



Republic of the Philippines
Department of Education

NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

MEMORANDUM

LANGUAGE MAPPING PROCESS SCHOOL FOCAL PERSONS
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 and Private Elementary School Heads/ OICs
All Others Concerned

1. In reference to DepEd Order No. 35, s. 2025, titled, *Guidelines on the Language Mapping Process for Key Stage 1*, and following the recently concluded National Orientation on the Language Identification Tool (LIT) School-based Forms and National Dashboard for Key Stage 1 (KS1) for Luzon Cluster 1 & 2 held on August 27, 2026, the Schools Division Office of Muntinlupa City through the Curriculum Implementation Division announces the designation of **Language Mapping School Focal Persons for School Year 2026-2027**.
2. School focal persons shall perform Part VIII. Roles and Responsibilities as stipulated in the said DepEd Order.
3. Please refer to the following links:

LIT Resources	Link
Language Identification Tool (LIT) Data Entry Templates - LIT Class record - LIT School Summary	https://bit.ly/LITTemplate
Submission of School LIT Results	https://bld.deped.gov.ph/lit-submission
School Submission Monitoring (Language Mapping Dashboard)	https://bit.ly/DepEdLanguageMapping
Video Recordings Language Identification Tool Orientation	(Part 1) https://www.youtube.com/watch?v=4kWlpU7RI3M (Part 2) https://www.youtube.com/watch?v=eLRFuIMy2oI (Part 3) https://www.youtube.com/watch?v=8-am19XKi4I

4. The designated School Focal Persons are expected to conduct School-based orientation for Key Stage 1 Teachers (K-3) on the utilization of Language Identification Tool (LIT) and navigation of LIT Class Record.
5. Expenses for the orientation activities, reproduction of materials, administration of the tool, monitoring, and other related activities in the school level may be charged against local funds or School MOOE, subject to existing accounting and auditing rules and regulations.
6. All public elementary schools shall submit the consolidated Language Mapping Report/ School Summary Report (hard copy) to SDO on or before **October 26, 2026 (Monday)**.
7. Attached is the list of School Focal Persons and Test Administration Protocol, for reference.
8. Private schools are directed to conduct the Language Mapping Process using the Language Identification Tool (LIT) School-based Forms and the National Dashboard for Key Stage 1 (KS1). The schedule for the Online Division Orientation for private schools offering KS1 learners shall be communicated in a separate issuance.
9. For queries or concerns, please contact Dr. John Albert B. Colle, Education Program Supervisor in Filipino, Curriculum Implementation Division.
10. Immediate and wide dissemination of this Memorandum is desired.


VIOLETA M. GONZALES CESO VI
Schools Division Superintendent

Encl.: As stated

References: As stated

To be indicated in the Perpetual Index:

Under the following subjects:

LITERACY

LANGUAGE

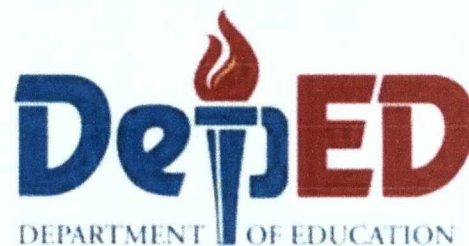
JABC/ Language Mapping Process Focal Persons for School Year 2026-2027

409 / September 21, 2026

(Enclosure: List of School Focal Persons)

**LANGUAGE MAPPING SCHOOL FOCAL PERSONS
FOR SCHOOL YEAR 2026-2027**

<i>Schools</i>	<i>Focal Person</i>	<i>School Head</i>
1. BAYANAN ES-MAIN	Yvette Gelena Alimagno	Ms. Marie Ann R. Esmeria
2. F DE MESA ES	SHIELA ACEBES	Mrs. Hayde F. Gucor
3. ITAAS ES	Jonalyn M. Dungca	Mrs. Maria Hazel B. Hernandez
4. LAKEVIEW IS	Edna C. Dollentas	Mr. Felipe W. Marapao, Jr.
5. MUNTINLUPA ES	Catherine D. Rufo	Dr. Shella C. Navarro
6. PUTATAN ES	Hazel G. Amor	Mr. Hilario G. Canasa
7. POBLACION ES	Marilou D. Remot	Dr. Jennifer S. Joson
8. SOLDIERS HILLS ES	DR. MERLA CASERIAL	Dr. Antonio C. Gagala
9. TUNASAN ES	Jane Oda L. Candido	Mrs. Olivia G. Elloso
10. VICTORIA HOMES ES	Jecelyn Salmon	Mr. Reynaldo O. Comisario
11. ALABANG ES	Jean Ann D. Malgario	Dr. Raul T. Felix
12. BAYANAN ES-UNIT 1	Julie O. Templanza	Dr. Jane May C. Valbuena
13. BAGONG SILANG ES	Asuncion O. Bermudo	Mr. Arsenio S. Medenilla
14. BULI ES	Mrs. Wenie D. Diaz	Mr. John William B. Cajano
15. CUPANG ES-ANNEX	ERMA A. BALAGBIS	Mrs. Maricel G. Lumio
16. CUPANG ES-MAIN	NORA T. CRUZ	Mrs. Alma O. Bituin
17. FILINVEST ALABANG ES	JULIET D. JAJALLA	Mrs. Zyra A. Trimidal
18. SUCAT ES-MAIN	DENIA D. ARAZA	Mr. Edizer S. Laqueo
19. SUCAT ES SITIO PAGKAKAISA	SONY P. RECTO	Mrs. Mary Jean S. Dalugdug



Test Administration Protocol

LANGUAGE IDENTIFICATION TOOL

REGION IV-A

LANGUAGE IDENTIFICATION TOOL (LIT) MODEL (REGION IV-A)

LEARNER'S PROFILE	
Name of Learner:	
LRN:	
Grade Level:	
Age:	
Region:	
Division:	
School:	
Teacher:	

General Instructions

It is important to establish a playful and relaxed rapport with the children to be assessed through simple initial conversations on topics of interest to the child (see example below). The learner should perceive the assessment as a game to be enjoyed rather than an examination. The teacher should read only the directions aloud, slowly and clearly, while maintaining a natural, encouraging, and nonthreatening interaction. It is also important to establish this relaxed rapport using the learner's L1 to ensure comfort and ease of participation.

The teacher may begin the interaction using the following script:

Say: "Hello! My name is _____. I am a teacher here in the school. I would like to get to know you. Can we talk for a while?" *(Use the learner's L1 as much as possible.)*

The teacher may then engage the learner in a short, informal conversation to help the child feel comfortable, such as asking about their favorite games, friends, or activities at home or in school.

After establishing rapport, the teacher transitions to the activity by explaining:

Say: "We will play a game today. I will show you some pictures. Just tell me what you see in each picture. There are no right or wrong answers. Just try your best."

During the activity, the teacher presents one picture at a time and asks:

Say: “What is this?” / “What do you see?”

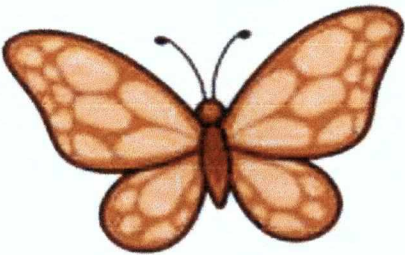
The teacher should wait at least five (5) seconds for a response before repeating the prompt, if necessary. All responses must be recorded in the teacher’s copy. If the learner does not respond, mark “NR.” Any responses that do not appear in the list should be documented under “Others.” After administering all picture prompts, the Kindergarten Teacher shall compute the learner’s responses to identify the three highest-scoring languages.

PART 1: Lexical/ Word List Test

PICTURE	WORDS	LANGUAGES
1 	ibon	FILIPINO
	bird	ENGLISH
	papanok	MERANAO
	manok	MAGUINDANAO
	langgam	CEBUANO
	gamgam	BICOLANO
	bilit	ILOCANO
	_____	Others (specify): _____

PICTURE	WORDS	LANGUAGES
2 	palaka	FILIPINO
	frog	ENGLISH
	antig/ babag	MERANAO
	kabang	MAGUINDANAO
	baki	CEBUANO
	talapang	BICOLANO
	karag/tukak	ILOCANO
	_____	Others (specify): _____

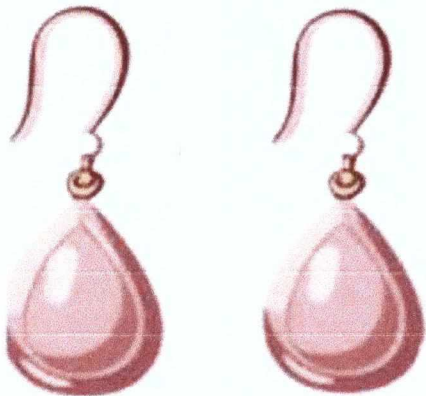
PICTURE	WORDS	LANGUAGES
3 	Langgam	FILIPINO
	ant	ENGLISH
	atia/tiyak	MERANAO
	tanit	MAGUINDANAO
	hulmigas	CEBUANO
	atad/gangam	BICOLANO
	kuton	ILOCANO
	_____	Others (specify): _____

PICTURE	WORDS	LANGUAGES
4 	Paruparo	FILIPINO
	butterfly	ENGLISH
	Dangkaya	MERANAO
	Palupalu	MAGUINDANAO
	Alibangbang Mariposa /	CEBUANO
	Paruparo	BICOLANO
	Kulibangbang	ILOCANO
	_____	Others (specify): _____

PICTURE	WORDS	LANGUAGES
5 	Tainga	FILIPINO
	Ear	ENGLISH
	Tangila	MERANAO
	Tangila	MAGUINDANAO
	Dalunggan	CEBUANO
	Talinga	BICOLANO
	Lapayag	ILOCANO
	_____	Others (specify): _____

PICTURE	WORDS	LANGUAGES
6 	Sampu	FILIPINO
	ten	ENGLISH
	sapalo	MERANAO
	sapulo	MAGUINDANAO
	napulu	CEBUANO
	sampulo	BICOLANO
	sangapilo	ILOCANO
	_____	Others (specify): _____

PICTURE	WORDS	LANGUAGES
7 	Suklay	FILIPINO
	comb	ENGLISH
	Pagang	MERANAO
	Sorod	MAGUINDANAO
	Sudlay	CEBUANO
	Sukray	BICOLANO
	Sagaysay	ILOCANO
	_____	Others (specify): _____

PICTURE	WORDS	LANGUAGES
8 	Pamrang	MERANAO
	Aritis	MAGUINDANAO
	Antiyohos	CEBUANO
	Aritos	BICOLANO
	Karitas	ILOCANO
	_____	Others (specify): _____

PICTURE	WORDS	LANGUAGES
9 	Kotse	FILIPINO
	Car	ENGLISH
	Kureta	MERANAO
	Padati	MAGUINDANAO
	Sakyanan	CEBUANO
	Sasakyan	BICOLANO
	Lugan	ILOCANO
	_____	Others (specify): _____

PICTURE	WORDS	LANGUAGES
10 	tumatakbo	FILIPINO
	running	ENGLISH
	Mangandan	MERANAO
	magdaga	MAGUINDANAO
	nagdagan	CEBUANO
	nagdalangan	BICOLANO
	agdaliasat	ILOCANO
	_____	Others (specify): _____

PICTURE	WORDS	LANGUAGES
11 	kumakain	FILIPINO
	eating	ENGLISH
	kapangan	MERANAO
	kagkakan	MAGUINDANAO
	mikaon	CEBUANO
	nagkakakan	BICOLANO
	mangan	ILOCANO
	_____	Others (specify): _____

PICTURE	WORDS	LANGUAGES
12 	nagdadasal	FILIPINO
	praying	ENGLISH
	manadar	MERANAO
	nanadomal	MAGUINDANAO
	nag-ampo	CEBUANO
	nagdudua	BICOLANO
	agkararag	ILOCANO
	_____	Others (specify): _____

Language/s Result:	1. _____ 2. _____ 3. _____
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Say: "Thank you for playing with me. I hope you enjoyed the game. This time, I want you to tell me more about a picture that I will show you. You may tell a story about the picture. There are no right or wrong answers. Just share what you see."

(This should be delivered in the language the learner has identified with.)

PART 2: Narrative Confirmation through Busy Picture

To confirm the learner's L1/MT through narrative ability, the teacher presents a Busy Picture appropriate to the learner's context. While learners may name objects using Filipino or English, they typically use their true L1/MT when expressing ideas through storytelling. This ensures that the identified language supports comprehension and participation in classroom interaction.

The teacher shows the Busy Picture and delivers all prompts in the learner's identified language.

Say: "Tell me a story about what you see in the picture." "Ikuwento mo nga sa akin kung ano ang nakikita mo sa larawan."

The K-Teacher may allow up to five (5) seconds for the learner to respond. The learner should be allowed to express thoughts freely in any language without interruption.

Decision Rules

If the learner is able to narrate using phrases or sentences (not isolated words) and can describe actions, relationships, or a sequence of events, the LIT administration is considered complete. The language used in the narration shall be recorded as the learner's L1.

If the learner gives no response or only one-word answers, the teacher provides a follow-up prompt.

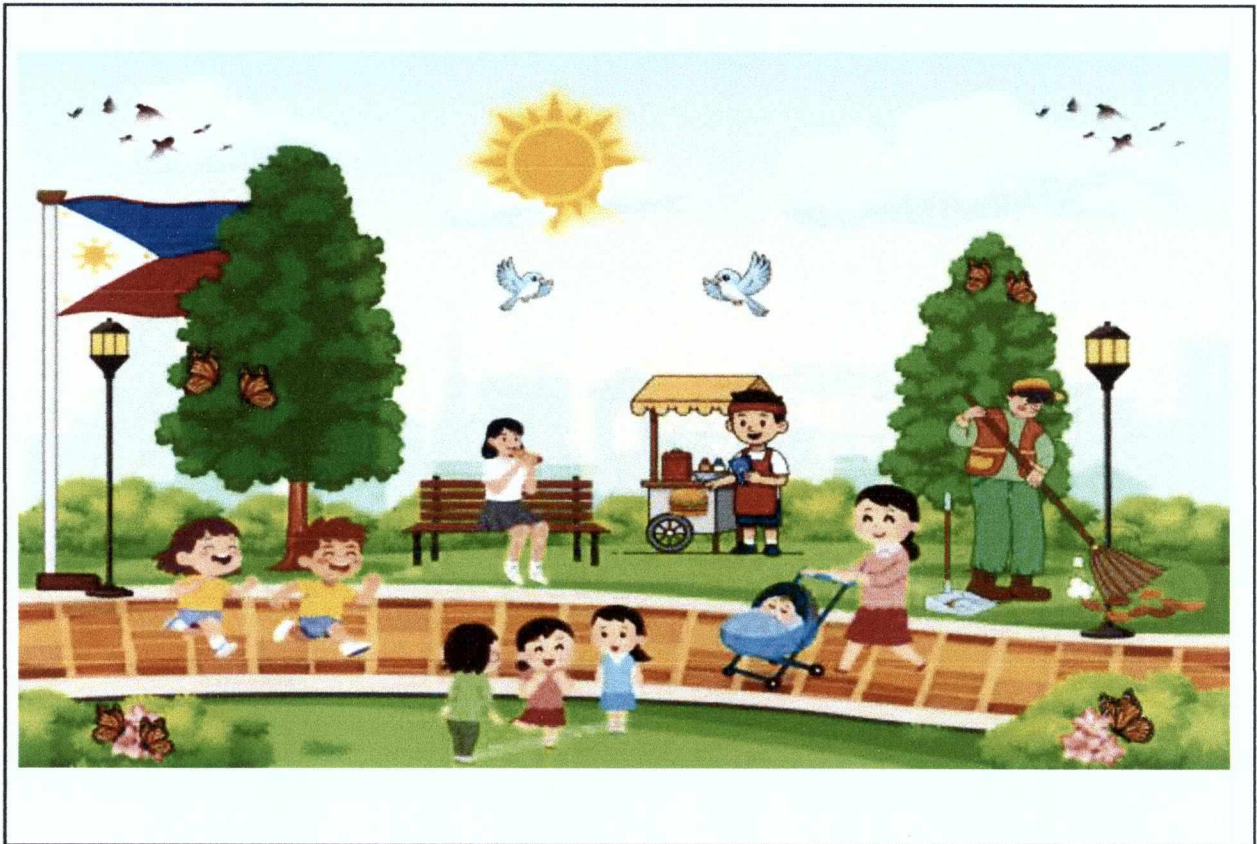
Say: "Tell me what the people in the picture are doing." "Ikuwento mo nga kung ano ang ginagawa ng mga tao sa larawan."

If the learner still gives one-word responses or short phrases, the teacher may give an additional prompt by pointing to a specific character in the picture.

Say: "Tell me a story about what this person is doing." (Point to a character, e.g., *child, lolo, lola, boy, or girl*) "Ikuwento mo nga kung ano ang ginagawa niya."

If the learner is still unable to narrate after three prompts, the LIT administration is considered complete, and the learner shall be referred for further assessment.

PART 2: Busy Picture/s



Note on Narrative Ability

Narrative ability among kindergartners refers to a young child's capacity to recount personal or fictional events in a connected and meaningful way that can be understood by a listener (Peterson and McCabe, 1983).

Final Language/s
Result:

1. _____
2. _____
3. _____



Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS

MEMORANDUM
DM-OULS-2026- 306

FOR : ALL REGIONAL DIRECTORS

FROM : CARMELA C. ORACION
Undersecretary for Learning Systems

SUBJECT : CONDUCT OF THE NATIONAL ORIENTATION ON THE LANGUAGE IDENTIFICATION TOOL (LIT) SCHOOL-BASED FORMS AND NATIONAL DASHBOARD FOR KEY STAGE 1-(KS1)

DATE : August 19, 2026

The Department of Education (DepEd), through the Bureau of Learning Delivery (BLD), will conduct the **National Orientation on the Language Identification Tool (LIT) School-Based Forms and National Dashboard for Key Stage 1 (KS1)**. This initiative aims to nationally consolidate data on the implementation of D.O. 35, s. 2025, titled "Guidelines on the Language Mapping Process for Key Stage 1" for this School Year 2026-2027.

This orientation will equip field personnel and school administrators with the necessary competencies in accomplishing the LIT school-based forms and navigating the national LIT Dashboard, a centralized digital system designed to capture, aggregate, and analyze KS1 learners' first language/s (L1) and medium of instruction (MOI) used in KS1 classes in all public and private schools serving KS1 learners.

In line with this, the following activities will be conducted:

Title of the Activity	Venue	Date
Orientation on the Language Identification Tool (LIT) School-based form and National dashboard for Key Stage 1 (KS1) - Luzon Cluster 1 & 2	Microsoft Town Hall  https://tinyurl.com/LuzonClusterLITOrientation	10:00AM-11:30 AM August 27, 2026



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Department of Education
OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS

Orientation on the Language Identification Tool (LIT) School-based form and National dashboard for Key Stage 1 (KS1)- Visayas Cluster & Mindanao Cluster	Microsoft Town Hall  https://tinyurl.com/VisMinClusterOrientation	2:00 PM-4:00 PM August 27, 2026
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For more information and clarifications, please contact **Mr. Gaudencio Luis N. Serrano**, Supervising Education Program Specialist of the **Bureau of Learning Delivery-Teaching and Learning Division**, 4th Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at gaudencio.serrano@deped.gov.ph and bld.tld@deped.gov.ph or at telephone number (02) 8687-2948.

Immediate dissemination of this Memorandum is directed.

Copy furnished:

OFFICE OF THE SECRETARY

MALCOLM S. GARMA

Undersecretary for Governance and Operations