



Republic of the Philippines  
**Department of Education**  
Region XI  
SCHOOLS DIVISION OF PANABO CITY

Office of the Schools Division Superintendent

**DIVISION MEMORANDUM**  
DM CID-2025-**0147**

To : Assistant Schools Division Superintendent  
Chief, Curriculum Implementation Division  
All Education Program Supervisors  
All Public Schools District Supervisors  
Public Elementary and Secondary School Heads  
Private Elementary and Secondary School Heads  
All Concerned Testing Personnel

Subject: **INTENSIFIED REVIEW SESSIONS FOR GRADE 3, GRADE 6, GRADE 10,  
AND GRADE 12 LEARNERS IN PREPARATION FOR ELLNA, NAT6, NAT10,  
AND NAT12**

Date : March 04, 2025

All public and private schools are directed to implement intensified and structured review sessions to ensure that learners are well-prepared for the administration of the Early Language, Literacy, and Numeracy Assessment (ELLNA) for Grade 3, the National Achievement Test NAT6 for Grade 6, NAT10 for Grade 10, and NAT12 for Grade 12. These tests play a significant role in evaluating student competencies and overall school performance, making it imperative that learners receive adequate preparation.

To ensure focused and effective learning, review sessions must be conducted in manageable group sizes: Grade 3 learners in groups of 20 per room and Grade 6, Grade 10, and Grade 12 learners in groups of 30 per room arranged in alphabetical order regardless of sex. Schools may conduct these sessions after regular class hours on weekdays or Saturdays, depending on their available schedule and resources. However, those opting to hold Saturday sessions or extend review hours beyond regular class time must submit a class program and a list of teachers per subject area involved in the review.

In recognition of their commitment and additional service, this office grants Service Credit (SC)/Compensatory Overtime Credit (COC) for the teaching and non-teaching participants in this activity for services rendered on Saturday, Sunday, or a Holiday per Deped No. 53, s. 2003.

While the exact dates for the administration of these assessments have not yet been finalized, it is anticipated that the testing may take place after the PISA (Programme for International Student Assessment) administration for identified schools nationwide. Given this, all schools must take proactive measures to ensure that review sessions are well-organized, engaging, and tailored to address learning gaps.

Enc. As Stated  
Doc: //CID/je/jdr



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Further, to guarantee the success of this initiative, Education Program Supervisors (EPS), Public Schools District Supervisors (PSDS), and School Heads are expected to closely monitor the conduct of these review sessions and provide the necessary support to their respective schools. Regular reporting on the progress and challenges encountered during the implementation will also be required to ensure continuous improvement.

For proper monitoring and guidance, attached are checklists for review session monitoring. These will serve as tools to ensure that learners are not only academically prepared but also mentally and emotionally equipped for the assessments.

Transportation expenses of Division Supervisors assigned to monitor and oversee the review sessions in schools shall be charged to Division MOOE, and all expenses related to testing materials, printing and other necessary resources shall be charged to the School MOOE, and other local funds subject to the usual government accounting and auditing rules and regulations.

Your full cooperation and commitment to this directive are highly encouraged. By working together, we can help our learners achieve academic success and improve our division's overall assessment performance.

For strict compliance and immediate implementation.

  
**JINKY B. FIRMAN PhD., CESO VI**  
Schools Division Superintendent

**RELEASED**

**MAR 07 2025**

RECORDS SECTION SDO PANABO CITY  
BY 

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Enclosure 1: Monitoring Checklist for Learners' Preparedness

**DIVISION MONITORING CHECKLIST**  
(Weekly Field Monitoring)

Name of School: \_\_\_\_\_

Date of Visit: \_\_\_\_\_

School Address: \_\_\_\_\_

School ID #: \_\_\_\_\_

Name of Testing Coordinator: \_\_\_\_\_

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

**A. Enrolment and Attendance**

Grade Level	Numbered of Enrolled Takers			Attendance during Monitoring			% of Attendance
	M	F	T	M	F	T	
Grade 3/Grade 6							
Grade 10/Grade 12							

**B. Test Preparedness**

Indicators	Yes	No	MOVs/Remarks
<b>1. Academic Preparation</b>			
a. Review sessions are conducted regularly as scheduled.			
b. Class Review Program is prepared to show the schedule per subject.			
c. Learners are grouped appropriately. (20 per room for grade 3, and 30 per room for other grades) For Saturday Review			
d. Teaching strategies aligned with the competencies assessed in ELLNA/NAT			
e. Learning materials, mock tests, and resources are readily available.			
f. There is a system to track learners' progress and address learning gaps			



g. The identified learning areas are provided with NAT-like materials in soft and hard copy			
<b>2. Teacher Involvement</b>			
a. The school submitted the list of teachers facilitating the review sessions.			
b. Teachers are following the planned schedule and review activities.			
c. Teachers are using interactive and engaging methods to enhance learning.			
d. Teachers conducted Saturday sessions or extended hours and recorded for service credits.			
<b>3. Monitoring and Feedback</b>			
a. Learners are assessed weekly to gauge their progress.			
b. Struggling learners are identified and provided with interventions.			
c. Feedback and recommendations are collected from both teachers and learners			
d. School heads and supervisors conducted regular classroom observations and technical assistance.			
<b>4. Addressing Test Anxiety and Mental Readiness</b>			
a. Students are provided with motivational talks/sessions to build confidence.			
b. Relaxation techniques (deep breathing, visualization) are introduced and practiced			
d.3eer study groups encouraged for collaborative learning?			
d.4. Have mock tests been conducted to help students familiarize themselves with the test format?			
<b>5. Health and Well-being Support</b>			
a. Students are encouraged to maintain proper hydration and nutrition.			
b. Students are reminded to get enough sleep before test days.			
c. Short breaks are incorporated into long review sessions to prevent fatigue.			



d. Light exercises or stretching activities are included to promote alertness.			
<b>6. School Heads Support</b>			
a. Mock Test Materials are printed using local funds.			
b. Visits/Monitors class reviews as scheduled			
c. Provide financial support to teachers during the review. (ink, bond paper, snacks, etc.)			
d. Prepared/Submitted action plan on Test preparedness and ensures implementation of activities.			
<b>TOTAL nos. Of YES</b>			

Score Interpretation:

**Highly Prepared (26):** The learners demonstrate excellent readiness, showing a strong academic foundation, minimal test anxiety, and good physical and mental preparedness. Only minor reinforcement is needed.

**Moderately Prepared (20-25):** The learners are well-prepared but may require targeted interventions in certain areas, such as academic reinforcement, test-taking strategies, or anxiety management.

**Partially Prepared (10-19):** The learners show some preparedness but have noticeable gaps in academic knowledge, confidence, or test-taking skills. Focused review sessions and support are necessary.

**At Risk (1-9):** The learners are at high risk of struggling during the test due to major gaps in knowledge, high anxiety, or lack of test-taking skills. Immediate and personalized intervention is required.

General Observations:

1. What are the strengths of the review sessions? \_\_\_\_\_  
\_\_\_\_\_
2. What challenges or areas for improvement were observed? \_\_\_\_\_  
\_\_\_\_\_

Additional Recommendations for better Implementations: (Issues/Concerns/incidents encountered)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Monitored by:

Conformed:

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
School Head

Date: \_\_\_\_\_

Date: \_\_\_\_\_

