



Republic of the Philippines  
**Department of Education**

REGION IV- A CALABARZON  
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

**18 February 2026**

DIVISION MEMORANDUM  
No. 118 s. 2026

**PARTICIPATION IN THE PILOT TESTING OF THE PISA-LIKE ASSESSMENT  
TOOL FOR GRADES 4,5,7, AND 8**

To: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Heads, Public Elementary and Secondary Schools  
Heads, Unit/Section  
All Others Concerned

1. In line with DepEd Order No. 008, s. 2015 titled **Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program** and **Unnumbered Regional Memorandum dated 10 February 2026** titled **Pilot Testing of the PISA-Like Assessment Tool for Grades 4,5,7, and 8**, this Office, through the Curriculum Implementation Division, informs the participation of selected elementary and secondary schools from the Division in this activity on **03 March 2026** via **an online education assessment platform**.
2. This activity aims to administer the said assessment tool in selected schools in CALABARZON and to utilize the relevant results on the actual conduct and process of online test administration and utilization of said materials.
3. Attached are the lists of selected elementary and secondary schools from the Division (Enclosure 1), and Regional Memorandum (Enclosure 2) for reference.
4. Immediate dissemination of this Memorandum is desired.

For:

**CELEDONIO B. BALDERAS JR.**  
Schools Division Superintendent

By:

**HERBERT D. PEREZ**  
Assistant Schools Division Superintendent  
Officer-in-Charge

Encl.: As stated

Reference: DO 008, s.2015

To be indicated in the Perpetual Index  
under the following subjects:

**ASSESSMENT**

CID- participation in the pilot testing of the pisa-like assessment tool for grades 4,5,7, and 8  
CID59GHM-002681/February 18, 2026

Enclosure 1

**LIST OF PARTICIPATING ELEMENTARY AND SECONDARY SCHOOLS**

No.	School	School Head	School ICT Coordinator
1	Tayabas East Central School	Ronan R. Ranillo	Joan Joy J. Eclarin
2	Buenaventura Alandy National High School	Cherry G. Hugo	Edmar G. Rada



Republic of the Philippines  
Department of Education  
REGION IV-A CALABARZON

10 February 2026

Unnumbered Memorandum

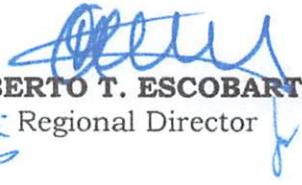
**PILOT TESTING OF THE PISA-LIKE ASSESSMENT TOOL  
FOR GRADES 4,5,7 AND 8**

To: **Schools Division Superintendents**  
(Antipolo City, Batangas Province, Cavite Province, Calaca City, Carmona City, Laguna, Quezon Province, Rizal Province, Sta. Rosa City, Tayabas City)

1. In line with the DepEd Order No. 8. S. 2015 "Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program" and DepEd Memorandum dated December 6, 2024, implementation of the 2025 Programme for International Student Assessment (PISA) Readiness Plan, this Office through the Curriculum and Learning Management Division (CLMD), announces the conduct of the above-mentioned activity on **March 3, 2026** via an online education assessment platform.
2. This activity aims to administer the said assessment tool in selected schools in CALABARZON and utilize the relevant results on the actual conduct and process of online test administration and finalization of said materials.
3. Attached to this memorandum are the following:
  - a. Enclosure 1 – Pilot Testing Schools from Selected Division Offices
  - b. Enclosure 2 – Timeline of Activities
  - c. Enclosure 3 – Guidelines on the Selection of Learner-Participants
  - d. Enclosure 4 – Education Assessment On-line Platform Enrolment Procedure for the Learners.
  - e. Enclosure 5 – Questionnaire and Feedback Form for Submission
4. ICT coordinator and computer teachers of the selected elementary and secondary schools for pilot-testing were expected to assist the **30 identified learners** of their school in creating accounts in the Education Assessment Platform using the class code provided in Enclosure 3 of this memorandum.
5. In connection with the timeline given for the conduct of the specific activities, this office requests all the School Heads, teachers and learner-participants to accomplish and submit the feedback form for the improvement of the PISA-like assessment material and other identified issues and challenges and

recommendations during the conduct of the process of pilot testing. The said data must be submitted in PDF File, endorsed by their Schools Division Superintendent on or before March 18, 2026 through <https://forms.gle/MjZkkk9Rt2DY2Q5L7>.

6. For questions and clarifications, please contact **PAUL GENCE L. OCAMPO**, Education Program Supervisor at [paul.ocampo@deped.gov.ph](mailto:paul.ocampo@deped.gov.ph), or **GILBERT O. CRUZ** at [gilbert.cruz001@deped.gov.ph](mailto:gilbert.cruz001@deped.gov.ph) or the Chief of the Curriculum and Learning Management Division (CLMD), **VIERNALYN M. NAMA** at (02) 647-7487 loc. 420 or via email @ [clmd.calabarzon@deped.gov.ph](mailto:clmd.calabarzon@deped.gov.ph).
7. Immediate and widest dissemination of this Memorandum is desired.

  
**ATTY. ALBERTO T. ESCOBARTE, CESO II**  
Regional Director

CLMD/ROC7

**Enclosure 1****Pilot Testing Schools from Selected Division Offices**

	<b>Division</b>	<b>School</b>
1.	Cavite Province	Bulihan Integrated National High School
		Tagaytay City Integrated School
2.	Carmona City	Carmona National High School
		Carmona Elementary High School
3.	Laguna	Siniloan Integrated National High School
		Sta. Cruz Central Elementary School
4.	Sta. Rosa City	Aplaya National High School
		Santa Rosa Elementary School - Central III
5.	Batangas Province	San Pascual National High School
		Lemery Pilot Elementary School
6.	Calaca City	Pedro A. Paterno National High School
		Calaca Central Integrated School
7.	Rizal Province	Mahabang Parang National High School
		Dolores Elementary School
8.	Antipolo City	Dela Paz National High School
		Juan Sumulong Elementary School
9.	Quezon Province	Pagbilao National High School
		Talolong Elementary School
10.	Tayabas City	Buenaventura Alandy National High School
		Tayabas East Central School

**Enclosure 2****Timeline of Activities**

<b>Activity</b>	<b>Date</b>	<b>Responsible Office / Unit</b>
Development and Validation of PISA-like Assessment Tool	August 2024 – January 2026	Regional Office/ CLMD
Issuance of Memorandum for the Pilot Testing	February 10, 2026	Regional Office/ CLMD
Selection of Learner-Participants	February 16, 2026	School Head, School ICT Coordinator, Class Adviser
Creation of Account and Enrollment of Learners in Quipper School	February ,17-26 2026	CID, Division Testing Coordinator, Division ICT Coordinator, School Head, School ICT Coordinator
Conduct of Actual Pilot Testing (Online via Quipper School)	<p>March 3, 2026</p> <p><b>Time Schedule:</b></p> <p><b>Grade 4</b> - 8:00AM-10:00AM</p> <p><b>Grade 5</b> - 10:00AM-12:00PM</p> <p><b>Grade 7</b> - 8:00AM-10:00AM</p> <p><b>Grade 8</b> - 10:00AM-12:00PM</p>	Regional Office/ CLMD, CID, Division Testing Coordinator, Division ICT Coordinator, School Head, School ICT Coordinator
Submission of Questionnaires, Feedback and Other Recommendations	March 5-10, 2026	CID, Division Testing Coordinator, Division ICT Coordinator, School Head, School ICT Coordinator

### **Enclosure 3**

### **Guidelines on the Selection of Learner-Participants**

#### **I. General Principle**

The selection of test takers for the PISA-like assessment shall adhere to **standardized, objective, and unbiased procedures** to ensure that assessment results are **valid, reliable, and representative** of learners' competencies across grade levels.

#### **II. Target Population**

The target population shall consist of **currently enrolled learners** in the following grade levels:

- Grade 4
- Grade 5
- Grade 7
- Grade 8

#### **III. Eligibility Criteria**

##### **1. Age Requirement**

Learners must be 15 years old at the time of testing (Year 2029), in accordance with PISA standards.

##### **2. Enrollment Status**

Must be currently enrolled in a recognized public secondary school during the testing period.

##### **3. School Attendance**

Must be a regular attendee of school and not on long-term leave or prolonged absence.

#### **IV. Sampling and Selection Guidelines**

##### **1. Random Selection**

Eligible learners shall be selected using a random sampling method from the official school enrollment.

No substitution shall be allowed except under valid and documented reasons (e.g., illness, transfer).

##### **2. Representativeness**

The sample should reflect the diversity of the student population, considering:

- Sex (e.g., 15 males, 15 females)
- Proficiency Level (10 learners from upper, 10 learners from middle, 10 learners from lower)

- Program offerings (e.g., regular, science-oriented programs)

## **V. Inclusion and Exclusion Criteria**

### **1. Included Learners**

- Learners with different academic ability levels.
- Learners with mild learning needs who can participate with reasonable accommodations.

### **2. Excluded Learners**

- Learners with severe disabilities that prevent meaningful participation even with accommodations.
- Learners with insufficient language proficiency in the test language, as determined by DepEd or school guidelines.

## **VI. Ethical and Administrative Considerations**

### **1. Informed Consent**

Parents/guardians and learners shall be informed about the purpose, scope, and procedures of the assessment.

Participation shall follow DepEd and institutional ethical standards.

### **2. Confidentiality**

Learner identities and individual results shall be kept confidential and used strictly for research, policy, and improvement purposes.

### **3. Standard Testing Conditions**

All selected test takers shall be assessed under uniform and standardized testing conditions to ensure comparability of results.

## **VII. Roles and Responsibilities**

### **1. School Head**

- Ensures accurate submission of the list of eligible learners.
- Oversees proper implementation of selection procedures.
- Submit the consolidated report of the post-test survey questionnaires/ feedback form.

### **2. Testing Coordinator**

- Conducts random sampling and documentation.
- Ensures adherence to prescribed guidelines.

### **3. School ICT Coordinator, Teachers and Staff**

- Assist the learners in creating Quipper Account and in enrolling to their specific class.
- Provide technical support whenever necessary during the pilot testing.

- Assist the learners in accomplishing the post-test survey questionnaires/ feedback form.
- Answer the post-test survey questionnaires/ feedback form.

## **VII. Documentation and Reporting**

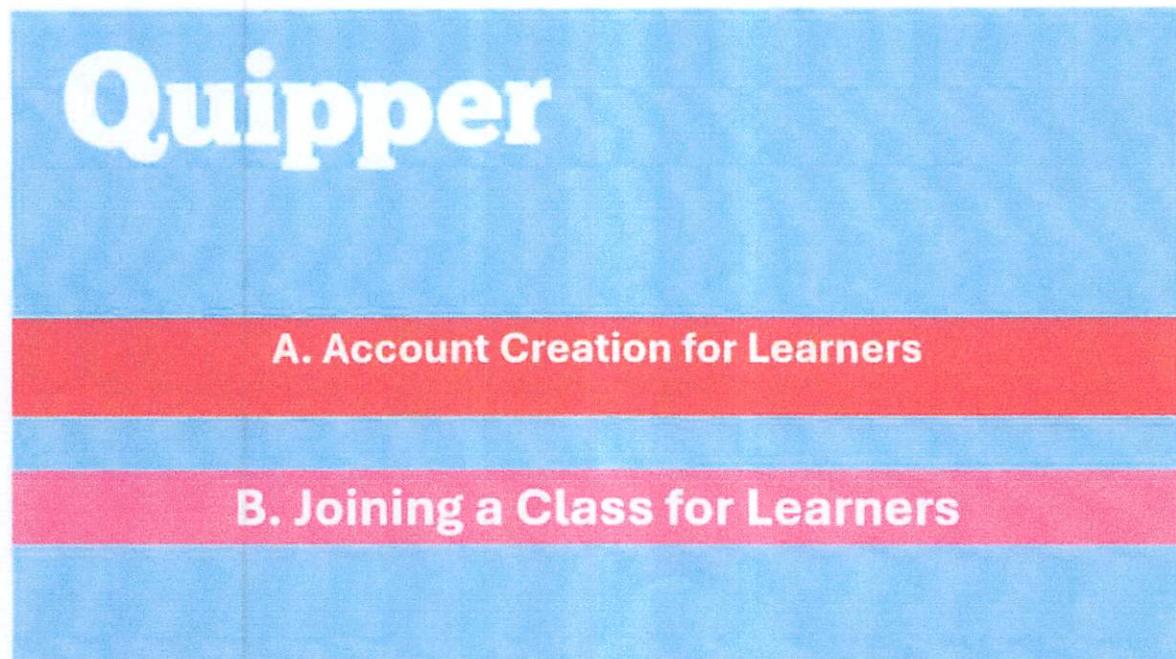
The teacher PISA-like Pilot Testing Focal assign must maintain records of:

- Eligible learner lists
- Sampling procedures used
- Reasons for exclusions or substitutions

Submit reports to the Schools Division Office and Regional Office as required.

## Enclosure 4

## Education Assessment On-line Platform Enrolment Procedure for the Learners



The image shows a screenshot of the Quipper website. On the left, there is a "Log in" form with options to "Login with Facebook" and "Login with Google". Below the login form, there are links for "Forgot your password?", "Keep me logged in", and "Don't have an account? Create an account". On the right, there is a "Create Account" form. It includes fields for "Email" (marked as required), "Grade" (marked as required), "Password" (marked as required), and "School Membership Number". There are also two checkboxes: one for confirming age (13+ years old) and another for accepting terms and privacy policy. A "Create Account" button is at the bottom of the form. The URL <https://learn.quipper.com/en/login> is visible in the browser's address bar.

1. In your internet browser, go to [learn.quipper.com/en/login](https://learn.quipper.com/en/login) and click "Create Account" at the bottom.
2. Fill in all the required credentials.
3. Your email should be active and accessible.
4. DO NOT tick the first box, "*I have a School Membership Number*," but tick the other two boxes.
5. Click "Create Account"
6. A verification code will be sent to the registered email. Enter the code to proceed.

# Quipper

## A. Account Creation for Learners

Quipper

Complete your profile now! Edit your profile & preferences. It's part of a better learning experience.

To-Do List

There are no active to-do item

User Information

First Name:

Last Name:

Gender (Optional):

Grade:

Congratulations! You have successfully logged into Quipper Learn. Now, complete your profile clicking "Complete Now" and by placing your name, gender and grade level on the box.

# Quipper

## B. Joining a Class for Learners

Learners can access the class through the "Class Code."

On the left side, click "Class List" and join a new class by entering the class code provided by teacher. Click "Submit"

Quipper

Class List

Join a Class

Confirmation

Teacher Name: San Quipper National High School

Class Name: G10 Residence

Teacher: Oscar Duke IV Bapin

Join Class

A confirmation dialog box will appear. Click "Join the class" to proceed.

# Quipper

## To-Do List



PISA Grade 4

13 Topics Due today

During the examination day, instruct the learners to open their account and answer the test found in the "To-Do List". Click it and start answering.

**To-Do List**

**PISA Grade 4**  
10 Topics Due today

**ABM 12 B DIGITIZED MODULAR**

**Examination**  
Submit the quiz. You will be given one try only.

<b>PISA-LIKE ASSESSMENT</b> Mathematics 4 Tick the Clock	<b>PISA-LIKE ASSESSMENT</b> Mathematics 4 The Kite Designer
<b>PISA-LIKE ASSESSMENT</b> Mathematics 4 Let's Make an Airplane	<b>PISA-LIKE ASSESSMENT</b> Mathematics 4 Let's Bolt 'em!

1 2 3 4

**Quipper**

Quarter 1: Space and Shapes, Numbers, and Change and Relationships  
Tick the Clock

Quiz  
Questions 2

Question 1  
Question 2

**Submit Examination**

Click "Submit Examination" once done answering all the test items.

Question  
Select your answer

Mrs. Dela Rosa asks Sophia to remind her when the hand clock nearly forms  $90^\circ$  before snack time, so she can finish her lesson on time. If you are Sophia, which of the following hand clocks will you look forward to?



### Quipper School Class Code for Enrolment

	SDO	School	Grade Level	Class Code for Enrolment
1.	Cavite Province	Tagaytay City Integrated School	4	W5AAFMM
			5	RK9FDDK
		Bulihan Integrated National High School	7	DE9N74E
			8	J953T58
2.	Carmona City	Carmona Elementary High School	4	6M7NFHD
			5	56WMLHD
		Carmona National High School	7	W7T574H
			8	BTRT86D
3.	Laguna	Sta. Cruz Central Elementary School	4	NDF98T3
			5	XNBWB63
		Siniloan Integrated National High School	7	NKNEMMR
			8	BDTKTNP
4.	Sta. Rosa City	Santa Rosa Elementary School - Central III	4	XW9TLX6
			5	83RWE67
		Aplaya National High School	7	335E3DA
			8	8BBFJ8H
5.	Batangas Province	Lemery Pilot Elementary School	4	K4D3XT7
			5	P4JTLX5
		San Pascual National High School	7	LXW3LAK
			8	L484D46
6.	Calaca City	Calaca Central Integrated School	4	9LTNPB9
			5	X5WX7FR
		Pedro A. Paterno National High School	7	TMBL3H5
			8	R85LPEW
7.	Rizal Province	Dolores Elementary School	4	E5M9RHN
			5	X9T5JE6
		Mahabang Parang National High School	7	9P9WWPW
			8	JFH8N8N
8.	Antipolo City	Juan Sumulong Elementary School	4	RD7BDHD
			5	4LE3XDF
		Dela Paz National High School	7	TD54RBF
			8	BD4J4PJ
9.	Quezon Province	Talolong Elementary School	4	FFTREPJ
			5	BKXDD77
		Pagbilao National High School	7	LALRBFJ
			8	6MJH74K
10.	Tayabas City	Tayabas East Central School	4	WT6E9T7
			5	36HL8P5
		Buenaventura Alandy National High School	7	R38D73R
			8	95BN7XP

**Enclosure 5 – Questionnaire and Feedback Form for Submission****A. STUDENT QUESTIONNAIRE****Pilot Testing of PISA-Like Online Assessment Tool  
(For Grades 4, 5, 7, and 8)****Instructions:**

Please read each statement carefully and select the answer that best describes your experience in using the PISA-like Online Assessment Tool. There are no right or wrong answers.

**Scale:**

4 – Strongly Agree

3 – Agree

2 – Disagree

1 – Strongly Disagree

**I. Clarity of Instructions and Questions**

No.	Statement	4	3	2	1
1	The instructions were easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The questions were clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I understood what each question was asking me to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**II. Content and Difficulty Level**

No.	Statement	4	3	2	1
4	The questions matched what I have learned in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The difficulty level of the questions was appropriate for my grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The questions required me to think carefully and solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**III. Assessment Design and Format**

No.	Statement	4	3	2	1
7	The pictures, tables, and graphs helped me understand the questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The length of the assessment was just right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The answer choices were easy to read and select.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IV. Online Platform and Technical Experience**

No.	Statement	4	3	2	1
10	The assessment was easy to access online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	The tool worked well without technical problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I was able to submit my answers without difficulty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**V. Overall Experience**

No.	Statement	4	3	2	1
13	I enjoyed answering the assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	The assessment helped me practice problem-solving skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I would be comfortable using this type of assessment again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Open-Ended Questions**

1. Which part of the assessment was easy for you?

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2. Which part of the assessment was difficult or confusing?

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3. What suggestions can you give to improve the assessment?

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**B. SCHOOL HEAD/ TEACHER FEEDBACK FORM****Pilot Testing of PISA-Like Online Assessment Tool****Teacher Information (Optional):**

Subject Area: \_\_\_\_\_

Grade Level Handled: \_\_\_\_\_

Years of Teaching Experience: \_\_\_\_\_

**Scale:**

4 – Strongly Agree

3 – Agree

2 – Disagree

1 – Strongly Disagree

**I. Alignment and Content Validity**

No.	Statement	4	3	2	1
1	The assessment aligns with the K-12 curriculum standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The items reflect real-life and authentic problem-solving situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The competencies assessed are appropriate for the target grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**II. Cognitive Demand and Skills Assessed**

No.	Statement	4	3	2	1
4	The assessment effectively measures higher-order thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The items promote critical thinking and reasoning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The assessment supports the development of 21st-century skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**III. Assessment Design and Structure**

No.	Statement	4	3	2	1
7	The instructions are clear and learner-friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The test length is appropriate for the learners' age and level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The item formats (multiple choice, scenarios, etc.) are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IV. Online Platform and Administration**

No.	Statement	4	3	2	1
10	The online platform is user-friendly for learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	The platform functions smoothly during administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	The assessment can be administered effectively in a school setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**V. Overall Evaluation**

No.	Statement	4	3	2	1
13	The assessment is suitable for large-scale implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	The results of the assessment can inform teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I recommend this assessment tool for further refinement and use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Open-Ended Feedback**

1. What are the strengths of the PISA-like Online Assessment Tool?

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2. What areas need improvement (content, format, platform, difficulty)?

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3. Other comments or recommendations (facilities, process, internet concern, etc.):

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