



Republic of the Philippines  
**Department of Education**  
**NEGROS ISLAND REGION**

JAN 27 2026

REGIONAL MEMORANDUM  
No. 087, s. 2026

**MONITORING AND EVALUATION OF THE 3RD QUARTER  
SCHOOL-BASED PORTFOLIO DAY**

To: Schools Division Superintendents  
All Others Concerned

1. Pursuant to Regional Memorandum No. 118, s. 2025 titled Conduct of the School-Based Portfolio Day, this Office, through the Curriculum and Learning Management Division (CLMD), announces the conduct of the on-site monitoring and evaluation of the School-Based Portfolio Day Implementation for the Third Quarter of School Year 2025–2026 on **January 31, 2026**.
2. The activity aims to document best practices, monitor the quality of implementation, and provide technical assistance to ensure effective conduct of the abovementioned program.
3. Relative to this, the Schools Division Offices shall compose their respective monitoring teams to be deployed during the conduct of the activity. They shall utilize the monitoring tool enclosed in Regional Memorandum No. 118, s. 2025.
4. The Schools Division Superintendents, Assistant Schools Division Superintendents, Curriculum Implementation Division Chiefs, and School Governance and Operations Division Chiefs are likewise encouraged to monitor the implementation in their respective SDOs.
5. The SDO Portfolio Day Focal Persons shall consolidate all monitoring reports and submit the Division Consolidated Report to the Regional Office not later than **February 10, 2026** through this link: **<https://tinyurl.com/3rdQTRPortfolioDayReport>**.
6. Since the School-Based Portfolio Day falls on a weekend, teachers are entitled to Service Credits for their services but not to exceed 15 days in accordance with DepEd Order No. 13, s. 2024 entitled “Revised Guidelines on the Grant of Vacation Service Credits for Teachers. “On the other hand, non-teaching personnel shall be provided with Compensatory Time Off (CTO) per Civil Service Commission (CSC) and Department of



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Budget and Management (DBM) Joint Circular No. 2, s. 2004 on Non-Monetary Remuneration for Overtime Service Rendered.

7. Immediate dissemination of and compliance with this Memorandum are desired.

  
**RAMIR B. UYTICO EdD, CESO III**  
Regional Director

Encl.: As stated

Reference: As stated

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

ASSESSMENT  
CURRICULUM  
MONITORING AND EVALUATION

MMPR/CLMD-RM- 2026 M and E of the 3rd Quarter School-Based Portfolio Day  
000/January 26, 2026



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Republic of the Philippines  
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REGIONAL MEMORANDUM  
No. 118, s. 2025

JUL 03 2025

**CONDUCT OF THE SCHOOL-BASED PORTFOLIO DAY  
IN THE NEGROS ISLAND REGION**

To: Schools Division Superintendents  
All Others Concerned

1. To ensure the meaningful realization of the DepEd Negros Island Region's (NIR) mantra "For Every Learner, We Rise," this Office, through the Curriculum and Learning Management Division (CLMD), announces the Conduct of the School-Based Portfolio Day in the Negros Island Region for School Year 2025–2026.
2. The activity aligns with the Parent-Teacher Conference and Report Card Distribution as provided in DepEd Order No. 12, s. 2025 on the Multi-Year Implementing Guidelines on the School Calendar and Activities.
3. The School-Based Portfolio Day in the Negros Island Region aims to:
  - a. provide learners with the opportunities to take pride in their learning by presenting meaningful outputs, such as written works, projects, and reflections that show their growth beyond grades;
  - b. help parents and guardians gain a deeper understanding of what and how their children are learning, allowing them to become active partners in their children's education;
  - c. transform the usual distribution of report cards into a more engaging, learner-centered experience that highlights not only academic performance but the stories behind the scores;
  - d. create a safe and welcoming space for open and learning-focused conversations among teachers and parents; and
  - e. encourage collaboration in addressing learners' needs in academic or personal aspects through honest dialogue and joint planning between home and school.
4. The following schedule shall be followed:

<b>Quarter</b>	<b>Schedule</b>
First Quarter	August 30, 2025
Second Quarter	November 8, 2025
Third Quarter	January 31, 2026



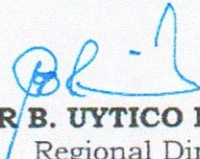
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5. Enclosed are the list of suggested learners' outputs to be displayed (Enclosure No. 1) and the Monitoring and Evaluation Tool (Enclosure No. 2).
6. The Schools Division Superintendents shall ensure compliance with the conduct of the activities by assigning division or district monitors. Quarterly report with pictures shall be submitted to this Office a week after the conduct of the said activity.
7. Since the activity falls on a weekend, teachers are entitled to Service Credits for their services but not to exceed 15 days in accordance with DepEd Order No. 53, s. 2003 entitled "Updated Guidelines on the Grant of Vacation Service Credits to Teachers." On the other hand, non-teaching personnel shall be provided with Compensatory Time Off (CTO) per Civil Service Commission (CSC) and Department of Budget and Management (DBM) Joint Circular No. 2, s. 2004 on Non-Monetary Remuneration for Overtime Service Rendered.
8. Immediate dissemination of and compliance with this Memorandum are desired.

  
**RAMIR B. UYTICO EdD, CESO III**  
Regional Director

Encl.: As stated

Reference: As stated

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

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CURRICULUM  
CONFERENCES

MMPR/KYS/CLMD-RM- Conduct of the School-Based Portfolio Day in the Negros Island Region  
002/July 03, 2025



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Enclosure No. 1 to RM No. 119, s. 2025

**LIST OF SUGGESTED LEARNERS' OUTPUTS TO BE DISPLAYED**

The following are the suggested outputs per learning area to be presented during the School-Based Portfolio Day in the Negros Island Region:

<b>English &amp; Filipino</b>	<b>Science</b>	<b>Mathematics</b>
<ul style="list-style-type: none"><li>• Creative Writing Samples: Short stories, poems, essays, and other written outputs</li><li>• Reading Logs: Summaries and reflections on books read</li><li>• Book Reviews: Written or video reviews of favorite books</li><li>• Presentations: Slideshows or posters on a literary topic</li><li>• Debate Reflections: Notes or reflections from debates or discussions</li></ul>	<ul style="list-style-type: none"><li>• Lab Reports: Detailed reports on experiments conducted</li><li>• Projects: Science fair projects or research papers</li><li>• Posters: Informational posters on scientific concepts</li><li>• Data Analysis: Graphs and charts from experiments or surveys</li><li>• Other written outputs</li></ul>	<ul style="list-style-type: none"><li>• Problem Sets: Examples of solved problems or challenges</li><li>• Projects: Real-world applications of math concepts, like budgeting or architecture</li><li>• Math Journals: Reflections on learning progress or strategies</li><li>• Presentations: Demonstrations of math concepts or group projects</li><li>• Games: Descriptions or creations of math-related games</li></ul>
<b>Araling-Panlipunan</b>	<b>TLE/TVL</b>	<b>MAPEH</b>
<ul style="list-style-type: none"><li>• Research Projects: Papers or presentations on historical figures or events</li><li>• Diaries or Letters: Creative writing pieces from different historical perspectives</li><li>• Maps: Drawn or digital maps highlighting significant historical locations</li><li>• Cultural Studies: Projects on different cultures or traditions</li></ul>	<ul style="list-style-type: none"><li>• Project Portfolios: Samples of work or completed projects (e.g., woodworking, culinary)</li><li>• Skill Assessments: Certificates or evaluations of skills learned</li><li>• Reflective Journals: Entries documenting the learning process and challenges faced</li><li>• Videos: Demonstrations of skills or processes</li></ul>	<ul style="list-style-type: none"><li>• Performance Recordings: Videos or audio of performances</li><li>• Compositions: Original music pieces or arrangements</li><li>• Artwork Samples: Drawings, paintings, or digital art</li><li>• Art Projects: Documentation of larger projects, including sketches and final pieces</li></ul>



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<ul style="list-style-type: none"> <li>• Debate Summaries: Reflections on class debates about historical or current events</li> <li>• Other written outputs</li> </ul>	<ul style="list-style-type: none"> <li>• Business Plans: Written proposals for entrepreneurial projects</li> <li>• Other Learning Proofs: Entrepreneurial/IGP records, community involvement outputs, immersion journals</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Assessments: Records of personal fitness goals and achievements</li> <li>• Skill Demonstrations: Videos or presentations of sports skills or techniques</li> <li>• Stage Presentations</li> </ul>
<b>ESP</b>	<b>Other Possible Outputs/Activities</b>	
<ul style="list-style-type: none"> <li>• Reflection Essays: Written pieces on values learned throughout the year</li> <li>• Community Service Projects: Documentation of volunteer work and its impact</li> <li>• Group Discussions: Summaries of discussions on values and ethics</li> <li>• Personal Goals: Statements outlining personal values and goals</li> <li>• Artistic Expressions: Creative works that represent personal values (e.g., poems, drawings).</li> </ul>	<ul style="list-style-type: none"> <li>• Outputs showing financial literacy, campus journalism, or peace education integration</li> <li>• Cross Wire of Outputs</li> <li>• Curating other school spaces to displace learners' outputs or achievements</li> <li>• Conduct of simple classroom-based programs to showcase learners' stage performances</li> <li>• Business simulation for ABM learners</li> </ul>	

The outputs to be presented during the Portfolio Day should be closely aligned with the competencies covered within the quarter. The suggested list of outputs serves only as a guide and may be modified as needed. Teachers are encouraged to ensure that all showcased work reflects the learners' progress in relation to the targeted learning competencies and may also explore other relevant outputs that demonstrate growth. All exhibits must be arranged within the learners' respective homerooms and organized under the supervision and guidance of the class adviser.



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Enclosure No. 2 to RM No. 118, s. 2025

**SCHOOL-BASED PORTFOLIO DAY IN THE NEGROS ISLAND REGION**  
Monitoring & Evaluation Tool

Schools Division: \_\_\_\_\_

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

School Year: \_\_\_\_\_ Quarter: \_\_\_\_\_ Date: \_\_\_\_\_

Basic Information	Numerical Data	Remarks
Number of Participating Teachers		
Number of Participating Parents		
Number of Participating Learners		
Number of Participating Stakeholders		

Qualitative Indicator	Findings		Remarks
	Evident	Not Evident	
<i>The school has...</i>			
1. showcased the different written works and performance task outputs of learners			
2. checked the alignment of portfolio contents to the ___ quarter learning competencies of each learning area			
3. presented portfolio contents of that were assessed by the teacher using appropriate rubrics			
4. conducted a conference/dialogue with parents/guardians			
5. included learning-focused topics/agenda during the parent-teacher conference			
6. discussed relevant issues and concerns regarding learners' academic and non-			



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academic performances during parent-teacher conference			
7. distributed learners' report card to parents/guardians			
8. possessed a vibrant atmosphere to encourage parents' attendance and participation during the School-Based Portfolio Day			

Top 3 Unique Practices/Mechanisms in the Monitoring of the School-Based Portfolio Day:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Top 3 Issues and Concerns Captured during the Monitoring and Evaluation:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Prepared:

Conformed:

\_\_\_\_\_  
RO Monitor

\_\_\_\_\_  
SDO Monitor/s



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