



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

REGIONAL MEMORANDUM

No. 95, s. 2026

SEP 03 2026

**CONDUCT OF THE SCHOOL-BASED PORTFOLIO DAY
IN THE NEGROS ISLAND REGION FOR SCHOOL YEAR 2026-2027**

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 2026-2027 on the following schedule:

Term	Schedule
Term 1	September 9, 2026
Term 2	December 15, 2026

2. The conduct of the School-Based Portfolio Day shall be aligned with DepEd Order No. 9, s. 2026 titled Guidelines on the Implementation of the Three-Term School Calendar in Basic Education.

3. The School-Based Portfolio Day aims to:

- 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;
- 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;
- 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;
- create a safe and welcoming space for open and learning-focused conversations among teachers and parents; and
- encourage collaboration in addressing learners' needs in academic or personal aspects through honest dialogue and joint planning between home and school.

4. The Regional Office, through the Curriculum and Learning Management Division (CLMD), shall deploy regional monitors to check on the implementation of the School-Based Portfolio Day on September 9, 2026. Likewise, they shall also



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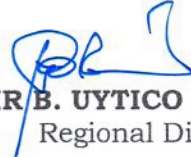
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monitor and collect feedback on the implementation of the Term 1 Instructional Block and the End-of-Term Block in selected schools on September 10-11, 2026.

5. To ensure collaboration, each regional office monitor shall be joined by two (2) SDO personnel designated by the Schools Division Superintendents. These SDO personnel shall assist in observing, documenting, and providing technical support during the conduct of the activities.
6. Enclosed are the list of suggested learners' outputs to be displayed (Enclosure No. 1), Monitoring and Evaluation Tool (Enclosure No. 2) and the designated regional office monitors (Enclosure No. 3).
7. All Schools Division Superintendents shall ensure compliance with the conduct of the activities by assigning division or district monitors. Term report with pictures shall be submitted to this Office a week after the conduct of the said activity.
8. Travel and other incidental expenses of the regional monitors relative to this activity shall be charged against the Program Support Fund on the Implementation of Learning Systems Reform Policies and/or local funds, subject to existing government accounting and auditing rules and regulations
9. 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

CONFERENCES

MMPR/CLMD-RM- Conduct of the School-Based Portfolio Day in the Negros Island Region
000/September 03, 2026



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Enclosure No. 1 to RM No. 951, s. 2026

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:

English & Filipino	Science	Mathematics
• Creative Writing Samples: Short stories, poems, essays, and other written outputs • Reading Logs: Summaries and reflections on books read • Book Reviews: Written or video reviews of favorite books • Presentations: Slideshows or posters on a literary topic • Debate Reflections: Notes or reflections from debates or discussions	• Lab Reports: Detailed reports on experiments conducted • Projects: Science fair projects or research papers • Posters: Informational posters on scientific concepts • Data Analysis: Graphs and charts from experiments or surveys • Other written outputs	• Problem Sets: Examples of solved problems or challenges • Projects: Real-world applications of math concepts, like budgeting or architecture • Math Journals: Reflections on learning progress or strategies • Presentations: Demonstrations of math concepts or group projects • Games: Descriptions or creations of math-related games
Araling-Panlipunan	TLE/TVL	MAPEH
• Research Projects: Papers or presentations on historical figures or events • Diaries or Letters: Creative writing pieces from different historical perspectives • Maps: Drawn or digital maps highlighting significant historical locations	• Project Portfolios: Samples of work or completed projects (e.g., woodworking, culinary) • Skill Assessments: Certificates or evaluations of skills learned • Reflective Journals: Entries documenting the learning process and challenges faced • Videos: Demonstrations of skills or processes	• Performance Recordings: Videos or audio of performances • Compositions: Original music pieces or arrangements • Artwork Samples: Drawings, paintings, or digital art • Art Projects: Documentation of larger projects, including sketches and final pieces



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• Cultural Studies: Projects on different cultures or traditions • Debate Summaries: Reflections on class debates about historical or current events • Other written outputs	• Business Plans: Written proposals for entrepreneurial projects • Other Learning Proofs: Entrepreneurial/IGP records, community involvement outputs, immersion journals	• Fitness Assessments: Records of personal fitness goals and achievements • Skill Demonstrations: Videos or presentations of sports skills or techniques • Stage Presentations
ESP	Other Possible Outputs/Activities	
• Reflection Essays: Written pieces on values learned throughout the year • Community Service Projects: Documentation of volunteer work and its impact • Group Discussions: Summaries of discussions on values and ethics • Personal Goals: Statements outlining personal values and goals • Artistic Expressions: Creative works that represent personal values (e.g., poems, drawings).	• Outputs showing financial literacy, campus journalism, or peace education integration • Cross Wire of Outputs • Curating other school spaces to display learners' outputs or achievements • Conduct of simple classroom-based programs to showcase learners' stage performances • Business simulation SPECIAL CURRICULAR PROGRAMS: • Research, innovation, performance, language, sports, technical, creative, or other program-specific outputs	

The outputs to be presented during the Portfolio Day should be closely aligned with the competencies covered within the term. 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. 951, s. 2026

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

Schools Division: _____

School: _____ School Head: _____

School Year: _____ Term: _____ 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 ____ term 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:

SDO Monitor

School Head



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Enclosure No. 3 to RM No. 951, s. 2026

**Assignment of Regional Monitors for the Monitoring of the School-Based
Portfolio Day and the Implementation of the Instructional Block
and End-of-Term Block**

Regional Monitor	School-Based Portfolio Day Monitoring (Sep. 9)	Instructional and End- of-Term Block Monitoring (Sep. 10 & 11)
Dr. Michael S. Gudio	Canlaon City	Guihulngan City & Tanjay City
Mary Grace C. Delos Reyes	Bacolod City	
Dr. Nonito T. Guanzon	San Carlos City	Escalante City & Sagay City
Eric S. Bacolado, Jr.	La Carlota City	
Raffy L. Berina	Dumaguete City	
Jose Ernie M. Buelos	Bago City	Himamaylan City & Negros Occidental
Dr. Ma. Melanie P. Romero	Silay City	



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