



Republic of the Philippines  
Department of Education  
NATIONAL CAPITAL REGION

SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division  
Superintendent

MEMORANDUM

No. 286, s. 2026

**SUPPLEMENTAL AND CLARIFICATORY GUIDELINES ON THE ISSUANCES OF  
DEPED ORDER No. 14, S. 2026 ON LEARNING CONTINUITY IN EMERGENCIES;  
DEPED ORDER NO. 15, S. 2026 ON ASSESSMENT AND GRADING SYSTEM;  
AND DEPED ORDER NO.16, S. 2026 ON LESSON PLANNING  
FOR SCHOOL YEAR 2026 - 2027**

To: Assistant Schools Division Superintendent  
Chief Education Supervisor, Curriculum Implementation Division  
Chief Education Supervisor, School Governance and Operations Division  
Public Elementary and Secondary School Heads/OICs  
All Others Concerned

1. To ensure seamless instruction, standardized implementation, and localized support for the opening of School Year 2026–2027 under the Revise K to 10 Curriculum and Strengthened Senior High School curricula, this Office issues supplemental guidelines. Clarifying critical operational areas within DepEd Order (DO) No. 14, s. 2026 (Learning Continuity Framework in Emergencies), DO No. 15, s. 2026 (Revised Guidelines on Classroom Assessment and Grading System), and DO No. 16, s. 2026 (ILAW Lesson Planning Framework).
2. The Division emphasizes a shift toward welcoming, developmental observation and technical assistance, ensuring that teacher well-being and data-driven learning recovery remain at the center of instructional leadership.
3. An **orientation-meeting** on DO14, s. 2026 on the Guidelines on Learning Continuity in Emergencies with the **school focal persons and school heads** will be conducted on **July 1, 2026** via Google Meet thru this link <https://meet.google.com/wfw-rbjm-ryh> at **10:00AM - 12:00NN**.
4. Please refer to the enclosure for the supplemental and clarificatory guidelines on the above-mentioned issuances.
5. Immediate dissemination and compliance with this Memorandum are strictly enjoined.

  
**VIOLETA M. CONZALES CESO VI**

Assistant Schools Division Superintendent  
Officer-In-Charge  
Office of the Schools Division Superintendent

Encl: none  
Reference: As stated  
To be indicated in the Perpetual Index  
Under the following subjects

ASSESSMENT

LESSON PLANNING EDUCATION IN EMERGENCIES

TEACHERS

LEARNERS

MELL/SUPPLEMENTAL AND CLARIFICATORY GUIDELINES ON THE ISSUANCES OF DEPED ORDER No. 14, S. 2026 ON LEARNING CONTINUITY IN EMERGENCIES; DEPED ORDER NO. 15, S. 2026 ON ASSESSMENT AND GRADING SYSTEM; AND DEPED ORDER NO.16, S. 2026 ON LESSON PLANNING FOR SCHOOL YEAR 2026 - 2027  
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Enclosure #1:

**SUPPLEMENTAL AND CLARIFICATORY GUIDELINES ON THE ISSUANCES OF  
DEPED ORDER No. 14, S. 2026 ON LEARNING CONTINUITY IN EMERGENCIES;  
DEPED ORDER NO. 15, S. 2026 ON ASSESSMENT AND GRADING SYSTEM;  
AND DEPED ORDER NO.16, S. 2026 ON LESSON PLANNING  
FOR SCHOOL YEAR 2026 - 2027**

To ensure seamless operations and policy alignment for School Year 2026–2027, these guidelines provide critical clarifications on emergency protocols, the updated grading system, and the transition to the new ILAW lesson planning framework.

1. **DO No. 14, s. 2026 (Learning Continuity in Emergencies- The 4H Protocol)**  
School Heads and disaster coordinators must strictly familiarize themselves with the standardized 4H traffic light alert system.

1.1 **The 4H Protocols**, as follows:

- ✦ *Hayo (Continue)*: Default in-person modality. Full curriculum delivery.
- ✦ *Hinay (Ease-In)*: Activated during mild/moderate disruptions. Schools are authorized to reduce the number of subjects or compress activities daily.
- ✦ *Hinga (Check-In)*: Triggered by high-stress events or ongoing disaster recovery. Instructional focus must shift from heavy academic outputs to psychosocial support, well-being checks, and low-stakes activities.
- ✦ *Hinto (Stop)*: Full temporary academic suspension due to extreme hazard threats.

1.2 **EduKahon or Emergency Learning Kits** are pre-positioned sets of safety items, sanitary items, and basic learning resources designed to keep learners engaged and supported during emergencies when normal schooling is disrupted. This may include manipulative learning resources for Key Stage 1. Schools are expected to prepare EduKahon Kits for Education in Emergencies.

1.3 **Makeup Class Days and Activities:**

1.3.1 In accordance with DO No. 022, s.2024, learners who miss learning activities due to disruptions shall be given due consideration in attendance, assessment, and completion of learning tasks, consistent with the level and learning circumstances identified.

1.3.2 Makeup classes shall be required if the number of actual class days, considering class suspensions and holidays, falls below 90% of the mandatory contact days outlined in the school calendar upon recommendation and approval of the Division Office.

1.4 Local school-based decisions must prioritize learner safety while mitigating learning loss. A **Learning Service and Continuity Plan** should be accomplished based on the school context annually and reviewed every term.

1.5 An **Incident Management Report/Post-Emergency Reflection** is must as we transition step-by-step on going back to full regular curriculum delivery.

1.6 **End of term examination** shall only be delivered during in-person classes or Hayo level days. If a periodical exam is affected by a class suspension, the school shall reschedule the exam. Before giving the periodical exam, teachers shall give their learners enough time to adjust to in-person classes.

- 1.7 **Learners in work immersion (Senior High School learners) shall be covered by these levels of suspension.** Work immersion days under the Hinay, Hinga, and Hinto days shall not be permitted. These measures shall be included in the memorandum of agreement between the school and partner institutions in line with DO No. 40, s. 2012 or the "DepEd Child Protection Policy."

2. **DO No. 15, s. 2026 (Classroom Assessment and Grading System):** The field is reminded of the major paradigm shifts under the updated assessment guidelines:

- 2.1. For Key Stage 1, a term examination shall be administered only when learners have demonstrated readiness through sustained classroom performance and when the examination serves as a useful measure of learning rather than a source of undue stress. Assessment must protect the psychological well-being of the child while reliably capturing learning progress. *Annex A of the issuance provides supplemental guidelines on Classroom Assessment in p. 24-27*

2.2. **Comprehensive Learner Readiness Criteria:** Before administering any formal term examination, teachers must jointly verify and document that the following four readiness benchmarks have been fully satisfied:

2.2.1 *Curriculum Coverage:* At least 80% of the Most Essential Learning Competencies (MELCs) mapped for the specific term period have been explicitly taught, contextualized, and processed.

2.2.2 *Formative Assessment Baseline:* Learners have participated in a minimum of 3 to 5 diverse formative assessment tasks (e.g., interactive games, exit tickets, oral recitations, guided practice) per component competency to establish a clear pattern of understanding.

2.2.3 *Review and Consolidation Window:* A dedicated 2-to-3-day review and remediation window has been implemented immediately prior to the testing week to synthesize concepts and alleviate test anxiety.

2.2.4 *Developmental Stamina:* Learners have demonstrated the ability to sustain focus, follow multi-step instructions, and manage seatwork for the designated testing duration during regular class hours.

2.2.5 **For Grades 1-3, summative assessment shall remain integrated, manageable, and developmentally appropriate.** Recommended assessment quantities shall serve as flexible guidance rather than rigid requirements. **Formal written examinations shall be limited and developmentally appropriate.**

2.3 Teachers may use a **single assessment task as evidence across multiple learning areas**, where appropriate, to support integrated and thematic learning. For example, PTs may be designed to assess a single learner output or performance across multiple learning areas, using learning-area-specific rubrics aligned with their respective learning competencies. Conduct of End of Term Integrative Performance Task (ETPT) program to be held on 2<sup>nd</sup> and 3<sup>rd</sup> end of term will be done by School. Guidelines shall be provided in a separate issuance.

2.4 **Integrative Performance Tasks (PTs):** To avoid task fatigue, departments are highly encouraged to design collaborative PTs where a single, meaningful task evaluates standards across multiple related subjects. *Annex B of the Issuance provides support for teachers on integrative assessments as performance tasks on pages 28-30.*

2.5 **Examinations such as the STs and TE shall be teacher-made, competency-aligned, and based on the lessons actually covered.** STs and TE shall be administered at key points within the term to support cumulative evaluation of learning. The first ST shall generally cover lessons from the first fifteen (15) instructional days of the term and shall be administered around the 16th instructional day, while the second ST shall cover lessons from the next 15 instructional days and may be administered around the 32nd instructional day. The TE shall be administered during the final instructional days of the term and shall primarily cover competencies taken after the second ST, while also including selected critical or least-mastered competencies from earlier parts of the term.

2.6 The number of test items for TE per Key Stage is presented below and shall be guided by the teacher's Table of Specifications (TOS), with total points varying based on item type.

Key Stage	Term Examination Provision	Number of Items
KS1 (Kindergarten)	No TE	Not applicable
KS1 (Grades 1 to 3)	May be administered for a selected learning area, if developmentally appropriate	Minimal and teacher-determined
KS2 (Grades 4 to 6)	Required; cumulative assessment aligned with competencies	40 items
KS3 (Grades 7 to 10)	Required; includes higher-order thinking skills	50 items
KS4 (Grades 11to12)	Required; competency-based and discipline-specific	60 items

2.7 **All learners with disabilities shall be provided with appropriate assessment accommodations** to ensure equitable access to classroom assessment. These may include adjustments in time, format, setting, and response modes.

2.8 **The ESRU Cycle:** Teachers are expected to actively model the *Elicit–Student Response–Recognize–Use (ESRU)* framework for formative assessments, adjusting teaching maneuvers in real-time.

2.9 **Early Intervention Trigger:** School heads and master teachers must monitor that targeted remediation plans are designed and initiated **as early as Week 5 for struggling learners.**

2.10 School Heads are directed to ensure teachers are supported with instructional resources if a pivot to alternative assessments is required.

2.11 Public Schools District Supervisors (PSDS) and Education Program Supervisors (EPS) will provide technical assistance during school visits to ensure that test items strictly match the cognitive domain levels appropriate across Key Stages.

2.12 **On Grading System:** For KS2 to KS4, **including Grades 2 and 3 (for SY 2026-2027 only)** that are still implementing the numerical grading system during the transition period, **learners who do not meet the minimum learning standards shall receive timely, targeted, and documented remediation integrated within instruction.** Promotion shall consider both achievement and participation in required interventions.

- 2.12.1 In SY 2026-2027, Grades 2 and 3 shall continue to use the numerical grading system and the adjusted transmutation table. **Makabansa shall use the following assessment weights: 20% for WWs, 50% for PTs, and 30% for EXs.**
- 2.12.2 All other learning areas shall follow the prescribed weights set out in this Order.
- 2.12.3 In SY 2027-2028, Grade 3 shall continue to use the numerical grading system with zero-based grading.

2.13 **For SHS Grade 12**, which has not yet implemented the Strengthened SHS Curriculum for SY 2026-2027, **the weights in DO No. 8, s. 2015 shall apply together with the adjusted transmutation table.**

2.14 **Performance Report Template for Grades 4 to 12** The Grade 4 to 12 Performance Report Template shall be reproduced by the SDO or school, as applicable, for each enrolled learner. The sample template is presented below. **This template may also be used for Grades 2 and 3 during the SYs in which the numerical grading system is still being implemented.** Annex G, p.51 features the above-mentioned template.

2.15 Learners in Grades 2 and 3 that are still implementing the numerical grading system shall likewise be eligible for Academic Excellence Awards and other applicable grade-level awards.

**3 Under DO No. 16, s. 2026 (The ILAW Lesson Planning Framework):** The traditional Daily Lesson Log (DLL) and Detailed Lesson Plan (DLP) are officially replaced by the streamlined four-part ILAW blueprint.

3.1 **The 4 Elements of the ILAW Framework:** The core strategy of DO 16 is simplifying a lesson plan into four vital components rather than requiring excessive, unhelpful minutiae:

<b>Component</b>	<b>Area of Focus</b>
<b>Intentions</b>	Curriculum Standards: Clear mapping of objectives, learning competencies, and understanding the profile of your class.
<b>Learning Experience</b>	Designing the actual instructional flow, student interactions, and scaffolding.
<b>Assessment</b>	Formative, low-stakes checks to ensure students grasp the concept before moving forward.
<b>Ways Forward</b>	Concrete steps for enrichment, remediation, or instructional adjustments based on student performance. Teachers reflection

3.2 **General Implementation Timeline:** During the 1st Term (Transition Phase), Teachers are allowed to continue using the traditional Daily Lesson Log (DLL) or Daily Lesson Log Prototype (DLP) formats. This serves as a buffer period while capacity building and training take place. As the 2nd Term commence and onwards, the transition ends, and **schools must fully pivot to the ILAW framework** across key stages.

- 3.3 **Layout, Scope, and Duration**
- 3.3.1 **Landscape Orientation:** The physical layout of the ILAW lesson documents across all subject fields is shifted to landscape format. This allows for a multi-column, scannable overview of the weekly flow.
- 3.3.2 **Targeted Duration:** Instead of forcing a rigid daily checklist, one lesson plan is built around a single **Learning Competency (LC)** or specific core text, making it valid for **2.5 to 5 days**. The exact duration depends on the complexity of the competency being delivered. For complex or "critical content" sections, a specific **5-day block** is prioritized to ensure deep-dive instructional focus.
- 3.3.3 **Hard Copy Requirement:** Even with digital generation tools, a physical hard copy must **always** be submitted or filed for supervisor verification and school archives.
- 3.4 When lesson plan prototypes are shared or pre-generated, the sections for **Learner Context, Ways Forward** and **Reflection** must deliberately be left **BLANK**. These components **require the teacher's unique personal touch and real-time data from the actual live classroom environment. Annotations to be provided in the Learning Experience section.**
- 3.5 **AI as an Auxiliary Prompt Tool:** Teachers are permitted to use AI (e.g., ChatGPT or Copilot) as a technical or routine assistant to write lesson script flows, clear formatting, or fix grammar.
- 3.5.1 **Human Judgment Guardrails (Prohibited Use):** AI cannot make your core instructional decisions. It is **strictly forbidden** to let AI automatically define learning objectives, handle holistic student evaluations, or fully replace independent teacher thinking.
- 3.5.2 **Declaration of AI:** To maintain total transparency and accountability, any lesson document crafted with the assistance of artificial intelligence must feature an explicit, signed **Declaration of AI** usage. *Refer to DO3, s.2026 on DepEd's Use of AI Tools.*
- 3.6 **Use of Lesson Planning Rubric:** This is designed to assess how effectively a teacher maps out the four core elements of the ILAW framework. It should also be attached in the accomplished lesson plan for technical assistance provisions as it focuses on instructional quality and personalization. **Head Teacher/ Master Teacher In-Charge** are expected to check lesson plans following the rubrics. *Refer to DO16, s. 2026 page 18 attachment for the Lesson Planning Rubric.*
- 3.7 **Instructional leaders are highly encouraged to conduct frequent, non-rated, formative walkthrough observations**, typically lasting approximately ten (10) to fifteen (15) minutes, or longer when schedules permit, **to observe how lesson plans are enacted in practice**. These informal walkthroughs shall enable instructional leaders to provide timely, constructive, and developmental feedback without the pressure associated with formal performance evaluation.