

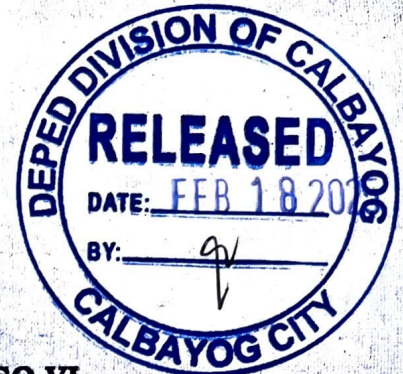


Republic of the Philippines
Department of Education
Schools Division of Calbayog City

DIVISION MEMORANDUM

No. 121 s. 2025

TO : Public Schools District Supervisors
Secondary School Heads (Public & Private)
Guidance/EsP/CGP Coordinators/Teachers
All Other Concerned



FROM : ^{FOR:} *[Signature]* **MARGARITO A. CADAYONA, JR. PhD, CESO VI**
OIC - Schools Division Superintendent
SO # 010 S. 2025

SUBJECT: **CREATION AND SUBMISSION OF CAREER PORTFOLIO
AMONG GRADE 10 AND GRADE 12 STUDENTS FOR SY
2024-2025**

DATE : **February 18, 2025**

1. In reference with **Republic Act No. 11206** "An Act Establishing a Career Guidance and Counseling Program for All Secondary Schools" and DepEd Memorandum OUOPS No. 2023-03-8149; this schools division instruct all secondary schools for the "**CREATION AND SUBMISSION OF CAREER PORTFOLIO / E-PORTFOLIO AMONG GRADE 10 AND GRADE 12 STUDENTS**" for SY 2024-2025. The scanned or e-copy of the Portfolio shall be submitted/uploaded per school on or before **April 1, 2025** to this link: **<https://tinyurl.com/PORTFOLIOCY25>**.
2. This aims to guide students in choosing career tracks that they intend to pursue through informed career choices towards becoming productive and contributing individuals of the country.
3. Implementing schools are advised to organize activities on the creation/preparation of Career Portfolios which must be submitted/presented/ showcased by students after a certain instructional period, i.e., quarterly/semestral (by then which will be compiled/submitted as one complete portfolio before graduation/moving-up ceremony of the Grade10 and 12 learners.
4. The EPS in EsP, PSDS and District EsP/Guidance Coordinators with the school heads shall ensure/monitor the implementation of this program. All school activities related to the implementation of the Career Portfolio shall be well-documented and submitted to the SDO as part of school's / school head's / EsP/Guidance Coordinator's/Teacher's accomplishments.



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5. Attached in the enclosures are the following: Guidelines on the Preparation of Portfolio and E-Portfolio, Parts of the Portfolio, and Criteria for Grading.
6. Expenses relative to the implementation of the Career Guidance Program can be charged against Division Fund /School MOOE and other support funds subject to the existing accounting and auditing rules and regulations.
7. Immediate dissemination and compliance with this Memorandum are desired.



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Enclosure No. 1 of Division Memorandum No. _____, s. 2025

**GUIDELINES ON THE PREPARATION OF PORTFOLIO AND E-PORTFOLIO
BY SECONDARY SCHOOLS TO GRADE 10 AND
GRADE 12 STUDENTS**

RATIONALE

Career Portfolio is a collection of works, essays, activities and other documentation that “demonstrate”, “exhibit” or provide “evidence” of “achievement”, “improvement”, “the writer’s self-reflection”, and “the writer’s growth” prepared by students himself that guide him in choosing career tracks that they intend to pursue through informed career choices towards becoming productive and contributing individuals.

E-Portfolio is a portfolio in electronic copy. Students who are good in computer, can prepare, submit, store, and manage their portfolio using computer or mobile devices share data via file sharing programs (i.e. Google Drive) or they may submit the actual softcopies of their work saved on CD/DVD/USB flash drive.

1. Career Portfolio is part of the Career Guidance Program of the Department of Education (DepEd) to be implemented by secondary schools (JHS & SHS) as implementing entity.
2. The Career Portfolio shall be prepared/submitted by the Grade 10 and Grade 12 students guided by the school through the student’s adviser, teacher, EsP/Guidance Coordinators, spearheaded by the school head.

SCOPE OF CAREER PORTFOLIO

1. The scope of items that may be included in the portfolio/e-portfolio can be broad. This include: samples of projects; students’ independent work; homework; group work; presentations; essays; critiques; journal log; collection of media resources, (e.g., photographs, videos, sites, online encyclopedias); student resume; extracurricular activities; certificates and awards.
2. There is no hard and fast rule that states a clear list of items that should be included in a portfolio/e-portfolio. The items depend upon the requirements of the learning area. Teachers, administrators, and students (and even parents) may decide collectively on what to include in portfolios, which assessment criteria to use, how to evaluate student outputs, and what to expect from the end result.



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3. The learning portfolio/e-portfolio may also include evidence or testimonies of student learning progress from teachers, learning facilitators or parents, which can be in the form of emails, interviews, conversations, teacher's notes to parents, teacher's comments on student work.

FUNDAMENTAL PRINCIPLE IN MAKING A PORTFOLIO

1. Remember that the fundamental principle in making a portfolio is “**collect-select-reflect.**” The following should be established before asking students to make their portfolio. The school head, teacher, EsP/Guidance Coordinator shall:
 - Explain the benefits of portfolios/e-portfolios to learners and parents
 - Establish clear expectations
 - Show models of successful portfolios/e-portfolios
 - Scaffold student learning and encourage self-assessment through their work samples
 - Tie portfolio/e-portfolio to assessment
 - Make it social by allowing other learners to view and comment on others' portfolios/e-portfolios
2. Teachers are advised to direct the learners in producing showcase portfolios which must be submitted after a certain instructional period, i.e., quarterly/semestral. Showcase portfolio is a limited portfolio where a learner is only allowed to present a few pieces of evidence to demonstrate mastery of the most essential learning competencies.
3. For synchronous online learning, teachers give enough time for learners to prepare, research, and submit outputs within the schedules and time frames. Outputs included in portfolios should be presented, discussed, and submitted in the online class. For asynchronous online learning, teachers allow learners to work on their outputs at their own time. The latter will submit the portfolio and/or e-portfolio within the schedule that the teachers set.

SUBMISSION

1. For **e-portfolios**, the learners may submit, store, and manage their portfolio via file sharing programs (i.e. Google Drive) or they may submit the actual softcopies of their work saved on CD/DVD/USB flash drive.



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2. For portfolios where a student's works are in hardcopies or physical forms, they may be handed over to the teacher by the parents for learners on distance learning or by the learners themselves if they are on F2F or blended learning.

PACKAGING / FORMAT

1. Use long band papers (8.5" x 13" or A4) compiled in a Folder with a fastener. If students can afford it, they can use Long Clear Book. It should be well-organized with Table of Contents.
2. Dominant fonts are Arial 12, Time New Romans 12, and Bookman Old Style 12. But students can use other fonts to encourage artistry and creativity.

PORTFOLIO ASSESSMENT

1. Because portfolios/e-portfolios require a significant investment of time and energy from learners, it is important that it will be carefully assessed to contribute substantially to their grade. More importantly, it has to be established as part of the learners' reflection of his learning progress.

GRADING

1.1 An excellent portfolio is characterized by comprehensiveness; it meets the main criteria on material selection, level of reflection, use of multimedia, and navigation. The content of the portfolio shows student's consistent effort and significant progress toward achieving desirable learning outcomes. The content and design of the portfolio demonstrates quality, creativity, originality, and ingenuity. The navigation is clear and intuitive.

1.2 A **good portfolio** shows a student's significant effort and progress toward major learning objectives. However, some of the criteria are not fully met. The content and design of the portfolio demonstrate the certain level of quality without distinct creativity and originality.

1.3 An **average portfolio** contains evidence of student satisfactory progress through the course. The content and design of the portfolio are limited to the required elements without distinct quality, creativity, and originality. Most of the criteria are not fully met.

1.4 A **poor portfolio** does not contain enough information to judge on a student's satisfactory progress through the course. The content and design of the portfolio show limited or no effort to demonstrate its quality and originality. The navigation is poor



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BASIC PARTS OF THE CAREER PORTFOLIO / E-PORTFOLIO

Note: There is no hard and fast rule that states a clear list of items that should be included in a portfolio/e-portfolio. The items below are just prescribed/basic parts. The school can customize the items depending upon the requirements of the learning area. Teachers, administrators, and students (and even parents) may decide collectively on what to include in portfolios, which assessment criteria to use, how to evaluate student outputs, and what to expect from the end result.

I. Cover Page

II. Table of Contents

III. Student Profile

IV. Portfolio Entries

- This Contained Selected Works or Outputs with Descriptions and Comments/ Reflection

Note: *Not necessarily contained all of these:*

- Academic Records
- Performance Tasks
- School Involvement
- Samples of Projects
- Students' Independent Work/s
- Homeworks
- Group Works
- Presentations
- Essays
- Journal Log / Excepts of their Journals (SHS)
- Student Resume
- Homeroom Guidance Tasks
- Application of Concepts of Different Activities
- Extracurricular Activities
- Certificates and Awards
- Life Skills Activities
- Learning Outcomes – on certain activities
- Soft-Skills/Technical Skills
- National Certifications (NCs)
- Work Immersions
- Exposure to Different Activities in Schools
- Exposures and Inclination
- Critiques
- Collection of Media Resources, (e.g., photographs, videos, sites, online encyclopedias)

V. Identification of Career Path / Exposures and Inclination
(based on the Portfolio Entries where he/she excelled)

VI. Action Plan
(for certain identified program/course/tracks/strands)

VII. Identification/Analyzation of Hindering/Supporting Factors
(for certain identified program/course/tracks/strands)

VIII. Feedbacks / Testimonials

- Feedbacks** of the Parents/Guardians
- Evidences or testimonies of student learning progress** from teachers, learning facilitators or parents, which can be in the form of emails, interviews, conversations, teacher's notes to parents, teacher's comments on student work.



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CRITERIA IN GRADING CAREER PORTFOLIO / E-PORTFOLIO

CRITERIA	SCORE
<p>I. CONTENT</p> <ul style="list-style-type: none"> - The content of the portfolio shows student's consistent effort and significant progress toward achieving desirable learning outcomes. <p>a. Quality (40%)</p> <ul style="list-style-type: none"> - The content must be SMART (Specific, Measurable, Achievable, Relevant, and Timely) <p>a.1 Specific: (8%)</p> <ul style="list-style-type: none"> - Goals should be straight-forward and emphasize what you want to happen. - Specific help us to focus our efforts and clearly define what we are going to do. - A specific goal is both <i>effective</i> and <i>efficient</i>. <p>Specific is the:</p> <p>WHAT are you doing to do? Use acts on words such as direct, organize, coordinate, lead, develop, plan, build.</p> <p>WHY is this important to do at this time? What do you want to ultimately accomplish?</p> <p>HOW are you going to do it? (By...)</p> <p>a.2 Measurable (8%)</p> <p><i>If you can't measure it, you can't manage it.</i></p> <p>Choose a goal with measurable progress, so you can see the change occur. How will you know when you reach your goal? Be specific!</p> <p>Example: "I want to read three Harry Potter books before my birthday" shows the specific target to be measured. "I want to read more" is not as measurable.</p> <p><i>Establish concrete criteria for measuring progress</i> toward the attainment of each goal you set. Also, when a goal is measurable, you can break it down into smaller sub goals. In this way</p> <p>a.3 Achievable (8%)</p> <ul style="list-style-type: none"> - <i>This is not a synonym for "easy."</i> <p>Achievable, in this case, means "do-able." Although you may start with the best of intentions, the knowledge that it's too much for you means your subconscious will keep reminding you of this fact and will stop you from even giving it your best.</p> <p><i>A goal needs to stretch you slightly so you feel you can do it and it will need a real commitment from you.</i> For instance, if you aim to lose 20 lbs in one week, we all know that isn't achievable. But setting a goal to loose 1lb and when you've achieved that, aiming to lose another 1lb, will keep it achievable for you.</p> <p><i>Set the bar high enough for a satisfying achievement!</i></p>	



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a.4 Relevant (8%)

Your goal should be set by you rather than by someone else.

You know your strengths and weaknesses the best. When you set your goal, be sure that the desired outcome is something that you can affect and control. That way, the responsibility lies within you, and not with outside forces. Too often people hope for outcomes that they themselves cannot effect. This leaves them frustrated and disappointed.

If you can see how a goal can impact your life, you'll be motivated to achieve it.

When you set goals that are most important to you, you begin to figure out ways you can make them come true. You develop the **attitudes, abilities, skills, and financial capacity** to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

a.5 Timely (8%)

Set a timeframe for the goal.

Will you reach your goal next week, in three months, by the next year? Putting an end point on your goal gives you a clear target date to work towards.

If you don't set a time, the commitment is too vague. It tends not to happen because you feel you can start at any time. Without a time limit, there's no urgency to start taking action now.

b. Level of Reflections (20%)

Depth of Reflection (5%)

- Response demonstrates an in-depth reflection on, and personalization of, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.

Required Components (5%)

- The reflection includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.

Structure (5%)

- Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.

Evidence and Practice (5%)

- Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.



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<p>c. Originality (5%)</p> <ul style="list-style-type: none"> - The Portfolio should be an original work. There should be no indication that any part/s is/are copied from someone else's work/s. 							
<p>II. DESIGN</p> <ul style="list-style-type: none"> - It shows a convincing and relevant design 							
<p>a. Creativity and Material Selection (20%)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">Advanced (16-20)</th> <th style="width: 33%;">Satisfactory (11-15)</th> <th style="width: 33%;">Emerging (5-10)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> - Aesthetically pleasing and demonstrates a high level of understanding of the principles of Arts and Design - Visually pleasing - Text is readable - Unique, appropriate, creative but inexpensive materials were used. </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> - Has attempted to create a visually pleasing portfolio - Text is not clear/does not contain enough contrasts - Appropriate materials were used </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> - The portfolio is not visually pleasing - Text is not readable - Materials used are not appropriate </td> </tr> </tbody> </table>	Advanced (16-20)	Satisfactory (11-15)	Emerging (5-10)	<ul style="list-style-type: none"> - Aesthetically pleasing and demonstrates a high level of understanding of the principles of Arts and Design - Visually pleasing - Text is readable - Unique, appropriate, creative but inexpensive materials were used. 	<ul style="list-style-type: none"> - Has attempted to create a visually pleasing portfolio - Text is not clear/does not contain enough contrasts - Appropriate materials were used 	<ul style="list-style-type: none"> - The portfolio is not visually pleasing - Text is not readable - Materials used are not appropriate 	
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<p>III. OUTPUT PRESENTATION / SHOWCASING OF PORTFOLIO (15%)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">Advanced (11-15)</th> <th style="width: 33%;">Satisfactory (6-10)</th> <th style="width: 33%;">Emerging (1-5)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> - Student spoke excellently with confidence, made appropriate eye contact with the audience, and confidently answered questions </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> - Student spoke clearly, made eye contacts and answered most of the questions but with less confidence. </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> - Student spoke unclearly, seldom made appropriate answers, less/no eye contact. </td> </tr> </tbody> </table>	Advanced (11-15)	Satisfactory (6-10)	Emerging (1-5)	<ul style="list-style-type: none"> - Student spoke excellently with confidence, made appropriate eye contact with the audience, and confidently answered questions 	<ul style="list-style-type: none"> - Student spoke clearly, made eye contacts and answered most of the questions but with less confidence. 	<ul style="list-style-type: none"> - Student spoke unclearly, seldom made appropriate answers, less/no eye contact. 	
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