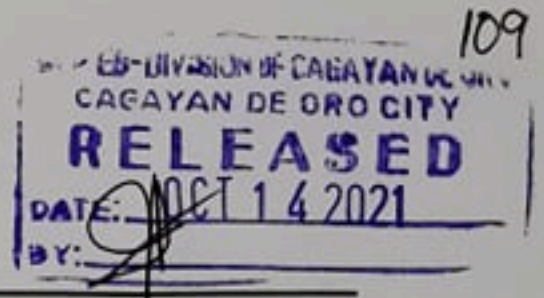




Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY



Office of the Schools Division Superintendent

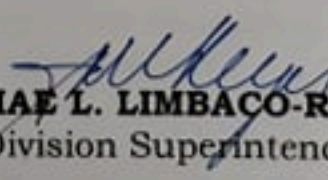
October 14, 2021

MEMORANDUM

TO Public Schools District Supervisors
Public Secondary School Heads
Concerned Grade 8 & 9 English, Science and Math Teachers

REQUEST FOR ASSISTANCE IN THE VALIDATION OF TEACHER PARTICIPANTS IN THE PROFESSIONAL DEVELOPMENT PROGRAM ON ASSESSMENT AND EMERGING LITERACIES WITH FOCUS ON PISA

1. With reference to the unnumbered memo from Usec. Nepomuceno A. Malaluan requesting for assistance in the validation of teacher participants in the professional development program on Assessment and Emerging Literacies with focus on PISA, all concerned participants (*See Enclosure 1*) are requested to finalize their registration. Program overview and program schedule is also attached to the said memo.
2. Link to the said registration was sent to the respective email addresses of the participants. **Only the pre-registered participants shall register.** Deadline for the final registration is on **October 15, 2021 12:00 Noon.**
3. Should there be any concern, please communicate through roxanne.fuentes@deped.gov.ph
4. Immediate dissemination and compliance to this memorandum is directed.


CHERRY MAE L. LIMBACO-REYES
Schools Division Superintendent



Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
Telephone: (08822)-8550048



Republic of the Philippines
Department of Education
OFFICE OF THE SECRETARY

MEMORANDUM

TO : **UNDERSECRETARY REVSEE A. ESCOBEDO**
Field Operations, Palarong Pambansa Secretariat, DEACO

All Regional Directors

FROM : *Nepomuceno A. Malaluan*
UNDERSECRETARY NEPOMUCENO A. MALALUAN
Chief of Staff

SUBJECT : **REQUEST FOR ASSISTANCE IN THE VALIDATION
OF TEACHER PARTICIPANTS S IN THE PROFESSIONAL
DEVELOPMENT PROGRAM ON ASSESSMENT AND
EMERGING LITERACIES WITH FOCUS ON PISA**

DATE : 12 October 2021

This pertains to the memorandum sent by my office last 18 August 2021 regarding *Request for the Pre-Registration of Teachers in the Professional Development Program on Assessment and Emerging Literacies with focus on PISA*.

You may recall that the details of the above professional development program were presented during the July 28 Joint Execom-Mancom Meeting. Briefly, in support of the Department's ongoing preparations for its participation in the 2022 cycle of the Programme for International Student Assessment (PISA), my office is currently preparing for the program's implementation in partnership with the Bureau of Education Assessment and the Bureau of Learning Delivery, as well as some Learning Service Providers accredited by the National Educators Academy of the Philippines (NEAP). This program aims to improve teachers' assessment literacy and content knowledge to help them align their classroom practice with the emerging literacies measured by international assessments.

During the pre-registration phase, every public Junior High School has been requested to send three (3) teachers to participate in the said training program, with one teacher each for Math, Science, and English specializations. Further, the said teacher participants must be teaching either in Grade 8 or Grade 9. **We would like to take this opportunity to thank you and your staff for your kind assistance in the engagement of teachers during the pre-registration process.** There are now roughly **24,364 pre-registered teacher participants.**

To facilitate the teacher-participants' official registration with NEAP, we would like to request the assistance of the focal persons of the Schools Division Offices (SDOs) within your jurisdiction. Specifically, we request the focal persons to please send the following registration link to **all the pre-registered participants only**:
(link emailed to pre-registered participants)

Teacher participants are requested to accomplish the form on or before **October 15, Friday, 12:00nn**. Only participants who will accomplish the above registration form by the said deadline shall be enrolled in the appropriate training platforms and will be looped in official communications moving forward.

Further, it is requested that the attached **Annex A – Program Overview** and **Annex B - Program Schedule** be disseminated to the participants for their reference.

For any related questions or clarifications, please send an email to assessmentpd.secretariat@deped.gov.ph.

Thank you.

Annex A PROGRAM OVERVIEW

Professional Development Program on Assessment and Emerging Literacies with Focus on PISA

I. Rationale

The Department of Education (DepEd) is committed to engage in various national and international system assessments to guide its efforts to address the challenge of improving the quality of basic education. Towards this end, DepEd participated in the Programme for International Student Assessment (PISA) for the first time in its 2018 cycle. The Department likewise participated in the Southeast Asia Primary Learning Metrics (SEA-PLM) 2019 and in the Trends in International Mathematics and Science Study (TIMSS) 2019.

The results of the participation by the Philippines in these international large-scale assessments (ILSA) bring to light the need to accelerate the efforts to improve education quality. One way to contribute to the improvement of quality of basic education is to enhance the alignment of classroom assessment with ILSAs such as PISA. Studies have shown that proper alignment between formative assessments and subsequent summative assessment is crucial in effective learning and assessment quality. For instance, Gulikers et al. (2013) submit that formative assessments should “change along with summative assessment innovations,” highlighting that teachers’ conceptions must be addressed to ensure the development of formative assessment practices that are aligned to such innovations. Further, according to Care (2018), “It is essential that there is strong alignment, not only between curriculum, assessment and pedagogy, but also across the different assessment levels - from classroom to national system - if stated learning goals and the educational philosophy of the country are to be realised.”

This professional development program, entitled Professional Development Program on Assessment and Emerging Literacies with focus on PISA, will thus aim to improve teachers’ assessment literacy and content knowledge, which should help them align their classroom practice with the emerging literacies measured by international assessments. The ultimate goal is for such alignment to translate to the improvement of the Reading, Math, and Science literacy of Junior High School Students.

II. Program Description

The Professional Development Program on Assessments and Emerging Literacies with focus on PISA aims to improve teachers’ assessment literacy and content knowledge in order to develop the Reading, Math, and Science literacy of Junior High School Students.

Enabling objectives include the following:

- Improve teachers’ basic assessment literacy
- Introduce emerging literacies in Math, Science, and Reading

- Integrate emerging international directions in classroom assessment practice and interventions
- Assess teachers' content knowledge in Reading, Math, and Science in order to inform the direction of future cycles of the PD

The content of this training program covers the following Professional Development Priorities of the National Educators Academy of the Philippines (NEAP): Philippine Professional Standards for Teachers (PPST) Strands 1.5, 3.1, 4.1, 4.2, 4.5, 5.1, and 5.2.

III. Target Participants and Indicative Schedule

The program aims to cater to Grade 8 and 9 English, Science, and Math teachers in the 9,344 public junior high schools nationwide.

The program shall be implemented from October 2021 to April 2022.

IV. Component Courses

Course Title	Brief Description	Topics
Enhancement of Teachers' Assessment Competencies	This course introduces the assessment competencies that teachers are expected to be equipped with based on the national and international standards. It consists of three parts: (1) Assessment Competencies for Teachers, (2) Building Assessment Competence, and (3) Feedback to Inform Learning. The course starts with pre-assessment of the participants' competencies. The teachers will be able to identify their strengths and weaknesses that could serve as their basis in improving their assessment practices. Moreover, this course provides a venue to build the teacher's competence in terms of assessment purposes, planning, evidence collection, interpretation of assessment evidence, use of assessment interpretation, evaluation of assessment processes, and feedback giving to improve student performance.	<p>A. Assessment Competencies Required for Teachers</p> <ol style="list-style-type: none"> 1. Assessment Competencies from the PPST and other standards 2. Exercise in self-assessment and action plan (Status, gaps, goals, and plans) <p>B. Building Basic Assessment Competence</p> <ol style="list-style-type: none"> 1. Assessment purposes 2. Assessment planning 3. Evidence collection 4. Interpretation and use of student data during classroom discussions 5. Interpretation and use of student data between lessons

Course Title	Brief Description	Topics
		6. Evaluation of assessment process to inform continuous improvement cycles C. Feedback to improve learning 1. Growth mindset for motivation 2. Self-assessment and metacognition
Assessment of learning in DepEd	This course intends to provide asynchronous and independent learning sessions for teachers to (1) explain the department's existing policies on student learning assessment at different levels (system, national, classroom); (2) improve content knowledge of participants on Assessment of Learning in DepEd as reflected in its policy documents; (3) to review and familiarize participants with different protocols/standards on classroom assessment, national assessments, system assessment, and the interim guidelines on assessment and grading in light of the BE-LCP. An online platform shall be used to implement this course, and the topics shall be delivered through webinars. Moreover, the resource persons shall come from the OUCI bureaus that serve as the process owners of the policies.	A. K to 12 Basic Education Program (DO 21 s.2019) B. Classroom Assessment (DO 8 s.2015) C. National Assessment of Student Learning (DO 55 s.2016) D. System Assessment (DO 29 s.2017) E. Guidelines for Assessment and Grading in Light of the BE-LCP DO 31 s.2020)
The Philippine K-12 Curriculum and the ILSA	This course provides an opportunity for the participants to compare international frameworks in reading, math, and science literacy and the local framework in order to understand the new directions in teaching and assessment of these literacies. The outputs will be an evaluation of tests questions, analysis of publicly available PISA and/or TIMSS questions, and formulation of test questions based on the PISA and/or TIMSS framework. This course also discusses the emerging directions of Reading, Mathematics and Scientific literacies based on PISA and TIMSS. It also provides valuable insights on the noted gaps in the Philippine	A. The different ILSA Frameworks: Emerging international directions for learner literacies/competencies/ proficiency in Reading, Math, and Science and their assessment 1. Reading Literacy 2. Math Literacy 3. Scientific Literacy B. Comparison of the Philippine K to 12 Framework with the

Course Title	Brief Description	Topics
	<p>Curricular Framework through the lens of the ILSA (i.e., PISA and TIMSS). Using the online delivery platform, various assessment activities were designed to facilitate individual and collaborative exercises such as evaluation of tests questions, analysis of publicly available PISA and/or TIMSS questions, and formulation of ILSA-based test items. The course has the end objectives of making the teacher participants to become familiar in the ILSA assessment structures, keen in evaluating quality assessment items that reflect Reading, Mathematics and Scientific literacies and adept at crafting questions that can prepare learners when they join the next PISA and TIMSS.</p>	<p>various ILSA Framework</p> <ol style="list-style-type: none"> 1. Reading Literacy 2. Math Literacy 3. Scientific Literacy 4. Writing Literacy
<p>Adapting assessment principles and practices to the emerging literacies</p>	<p>This course provides participants with educational technology tools, learning resources, and instructional strategies that can be used to enhance literacy skills or address the literacy gaps identified by the PISA 2018 results. The various components of this course provide participants with the knowledge needed to use these resources and strategies for interventions at the classroom level. Briefly, each component of this course may be described as follows:</p> <p>The first component is the PISA Readiness Toolkit, which intends to orient the JHS teachers of the intervention materials that they could use to improve the mathematics, scientific and reading literacies of the 15-year-old learners based on the proficiency levels set in PISA. The course includes opportunities for the teachers to see a demonstration on how to use the intervention materials for them to be able to use them effectively in the classroom.</p> <p>The second component is the FrontLearners Simulation Training, which aims to equip teachers on the use of PISA-related e-learning materials. This training program will be delivered through self-paced simulation activities that are uploaded in the Learning Management System (LMS).</p>	<p>A. Orienting teachers on the use of the materials from PISA in Action Component 2 (Learning Materials and Practice Tests for Students)</p> <ol style="list-style-type: none"> a. PISA Readiness Toolkit b. FrontLearners Simulation Training c. Pedagogical Retooling in Mathematics, Languages and Science (PRIMALS) Literacy Learning Across the Curriculum (LLAC) d. Teaching and Assessing Reading Literacy

Course Title	Brief Description	Topics
	<p>The third component is the Training of Trainers for the PRIMALS LLAC. Its main objective is to help teachers develop literacy as a foundational and requisite skill in language (English) and content areas (particularly, Science and Mathematics) among their students.</p> <p>Finally, the online training program on Teaching and Assessing Reading Literacy introduces teacher-participants to the important characteristics, components, and strategies for reading comprehension instruction so that adolescent learners will become independent, strategic, and effective readers. It aims to guide participants on the application of the method of direct teaching for comprehension strategy instruction, and to lead them to understand how various assessment strategies can be used to assess the processes and products of reading comprehension.</p>	
<p>Monitored application of assessment practice in the classroom setting</p>	<p>This course will serve as the final requirement for the completion of this program. It aims to provide an avenue for synthesis and integration of learning through the practical demonstration of assessment competencies, principles, methods, and strategies, and will be an important component of the Monitoring and Evaluation evidence.</p>	<p>Preparation of Individual Portfolio and Group Action Research or Assessment Plan</p>

Annex B
PROGRAM SCHEDULE

Module No.	Topics	Inclusive Dates and Time	Delivery	Time Allocation
-	Course Overview	October 23	Asynchronous	1 hour
-	Pre-training Survey	October 23-27	Asynchronous	1 hour
1A	Assessment Competencies from the PPST and other standards	October 30	Synchronous	4 hours
1A	Exercise in self-assessment and action plan (Status, gaps, goals, and plan)	October 30	Asynchronous	4 hours
1B	Session 0: Introduction to Module 1B and Setting Expectations	Science Group: November 2 Math Group: November 22 Reading Group: January 3	Asynchronous	1 hour
1B	Session 1: Assessment and its Purposes Lecture 1: Definitions of Assessment and Assessment Purposes Lecture 2: Types of Formative Assessment	Science Group: November 3 Math Group: November 23 Reading Group: January 4	Asynchronous	2 hours
1B	Session 2: Assessment Planning Lecture 1: Importance of Assessment Planning <ul style="list-style-type: none"> ● Recap of Module 1 ● Importance of assessment planning ● Overview of assessment process Lecture 2: Factors to consider when planning assessments <ul style="list-style-type: none"> ● Curriculum standards ● Curriculum connections ● Progression of learning ● Timing ● Context and resources Lecture 3: How to plan assessments	Science Group: November 5 Math Group: November 25 Reading Group: January 6	Asynchronous	2 hours

Module No.	Topics	Inclusive Dates and Time	Delivery	Time Allocation
1B	Q&A for Sessions 1 and 2	<p>Science Group: November 6</p> <p>Math Group: November 27</p> <p>Reading Group: January 8</p>	Synchronous	1 hour and 20 mins
1B	<p>Session 3: Evidence Collection</p> <p>Lecture 1: Progression of Learning as a Tool to Inform Assessment Design</p> <p>Lecture 2: Zone of Proximal Development (ZPD) as a Guiding Principle in Doing Assessment</p>	<p>Science Group: November 8</p> <p>Math Group: November 29</p> <p>Reading Group: January 10</p>	Asynchronous	2 hours
1B	<p>Session 4: Interpretation and Use of Student Data During Classroom Discussion</p> <p>Lecture 1: Identifying Students' Current Level of Understanding</p> <ul style="list-style-type: none"> • Informal Formative Assessment • ESRU Cycle of Ruiz-Primo & Furtak (2007) • Zone of Proximal Development (ZPD) in Action <p>Lecture 2: Reflecting and Using Data during Classroom Discussions to Bridge Learning Gaps</p> <ul style="list-style-type: none"> • Feedback • Levels of Feedback (Hattie & Timperley, 2007) <p>Lecture 3: Identifying Teacher's Current Level of Formative Assessment Practice</p> <ul style="list-style-type: none"> • ACTRC's Research on Formative Assessment (Cagasan et al., 2020) 	<p>Science Group: November 10</p> <p>Math Group: December 1</p> <p>Reading Group: January 12</p>	Asynchronous	2 hours

Module No.	Topics	Inclusive Dates and Time	Delivery	Time Allocation
	<ul style="list-style-type: none"> Four Levels of Formative Assessment Practice in the Philippines <p>Lecture 4: Interpreting and Using Student Data in Distance Learning in the Philippines</p>			
1B	Q&A for Sessions 3 and 4	<p>Science Group: November 13</p> <p>Math Group: December 4</p> <p>Reading Group: January 15</p>	Synchronous	1 hour and 20 mins
1B	<p>Session 5: Interpretation and Use of Student Data Between Lessons</p> <p>Lecture 1: Use of Assessment Interpretation (Between Lessons) (Part 1)</p> <ul style="list-style-type: none"> Grading and Reporting Improving Teaching and Learning <ul style="list-style-type: none"> Basic assessment interpretation methods <ul style="list-style-type: none"> Assessing with or without Scaffolding Proportion Correct <p>Lecture 2: Use of Assessment Interpretation (Between Lessons) (Part 2)</p> <ul style="list-style-type: none"> Giving Feedback to Learners (in Between Lessons Assessment Cycle) <ul style="list-style-type: none"> Three Feedback Questions Four Levels of Feedback 	<p>Science Group: November 15</p> <p>Math Group: December 6</p> <p>Reading Group: January 17</p>	Asynchronous	2 hours

Module No.	Topics	Inclusive Dates and Time	Delivery	Time Allocation
1B	Session 6: Evaluation of the Assessment Process Lecture 1: Reflective practice Lecture 2: Considerations in evaluating the assessment process	Science Group: November 17 Math Group: December 8 Reading Group: January 19	Asynchronous	2 hours
1B	Q&A for Sessions 5 and 6 Closing	Science Group: November 20 Math Group: December 11 Reading Group: January 22	Synchronous	1 hour and 40 mins
1B	Post-test and Evaluation of Module 1B	Science Group: November 20 Math Group: December 11 Reading Group: January 22	Asynchronous	40 mins
1C	Feedback to improve learning <ul style="list-style-type: none"> • Characteristics of good feedback • Different types of feedback: Content, process, and strategy • Using non-verbal cues • Exercise on giving feedback • Growth mindset 	Science Group: November 27 Math Group: December 18 Reading Group: January 29	Synchronous	180 mins
	<ul style="list-style-type: none"> • Feedback on performance and mindset 		Asynchronous	180 mins
2	K to 12 Curriculum <ul style="list-style-type: none"> • Content Standards • Performance Standards • Learning Competencies • 21st Century Skills Classroom Assessment System Assessment	November 1 - January 29	Asynchronous	480 mins

Module No.	Topics	Inclusive Dates and Time	Delivery	Time Allocation
	Interim Guidelines for Assessment and Grading in light of the BE-LCP			
3	PISA and TIMSS Frameworks and Identified gaps with K to 12 Science Curriculum	Science Group: November 29 - December 3	Asynchronous	120 mins
3	Analysis of Sample PISA Items	Science Group: December 4	Synchronous	180 mins
3	Writing PISA items	Science Group: December 6 - December 10	Asynchronous	120 mins
3	Sample PISA Item and critiquing	Science Group: December 11	Synchronous	120 mins
3	Introduction to the PISA Mathematical Literacy Framework	Math Group: January 3	Synchronous	120 mins
3	Analysis of the PISA mathematical literacy framework	Math Group: January 3 - January 7	Asynchronous	120 mins
3	PISA Mathematics Literacy Framework vis-à-vis the K to 12 Mathematics Curriculum	Math Group: January 8	Synchronous	120 mins
3	Analysis of the gaps between the Philippine K to 12 Framework and the ILSA Frameworks	Math Group: January 10 - January 14	Asynchronous	120 mins
3	Analysis of PISA Items	Math Group: January 15	Synchronous	120 mins
3	Writing PISA Items	Math Group: January 17 - January 22	Asynchronous	120 mins
3	PISA Framework Reading Literacy Analysis of PISA Items by Level of Proficiency (1a, 1b, 2)	Reading Group: February 5	Synchronous	240 mins
3	Presentation of sample items from participants for levels 1a, 1b, and 2	Reading Group: February 12	Synchronous	240 mins

Module No.	Topics	Inclusive Dates and Time	Delivery	Time Allocation
	Analysis of PISA Items by Level of Proficiency (Level 3-6)			
4A	PISA Readiness Toolkit	November 28 - April 30	Asynchronous	-
4B	Module 4B (Simulation Learning by FrontLearners)	November 1 - January 22	Asynchronous	-
4C	PRIMALS LLAC by BLD-TLD	Cluster 1 February 14- February 19 Cluster 2 February 21- February 26 Cluster 3 February 14-March 12	Synchronous	20 hours
4D	Teaching and Assessing Reading Literacy by CEM	Group 1 February 14-March 12 Group 2 March 14-April 9	With Asynchronous and Synchronous Sessions	-

*Note: For Modules 4A to 4D, the final schedule of specific activities will be sent to the participants next year.

ENCLOSURE 1. LIST OF PARTICIPANTS FOR THE PROFESSIONAL DEVELOPMENT PROGRAM ON ASSESSMENT AND ENGAGING LITERACIES WITH FOCUS ON PISA

Complete Name (Last, First, Middle)	School (Please do not abbreviate)
MARTIREZ, KAREN ANN ASPIRAS	BUGO NHS
SAWANGA, ROSALIE REGALADO	BUGO NHS
AMPUAN, ANNALEE TAPAYAN	BUGO NHS
MANATUM, DARIO	AGUSAN NHS
MALANA, CHERELYN C.	AGUSAN NHS
GODINEZ, LADYVYNN U	AGUSAN NHS
DACUTANAN, MIKE P	BALUBAL NHS
GERVACIO, IRENEA G.	BALUBAL NHS
ACUT, KHAREN C.	PUERTO NHS
LIBRANO, MARCELA G.	PUERTO NHS
BRUA, STELA C	PUERTO NHS
PEPITO, LEONELYN A.	TABLON NHS
PACLAR, FETISH KAYLE A.	TABLON NHS
QUITO, GRACEAL J	TABLON NHS
BARCELONA, JULIE ROSE O.	FS CATANICO NHS
ROXAS, SHIELA JANNE N.	FS CATANICO NHS
BAYLIN, MARIA CECILIA	FS CATANICO NHS
PENARANDA, VICTORIA B.	CUGMAN NHS
TALLE, SHERLYN A.	CUGMAN NHS
PLAZA, SHIELA C.	CUGMAN NHS
BANARES, MARIA ELEONOR C.	Gusa Regional Science High School-X
OHAY, JOAN P.	Gusa Regional Science High School-X
NOVEDA, IRIS HELEN N.	Gusa Regional Science High School-X
BANGAHON, GENEVIEVE A.	LAPASAN NHS
LABITAD, RIZA C.	LAPASAN NHS
ABIAN, CHERRY MAE	LAPASAN NHS
Baconga, Isiah Lloyd N.	EAST GUSA NHS
Caseres, Maria Chrissie D.	EAST GUSA NHS
Guanzon, Hylene J.	EAST GUSA NHS
BEJA, IRMA GRACE ABREGANA	Puntod National High School
CABABAROS, ARCELI TONGCO	Puntod National High School
PAYAPAYA, REA JANE MANONGSONG	Puntod National High School
MEDROSO, MARY ANN ESPIRITU	Angeles Sisters NHS
RAFOLS, VICTOR OBENZA	Angeles Sisters NHS
SUANSING, JULIETA MAURIN	Angeles Sisters NHS
FEROLINO, CHARLENE	Macabalan NHS
BACAN, GENE SUMALINOG	Macabalan NHS
RENOS ANALYN GARAY	Macabalan NHS
PACUDAN, DERSON	Bayabas National High School
PANHAY, VANESSA JANE	Bayabas National High School
SIDLAO, EMEE ROSARY	Bayabas National High School
ARSENAL, LEILA, ENGLIS	Kauswagan National High School
ACOPIO, LUNA, VILLA MIGALANG	Kauswagan National High School
TAGAYLO, KHENTH, ENCORNAL	Kauswagan National High School
PENALOSA, NILMA A.	Bonbon National High School
LANTERNA, IRENE KRIS L.	Bonbon National High School
NARVASA, JULIE VERNE T.	Bonbon National High School
Barcubero, Mellany Catulong	Macasandig NHS
Ford, Resha Encinares	Macasandig NHS
Lasam, Marilyn Gation	Macasandig NHS
Aleonar, Filbie Pahilan	Camaman-an NHS
Chamen, Karen Beth Villamor	Camaman-an NHS
Villarin, Ericka Crystal A	Camaman-an NHS

REBATADO, MARNIE O.	Camaman-an NHS Macapaya Extension
VALENZUELA, JOEY C.	Camaman-an NHS Macapaya Extension
YABUT, MARY M.	Indahag NHS
CHIONG, ANN S.	Indahag NHS
APAL, KIMBERLY ANN D.	Indahag NHS
GASATAN, JACQUELINE G.	CAGAYAN DE ORO NHS-JHS
CASINILLO, CHERRY MAE P.	CAGAYAN DE ORO NHS-JHS
GOCHUCO, SHERA MAY L.	CAGAYAN DE ORO NHS-JHS
Amarga, Loida	Man-ai National High School
Cabucayan, Maricel	Man-ai National High School
Ecobiza, April	Man-ai National High School
TAGRA, GARY GREG C.	Dansolihon National High School
CARILLO, AILEEN N.	Dansolihon National High School
PILONGO, MARIVIC L.	Dansolihon National High School
SOLIANO, JENELYN M.	Tignapoloan National High School
GABULE, DAVE KHARODIN S.	Tignapoloan National High School
PEREZ, JONATHAN S.	Tignapoloan National High School
Gonzales, Ronie L.	Bayanga NHS
Dohlus, Annalean E.	Bayanga NHS
Obod, Dheshiela May L.	Bayanga NHS
Amper, Hermie L.	Mambuaya National High School
Radoc, Amy Marie R.	Mambuaya National High School
Lumantas, Genny T.	Mambuaya National High School
Serrano, Marjun L.	Taglimao NHS-Besigan Annex
Tun-anan, Kimmy Grace M.	Taglimao NHS-Besigan Annex
Pascual, Angela Mae B.	Taglimao NHS-Besigan Annex
Andilab, Joan P.	Iba Integrated School
Lig-ang, Jessa Mae T.	Iba Integrated School
Labajan, Jay-ar C.	Iba Integrated School
Tabanao, Vanessa C.	Midiwan Integrated School
Jimenez, Jojo A.	Midkiwan Integrated School
Dela Cerna, Dennis U.	Midkiwan Integrated School
Gaburno, Bernadith T.	Cadayonan Integrated School
Magan, Julius O.	Balongkot IS
Delos Reyes, April Rose C.	Balongkot IS
Villamor Mary Claire T.	Balongkot IS
TOLENTINO, AIZA PEDIDA	TUBURAN NATIONAL HIGH SCHOOL
SABELLINA, LAARNI BACULIO	TUBURAN NATIONAL HIGH SCHOOL
ESTROSOS,, MARICEL MAMA CLAY	TUBURAN NATIONAL HIGH SCHOOL
GRAVEN, CHRISTINA PAULA M.	Taglimao National High School - Tumpagon Annex
CAGAS, KIMBERLY G.	Taglimao National High School - Tumpagon Annex
MAHOGNAY, NEIL B.	Taglimao National High School - Tumpagon Annex
ELLIS, MARY ELS V.	TAGLIMAO NATIONAL HIGH SCHOOL
CAGAMPANG, MARILYN B.	TAGLIMAO NATIONAL HIGH SCHOOL
TINANGCURAN, RUEN MAE P.	TAGLIMAO NATIONAL HIGH SCHOOL
CARRASCO, FRANQUE MANUEL C.	LUMBIA NATIONAL HIGH SCHOOL
BOLINGOT, JOAN GRACE S.	LUMBIA NATIONAL HIGH SCHOOL
KAKI, JENNILYN F.	LUMBIA NATIONAL HIGH SCHOOL
Generale, Myrgel S.	Pagalungan National High School
Dela Vega, Alex R.	Pagalungan National High School
Navarro, Reineer C.	Pagalungan National High School
LLAUSAS, CLAUDINE KRISTELLE M.	Tagpangi National High School
LAGO, KIERLEY MAE P.	Tagpangi National High School
GUYANO, KHRIZELLE ANNE O	Tagpangi National High School
De Guia, Karen Mae B.	Tuburan National High School-Pigsag-an Extension
Tomapon, Remar L.	Tuburan National High School-Pigsag-an Extension

Uba, Aljie Merrah U.	Tuburan National High School-Pigsag-an Extension
Manuel, Ma. Deanna D.	Carmen NHS
Lumbayo, Marjorie C.	Carmen NHS
Amacna, May Karen B.	Carmen NHS
Paler, Maria Carmen L.	Balulang NHS
Colinares, Alfe	Balulang NHS
Yamut, Mary Grace G.	Balulang NHS
Detecio, Welnie S.	Bulua NHS
Imam, Emma	Bulua NHS
Ramos, Maria Gabrielle	Bulua NHS
Mendoza, Sola Violetta L.	Canitoan NHS
Allosada, Judith Y.	Canitoan NHS
Cabato, Cathy L.	Canitoan NHS
Anay, Melissa J.	Iponan NHS
Cagurangan, Michelle T.	Iponan NHS
Wong, Mechille Jane	Iponan NHS
Casino, Kim S.	BuluaNHS-(Patag Annex)
Saludes, Mark Anthony P.	BuluaNHS-(Patag Annex)
Pepito, Ranola L.	BuluaNHS-(Patag Annex)
Singanon, Eva Marie	Pedro "Oloy" N. Roa Sr. High School
Fabella, Richel E.	Pedro "Oloy" N. Roa Sr. High School
Gochuco, David James M.	Pedro "Oloy" N. Roa Sr. High School
Quipit, Maricar S.	Pagatpat National Hgih School
Sajonia, Elizier	Pagatpat National Hgih School
Obsiman, Cromwell Domino	Pagatpat National Hgih School
Magalso, Dennis M.	PN Roa Sr. HS Baikingon Extension
Perez, Velijun D.	PN Roa Sr. HS Baikingon Extension
Magalso, Dennis M.	PN Roa Sr. HS Baikingon Extension