grade level shall develop and submit their separate sets of CBTIs. Their outputs shall not be consolidated with those of other SDOs before submission to the Regional Office.

6. All concerned SDOs shall use and accomplish the following prescribed templates and tools in developing, reviewing, and validating CBTIs:

6.1 RO-CLMD-F011 - Competency-Based Test Item (CBTI) Table of Specifications (TOS);
6.2 RO-CLMD-F012 - Quality Assurance Tool for CBTI;
6.3 RO-CLMD-F014 - CBTI Summary of Findings Tool;
6.4 RO-CLMD-F015 - Field Testing Tool; and
6.5 Prescribed Test Paper Template.

All developed CBTIs shall undergo internal quality assurance and field testing before submission to ensure compliance with the prescribed standards and technical specifications. The accomplished templates and tools shall form part of the required submission package.

7. All assigned SDOs shall submit the following requirements on or before **February 20, 2027**:

7.1 Developed CBTIs;
7.2 Accomplished CBTI Table of Specifications (RO-CLMD-F011);
7.3 Accomplished Quality Assurance Tool (RO-CLMD-F012);
7.4 Accomplished Summary of Findings Tool (RO-CLMD-F014);
7.5 Accomplished Field-Testing Tool (RO-CLMD-F015); and
7.6 Finalized Test Paper.

Submissions shall be made through the platform or link given by the CLMD. All assigned SDOs shall observe the deadline to facilitate the regional review, validation, and consolidation of outputs. Incomplete or late submissions may affect the inclusion of outputs in the regional review process.

8. Expenses related to the conduct of local writeshops, internet connectivity, and other incidental expenses shall be charged against local or division funds, subject to the usual accounting and auditing rules and regulations.

9. The SDO grade-level assignments and activity timeline are attached for reference and guidance.

10. Immediate dissemination of and compliance with this Memorandum are enjoined.

DR. ARTURO B. BAYOCOT, CESO III
Regional Director

ABB/FYA/CLMD/BCA/jpo

Enclosure No. 1

Assignment of Schools Division Offices in the Development of Competency-Based Test Items (CBTI) in MAPEH

Grade Level	Assigned SDO
Grade 4	Lapu-Lapu City and Talisay City
Grade 5	Toledo City
Grade 6	City of Bogo and Carcar City
Grade 7	Danao City and Tagbilaran City
Grade 8	City of Naga and Bohol
Grade 9	Mandaue City
Grade 10	Cebu City and Cebu Province

Instruction:

term 1
term 2
term 3

Each assigned SDO shall independently develop and submit 40 competency-based test items for the assigned grade level per term, consisting of 20 Music and Arts items and 20 Physical Education and Health items. The independent development of test items is intended to ensure equitable participation and contribution among all assigned SDOs.

Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

MRN 0114576
By:
04 NOV 2026

Office of the Regional Director

04 NOV 2026

REGIONAL MEMORANDUM
No. 1012 , s. 2026

DEVELOPMENT AND FINALIZATION OF INSTRUCTIONAL VIDEOS FOR GRADE 7 MAPEH and FILIPINO

To: Schools Division Superintendents
Assistant Schools Division Superintendents
All Others Concerned

1. In line with the Department of Education's commitment to improving learner performance through responsive curriculum implementation and learning delivery interventions, this Office announces the conduct of the **Development and Finalization of Instructional Videos for Grade 7 MAPEH and Filipino**.

2. This activity aims to develop high-quality instructional video lessons that directly address the identified least-learned competencies based on the Regional Consolidated Competency Audit Results for Grade 7 learners. The resulting video lessons shall serve as supplementary learning resources to support classroom instruction, remediation, enrichment activities, independent learning, and the continuous delivery of quality basic education during emergencies, disasters, calamities, public health crises, and other circumstances requiring the implementation of Alternative Delivery Modes (ADM). Through these instructional videos, learners shall have access to standards-aligned learning resources that support self-paced learning beyond the conventional classroom setting.

3. Specifically, the activity aims to
   - 3.1 analyze the regional and division competency audit results to identify priority Grade 7 least-learned competencies in MAPEH and Filipino;
   - 3.2 develop standards-aligned instructional video lessons that address the identified learning gaps;
   - 3.3 review and quality assure the developed videos (technical, content, language);
   - 3.4 finalize the instructional videos for regional utilization; and
   - 3.5 establish a repository of quality-assured instructional resources for schools and teachers.

4. The participants shall include the following:
   - 4.1 Education Program Supervisors in MAPEH and Filipino;
   - 4.2 Selected teacher-writers, scriptwriters, presenters, editors, and technical personnel identified by the Schools Division Offices;
   - 4.3 Regional and Division Learning Resource Management Section (LRMS) personnel and evaluators; and
   - 4.4 Other personnel deemed necessary in the conduct of the activity.

5. Schools Division Offices may adopt appropriate work arrangements and schedules that will enable identified personnel to participate in the development and finalization of instructional videos without disruption of the regular classes and other assigned duties.

6. Funds shall be utilized to support the development, production, recording, editing, enhancement, and finalization of instructional videos following the existing government accounting and auditing rules and regulations.

7. Each Schools Division Office shall produce instructional videos based on the assigned least-learned competencies identified in the Regional Consolidated Competency Audit Results for Grade 7 MAPEH and Filipino, as reflected in Enclosure No. 1 of this Memorandum. The development, quality assurance, finalization, and submission of instructional videos shall follow the mechanics and guidelines provided in Enclosure No. 2. All submitted outputs shall include the following:

- 7.1 Approved video script;
- 7.2 Storyboard;
- 7.3 Final instructional video;
- 7.4 Accomplishment report; and
- 7.5 Certification of originality and compliance with quality standards.

8. The Schools Division Offices shall:

- 8.1 utilize the results of the consolidated competency audit in identifying competencies to be developed into instructional videos;
- 8.2 ensure that all assigned competencies are addressed through standards-based and curriculum-aligned video lessons;
- 8.3 organize development teams composed of subject matter experts, teacher-writers, presenters, editors, and technical support personnel;
- 8.4 conduct internal quality assurance and review prior to submission to the Regional Office; and
- 8.5 submit all required outputs within the prescribed timeline.

9. Expenses related to the conduct of the activity shall be charged against the downloaded Alternative Delivery Modes (ADM) Program Funds under AC-26-5702-ADM-P001 and AC-26-5702-ADM-P002, subject to the usual accounting, auditing, budgeting, procurement, and other existing rules and regulations.

10. Schools Division Offices shall submit the finalized instructional videos and their relevant documents to the Curriculum and Learning Management Division through the designated submission platform on or before January 25, 2027.

11. All instructional videos shall undergo content, instructional, language, technical, and copyright compliance review by the concerned quality assurance team prior to submission to the Regional Office. Only quality-assured outputs shall be included in the regional repository and be endorsed for utilization.

12. Immediate dissemination of and compliance with this Memorandum are directed.

DR. ARTURO B. BAYOCOT, CESO III
Regional Director

ABB/FYA/CLMD/BCA/jpo

Enclosure No. 1

Assignment of Schools Division Offices and Least-Learned Competencies for the Development of Grade 7 Instructional Videos

SDO	Subject	Term	Learning Competency
City of Bogo	Music and Arts	Term 1	Produce creative works about contemporary and emerging popular performing and visual arts of the Philippines and selected Southeast Asian countries using relevant concepts, processes, techniques, and/or practices.
Tagbilaran City	Music and Arts	Term 1	Assess their competency in the production of creative work based on concepts, processes, techniques, and/or practices used in selected Philippine and Southeast Asian contemporary and emerging performing and visual arts.
Toledo City	Physical Education and Health	Term 1	Perform physical activities by applying principles and concepts of target and or invasion games to solve tactical problems for active living.
Cebu City	Physical Education and Health	Term 1	Execute appropriate skills of sports and the required fitness concepts of chosen target and/or invasion games in responding to tactical problems.
Danao City	Music and Arts	Term 2	Analyze relevant processes, techniques, mediums, and practices used in traditional/local folk and /or nationalistic Music and Arts of the Philippines and Southeast Asia in relation to their historical and cultural contexts
Cebu Province	Music and Arts	Term 2	Apply selected conventional, contemporary, and/or emerging concepts, processes, and techniques inspired by Philippine and Southeast Asian folk and /or nationalistic Music and Arts in guided artistic exercises or studies
Mandaue City	Physical Education and Health	Term 2	Apply ways to prevent adolescents' nutritional concerns.
City of Naga	Physical Education and Health	Term 2	Practice technical and expressive skills to improve proficiency in genre and style-specific techniques in developing movement competence and physical activity participation.
Bohol	Music and Arts	Term 3	Evaluate representative pieces or their creative work based on the conventions/criteria of the integrative creative works of Philippine and selected Southeast Asian performing and visual arts.
Talisay City	Music and Arts	Term 3	Produce an integrative creative work showing their informed understanding of the customs and traditions of the Philippines and selected Southeast Asian countries, using appropriate relevant concepts, processes, techniques, and/or practices in performing and visual arts.

Carcar City	Physical Education and Health	Term 3	Practice first aid procedures for injuries related to physical activities and other emergency situations
Lapu-Lapu City	Physical Education and Health	Term 3	Perform dances using genre and style specific techniques, expressive ideas and skills to develop movement competence and physical activity participation
BOGO CITY	Filipino	1	Nakabubuo ng sanaysay tungkol sa pinakatampok o pinakamahalagang pangyayari sa buhay ng isang tauhan gamit ang tekstong multimodal
BOHOL	Filipino	1	Nauunawaan at nasusuri ang tekstong ekspositori gamit ang mga kasanayang pang-akademiko (tulad ng estruktura nito: sanhi-bunga, pagkakaiba-pagkakatulad, at suliranin-solusyon).
CARCAR CITY	Filipino	1	Nasusuri ang mga detalye at teknikal na elemento ng tekstong biswal (gaya ng comic strip, poster, at iba pang multimodal texts)
CEBU CITY	Filipino	1	Nasusuri ang mga detalye, elementong kultural (simbolo, wika, norms, pagpapahalaga, at arketipo), at kontekstong pangkasaysayan sa mga tuluyan at panitikan sa panahon ng katutubo.
CEBU PROVINCE	Filipino	2	Nasusuri ang mga detalye ng tekstong pampanitikan para sa kritikal na pag-unawa
DANAO CITY	Filipino	2	Nakabubuo ng sanaysay tungkol sa pinakatampok na mga pangyayari sa buhay ng isang tauhan sa binasang akda sa pamamagitan ng tekstong multimodal (katulad ng comic book brochure)
LAPU-LAPU CITY	Filipino	2	Nasusuri ang tekstong ekspositori batay sa estruktura nito
MANDAUE CITY	Filipino	2	Nasusuri ang mga tekstong biswal batay sa mga elemento
NAGA CITY	Filipino	3	Naibabahagi ang nilikhang tekstong multimodal sa napiling platform na isinasaalang-alang ang mga kasanayang komunikatibo, at etikal na kasanayan at pananagutan
TAGBILARAN CITY	Filipino	3	Nakabubuo ng iskrip para sa pagtatanghal ng isang puppet shadow play tungkol sa mahahalagang pangyayari sa Ibong Adarna na maiuugnay sa pagiging Pilipino
TALISAY CITY	Filipino	3	Nasusuri ang mga detalye ng tekstong pampanitikan para sa kritikal na pag-unawa
TOLEDO CITY	Filipino	3	Nasusuri ang mga tekstong biswal na makikita sa Ibong Adarna

Enclosure No. 2

Mechanics and Guidelines for the Development and Finalization of Grade 7 Instructional Videos

A. Basis for Topic Selection

1. The Regional Office shall provide the consolidated competency audit results.
2. SDOs shall use the assigned least-learned competencies identified through the Regional Consolidated Competency Audit Results as the basis for topic selection.
3. Priority shall be given to competencies with the lowest mastery levels and those commonly reported across divisions.

B. Development Process

Phase 1: Planning and Assignment

1. CLMD shall assign competencies to participating SDOs.
2. Each SDO shall organize a development team composed of:
    - Subject Matter Expert (SME)
    - Scriptwriter
    - Presenter/Narrator
    - Video Editor
    - Quality Assurance Reviewer

Phase 2: Scriptwriting and Storyboarding

1. Prepare a video script aligned with the assigned learning competency and curriculum standards.
2. Develop a storyboard indicating:
    - Learning objectives
    - Content flow
    - Visual elements
    - Assessment activities
    - Closing synthesis
3. Submit scripts and storyboards for review before recording.

Phase 3: Video Production

Each instructional video shall:

- Focus on only one competency or a cluster of closely related competencies;
- Use learner-friendly and age-appropriate language;
- Incorporate real-life applications;
- Include examples, guided practice, and assessment tasks;
- Observe gender-fair and culture-sensitive standards;
- Be free from copyright violations.

C. Quality Assurance

Videos shall undergo review using the following criteria:

Criterion	Weight
Content Accuracy	30%
Alignment to Competency	25%
Instructional Quality	20%
Audio and Visual Quality	15%
Language and Presentation	10%
Total	100%

A minimum rating of **85%** shall be required for final endorsement.

Videos that do not meet the minimum rating shall be returned to the concerned development team for revision and resubmission prior to final endorsement.

D. Submission Requirements

Each SDO shall submit:

- Script (PDF/Word)
- Storyboard
- Quality Assurance Rating Sheet
- Final MP4 Video
- Accomplishment Report

E. Technical Specifications

Requirement	Standard
Format	MP4
Resolution	1080p (Preferred)
Orientation	Landscape
Length	10-20 minutes
Audio	Clear voice-over with minimal background noise
Language	Filipino or English as appropriate to the subject
File Naming	SDO_Subject_GradeLevel_Term For example: Bohol_MA_G7_Term1.mp4

Note: Instructional videos shall have a recommended duration of 10 to 20 minutes. The duration may vary depending on the complexity and nature of the targeted least-learned competency, particularly for performance-based competencies that require demonstrations, guided practice, and application activities. Priority shall be given to competency mastery, instructional quality, and learner engagement rather than adherence to a fixed video length.

F. General Provisions:

All instructional videos shall:

1. Address the assigned Grade 7 least-learned competency or closely related competency cluster identified through the consolidated competency audit;
2. Demonstrate clear alignment with the prescribed curriculum standards and learning competencies;
3. Employ appropriate pedagogical approaches that promote learner engagement, understanding, and mastery;
4. Incorporate demonstrations, examples, simulations, guided practice, or other strategies appropriate to the nature of the competency;
5. Include opportunities for learner reflection, application, or self-assessment;
6. Observe principles of inclusivity, gender-fairness, cultural sensitivity, and child protection;
7. Comply with copyright and intellectual property regulations; and
8. Support classroom instruction, independent learning, remediation, enrichment, and learning continuity during emergencies, disasters, calamities, and other disruptions to regular face-to-face classes.
9. All approved instructional videos shall become part of the Regional Learning Resources repository and may be utilized, reproduced, disseminated, or adapted by the Regional Office and Schools Division Offices for classroom instruction, independent learning, remediation, enrichment activities, and learning continuity initiatives, subject to existing DepEd policies on intellectual property and learning resource quality assurance.