



Republic of the Philippines
Department of Education
Region VIII
SCHOOLS DIVISION OF CALBAYOG CITY

June 20, 2025

DIVISION MEMORANDUM

No. 271, s. 2025

**CONDUCT OF LEARNING ENHANCEMENT PROGRAM FOR 2024
ACCREDITATION AND EQUIVALENCY TEST TAKERS
WITH CONDITIONAL PASSER STATUS**

To: Chief Education Program Supervisors (CID & SGOD)
Education Program Supervisors
Division ALS Focal Person
Education Program Specialists in ALS
Public Schools District Supervisors
School Heads
ALS Teachers
All Others Concerned

1. Pursuant to DepEd Memorandum No. 046, s. 2025, dated June 6, 2025, entitled "*Announcing the Passers for the 2024 Accreditation and Equivalency Test*", the Alternative Learning System (ALS) under the Curriculum Implementation Division informs all concerned that SDO Calbayog City has recorded **54 passers at the Elementary Level and 338 at the Junior High School (JHS) Level**. These learners achieved a passing score of 60.00% and above, as prescribed by the Department of Education, and are therefore eligible to enroll in Grade 7, Grade 11, or ALS Senior High School, depending on the level of the test taken.
2. On the other hand, examinees who obtained an overall score ranging from 50.00% to 59.99% are considered **Conditional Passers** and are required to undergo a two-week Learning Enhancement Program. This program shall be organized and implemented by the respective Community Learning Centers, Districts, or the Schools Division Office. In SDO Calbayog City, there are 12 Conditional Passers at the Elementary Level and 36 at the JHS Level.
3. The SDO Calbayog City will conduct a Learning Enhancement Program using a **modular approach** for four days each week from June 23, 2025 to July 4, 2025 complemented by one day of **face-to-face classes**. (Please refer to *Enclosure 1* for the detailed schedule, venue, class program, and assigned ALS teachers for face-to-face sessions.)

4. For modular learning delivery, learners will be provided with modules aligned with their Individual Learning Agreement (ILA), crafted based on the list of competencies outlined in DepEd Memorandum No. 046, s. 2025.
5. ALS teachers who will prepare the necessary modules and accompanying documents on **June 21, 2025**, shall be granted appropriate **service credits**.
6. Immediate and wide dissemination of this memorandum is earnestly desired.

For: [Signature]
MARGARITO A. CADAYONA JR. PhD, CESO VI
OIC-Schools Division Superintendent



Enclosure 1:

LEARNING ENHANCEMENT PROGRAM
2024 Accreditation and Equivalency (A&E) Test Takers with
Conditional Passer Status (**ELEMENTARY LEVEL**)
FACE-TO-FACE DELIVERY

June 26, 2025 AND JULY 1, 2025
CECES ALS LEARNING CENTER

| TIME | LEARNING STRAND | TEACHER |
|--------------------|--|---------------------|
| 8:00 – 9:00 | LS – 1 (FILIPINO) | NANETH ESCOTO |
| 9:00 – 10:00 | LS – 1 (ENGLISH) | ANGELICA CAÑETE |
| 10:00 – 10:15 | HEALTH BREAK | |
| 10:15 – 11:45 | LS – 2 SCIENTIFIC AND CRITICAL THINKING SKILLS | ANALYN CUIZON |
| LUNCH BREAK | | |
| 1:00 – 2:30 | LS-3 MATHEMATICAL AND PROBLEM SOLVING SKILLS | RICHLEE TAHIL |
| 2:30 – 3:15 | LS – 4 LIFE AND CAREER SKILLS | RODIE CARIDAD |
| 3:15 – 3:30 | HEALTH BREAK | |
| 3:30 – 4:30 | LS -6 DIGITAL CITIZENSHIP | ROMINA ROCHELLE RAZ |

LEARNING ENHANCEMENT PROGRAM
2024 Accreditation and Equivalency (A&E) Test Takers with
Conditional Passer Status (**JUNIOR HIGH SCHOOL LEVEL**)
FACE-TO-FACE DELIVERY:

June 27, 2025 AND JULY 2, 2025
CECES ALS LEARNING CENTER FOR OQUENDO AND TINAMBACAN DISTRICTS
CECES ALS LEARNING CENTER

| TIME | LEARNING STRAND | TEACHER |
|--------------------|--|--------------------|
| 8:00 – 9:00 | LS – 1 (ENGLISH) | JENNIFER SABAR |
| 9:00 – 10:00 | LS-1 (FILIPINO) | MA. JANICE REPOL |
| 10:00 – 10:15 | HEALTH BREAK | |
| 10:15 – 12:00 | LS – 2 SCIENTIFIC AND CRITICAL THINKING SKILLS | JENEBELLE TORCULAS |
| LUNCH BREAK | | |
| 1:00 – 3:00 | LS-3 MATHEMATICAL AND PROBLEM SOLVING SKILLS | ERIC DATA |
| 3:00 – 3:15 | HEALTH BREAK | |
| 3:15 – 4:15 | LS -6 DIGITAL CITIZENSHIP | ROGEL RAZ |

LEARNING ENHANCEMENT PROGRAM
2024 Accreditation and Equivalency (A&E) Test Takers with
Conditional Passer Status (JUNIOR HIGH SCHOOL LEVEL**)**
FACE-TO-FACE DELIVERY:

June 27, 2025 AND JULY 2, 2025

CECES ALS LEARNING CENTER FOR CALBAYOG DISTRICTS
CECES ACTIVITY AREA

| TIME | LEARNING STRAND | TEACHER |
|--------------------|--|-----------------------|
| 8:00 – 9:00 | LS – 1 (ENGLISH) | MA. JENIFER GAYONDATO |
| 9:00 – 10:00 | LS-1 (FILIPINO) | CLARA MABUTOL |
| 10:00 – 10:15 | HEALTH BREAK | |
| 10:15 – 12:00 | LS-3 MATHEMATICAL AND PROBLEM SOLVING SKILLS | REALYN GENALDO |
| LUNCH BREAK | | |
| 1:00 – 3:00 | LS – 2 SCIENTIFIC AND CRITICAL THINKING SKILLS | JENEBELLE TORCULAS |
| 3:00 – 3:15 | HEALTH BREAK | |
| 3:15 – 4:15 | LS -6 DIGITAL CITIZENSHIP | MERIEL DEALAGDON |



Republic of the Philippines
Department of Education

JUN 06 2025

DepEd MEMORANDUM
No. **046**, s. 2025

**ANNOUNCING THE PASSERS FOR THE 2024 ACCREDITATION
AND EQUIVALENCY TEST**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd), through the Bureau of Education Assessment (BEA), announces the passers for the **2024 Accreditation and Equivalency (A&E) Test** conducted on January 26, 2025, for the Luzon Cluster and on February 2, 2025, for the Visayas and Mindanao Clusters. The list of the 2024 A&E Test passers is enclosed.
2. As stipulated in DepEd Order No. 55, s. 2016 (Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program), the A&E Test aims to measure the competencies and life skills of those who have not attended or finished formal elementary or secondary education. This assessment will enable learners to obtain a certificate of completion at various exit points in basic education, which can be used to access further education, job promotion, entry into job training, and employment opportunities.
3. To determine the passers and non-passers, the Department has set a **passing score of 60.00% for the overall test score** in both Elementary and Junior High School levels. Examinees who meet the required minimum score may enroll for **Grade 7 or ALS Junior High School or Grade 11 or ALS Senior High School** depending on the level of test taken.
4. On the other hand, examinees with an overall test score of **50.00% to 59.99%** are considered **conditional passers** and are required to undergo a **two-week learning enhancement to be initiated by the concerned Community Learning Center, District, or Schools Division Office (SDO)**.
5. For the two-week learning enhancement, the competencies identified as least mastered by the conditional passers are provided for reference.
6. Those who successfully completed the intervention may enroll and proceed to the next higher level, either Grade 7 or ALS Junior High School, or Grade 11 or ALS Senior High School.

7. The Bureau of Alternative Education (BAE) shall orient the ALS implementers on the **two-week learning enhancement** and shall conduct monitoring of its implementation.

8. All test takers may claim their Certificates of Rating (CORs) from the Schools Division Office (SDO) of the testing center where they took the test.

9. All Division Testing Coordinators are advised to coordinate with the SDO ALS focal persons and Education Program Specialists II for ALS for a systematic and orderly release of the CORs.

10. This Memorandum shall take effect immediately upon its approval, issuance, and publication on the DepEd website. This shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

11. All Division Testing Coordinators are advised to coordinate with the SDO ALS focal persons and Education Program Specialists II for ALS for a systematic and orderly release of the CORs.

12. For inquiries and clarifications, please contact the **Bureau of Education Assessment-Education Assessment Division**, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at bae@deped.gov.ph or at telephone numbers (02) 8631-2589 or 8631-6921.

13. Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:

ROGER B. MASAPOL

Assistant Secretary, Strategic Management

Officer-in-Charge

Office of the Undersecretary for Strategic Management

Encl.:

As stated

References:

DepEd Order (No. 55, s. 2016)

DepEd Memorandum No. 063, s. 2024

To be indicated in the Perpetual index
under the following subjects:

ACCREDITATION
ALTERNATIVE LEARNING SYSTEM
EXAMINATIONS



ANNEX E

2024 ACCREDITATION AND EQUIVALENCY (A&E) TEST - ELEMENTARY LIST OF COMPETENCIES TWO-WEEK LEARNING ENHANCEMENT

Learning Strand 1: Communication Skills (English)

- Identify or describe cause-and-effect relationships about common problems in materials read, including food shortage, air pollution, water contamination, soil erosion and drying up of streams, springs, and rivers
- Write in correct sequence the steps/instructions or directions for an activity (e.g., preparing land for planting, following a recipe, arranging historical events, and implementing a project)
- Determine or distinguish whether a story is a reality or a fantasy/ make-believe

Learning Strand 1: Communication Skills (Filipino)

- Nasasabi/napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang teksto/pahayag
- Naipaliliwanag ang kahulugan ng mga simpleng pictograp
- Naibibigay/napipili ang mga sumusuportang kaisipan/ detalye sa pangunahing/ mahahalagang kaisipan ng tekstong binasa
- Naibibigay/napipili ang mga sumusuportang kaisipan/ detalye sa pangunahing/ mahahalagang kaisipan ng tekstong binasa
- Nakasasagot sa mga tanong tungkol sa nabasang: tekstong pang-impormasyon, tula, balita, editoryal, anekdota, ulat, talaarawan, talambuhay, at journal

Learning Strand 2: Scientific and Critical Thinking Skills

- Describe how peoples' practices/activities affect plant and animal life and the environment in general, e.g.,
 - Dynamite fishing – destruction of fishes and other marine resources, e.g., coral reefs,
 - Improper disposal of waste and garbage – pollution of soil, water, and air and fishing/hunting endangered species, e.g., whale sharks, green turtles (pawikan) and sea horses
- Describe the various factors that affects weather system, location and topography
- Explain the effects of force applied to an object
- Classify these animals according to:
 - Structure – invertebrates, vertebrates

- Food – omnivorous, herbivorous and carnivorous
 - Habitat – terrestrial, arboreal, aquatic
 - Reproduction – asexual (fission, conjugation), sexual (oviparous (egg), viviparous (live offspring))
- Describe the changes that occur during puberty
- Demonstrate how sound, heat, light and electricity can be transformed
- Identify plants with medicinal value growing in the community and their uses in treating certain ailments, e.g.,
 - Banaba for difficulty in urination
 - Guava for loose bowel movement, wounds, mouth infection, sore gums and tooth decay
 - Sabila for falling hair
 - Lagundi (five – leg chaste tree) for asthma, cough, body pains
 - Sambong for swelling and increased urination
 - Tsaang gubat for stomachache
 - Ulasimang bato or pansit-pansitan for arthritis (gout),
 - Garlic for high blood pressure and decreasing cholesterol in the blood
 - Niyog-niyogan for intestinal worms (ascaris)
 - Akapulco for ring worm, athletes' foot, scabies
 - Ampalaya for diabetes (mild non-insulin dependent)
- Cite contributions made by Filipino/foreign scientists and their impact on one's life and the community
- State the importance of using appropriate technologies in waste recycling, reducing energy consumption and improving work efficiency

Learning Strand 3: Mathematical and Problem-Solving Skills

- Adds and subtracts 4-to 6- digit whole numbers or more with regrouping, e.g.:
 - Daily gross sales of a sari-sari store
 - Daily profit/loss after deducting expenses from the gross sales on sari-sari store
- Solve problems involving two steps/multiple steps (2-to-4-digit numbers) using two to four fundamental operations, e.g.:
 - Total number of assorted canned goods donated, and the equal share among the number of families in the barangay
 - After a laborer computed his total earnings for the week, he sets aside an amount for his daily fare, and divides the remaining amount for the allowance of his three children
- Simplify a series of operations on whole numbers involving more than two operations using the PMDAS or GMDAS rule
- Multiply and divide fractions including mixed numbers, e.g.:
 - A family estate is subdivided among three brothers and a surviving mother who is entitled to one-half of the whole estate. The remaining half

is to be equally divided among her three sons. Compute the fractional part each son will own.

- Solve real-life problems involving fractions and mixed numbers, e.g.:
 - prices of fruit, vegetables, and meat
 - sharing something with others, e.g. money, cake, box of chocolate or pizza, piece of land, etc.
 - measuring ingredients for recipes ($\frac{1}{2}$ cup, $\frac{3}{4}$ tbsp.)
- Find the common factors and the greatest common factor (GCF) of two numbers using the following methods: listing, prime factorization, and continuous division
- Find the common multiples and least common multiple (LCM) of two numbers using the following methods: listing, prime factorization, and continuous division
- Round decimal numbers to the nearest hundredth and thousandth
- Add and subtract decimals, e.g.:
 - Total number of kilos of cabbage harvested
- Compute the difference of the distance of two Barangays from the Poblacion
- Solve problem in daily life involving decimals that are money related, e.g.:
 - preparing a family budget
 - calculating marketing expenses
 - computing daily/weekly and monthly wages
 - adding income/expenses and computing profit/loss preparing a financial statement/balance sheet
- Simplify ratio to its lowest term, e.g.:
 - The ratio of male to female in a learning group is 5:10 which is 1:2 in lowest term
 - The ratio of the number of eggs to number of cups of flour for baking is 8:12, which is 2:3 in lowest term
- Solve daily life problems involving percent and percentages, e.g.:
 - buying in cash vs. installment
 - family budget
 - commission on sales
 - discount on mark-up prices
 - taxes, e.g., income tax, VAT
 - interest rates on loans including the -5-6 scheme, savings account and time deposit
 - mixing chemicals using the correct proportion, e.g., chemical fertilizers
- Add and subtract positive and negative numbers.

Learning Strand 4: Life and Career Skills

- Explain the opportunities, benefits and risks offered by e-commerce e.g., e-banking, e-bill payments, online purchasing, e-marketing

Learning Strand 6: Digital Citizenship

- Explain the functions of each of the parts of a desktop computer
- Identify different types of computer hardware accessories and their respective functions
- Explain the procedure of operating other computer peripherals such as printer, scanner, photocopier, web camera, USB flash drive, external hard drive, multimedia projector, earphone/ headset and microphone/ speaker
- Differentiate the types of mobile devices & mobile computers

2024 ACCREDITATION AND EQUIVALENCY (A&E) TEST - JUNIOR HIGH SCHOOL
LIST OF COMPETENCIES
TWO-WEEK LEARNING ENHANCEMENT

LS 1: Communication Skills (Filipino)

- Nasusuri ang mga pangyayari sa akda na nagpapakita ng mga suliraning panlipunan na dapat na mabigyan ng solusyon
- Nabibigyang-puna ang mga nababasa sa mga social media (pahayagan, TV, Facebook, email at iba pa)
- Naiisa-isa ang mga positibo at negatibong pahayag
- Nasusuri kung opinyon o katotohanan ang isang pahayag
- Nabibigyang-kahulugan ang matalinghagang pahayag sa parabula
- Infer/predict outcomes of situations presented in written materials

LS 2: Scientific and Critical Thinking Skills

- Describe some illnesses associated with the respiratory system, their causes and symptoms, e.g., causes and symptoms of simple cough and colds, pneumonia, asthma, tuberculosis (TB), emphysema, whooping cough and diphtheria
- Differentiate asexual from sexual reproduction in terms of:
 - number of individuals involved
 - similarities of offspring to parents; individuals involved
 - similarities of offspring to parents
- Describe the different levels of biological organization from cell to biosphere
- Differentiate metallic from non-metallic elements
- Compare mitosis and meiosis and their role in the cell division cycle
- Describe the effects of certain weather systems in the Philippines

LS 3: Mathematical and Problem-Solving Skills

- Solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools
- Find the subset of a given set
- Classifies the different kinds of angles.
- Interpret temperature in daily life activities, e.g., boiling water, ice water, weather, by using appropriate measuring devices such as a thermometer
- State and apply the laws of exponents
- Differentiate between constants and variables in a given algebraic expression
- Evaluate algebraic expressions for given values of the variables
- Calculate the measure of central tendency of ungrouped and grouped data
- Describe and differentiate the types of sampling techniques.

LS 6: Digital Citizenship

- Practice safe and ethical use of mobile devices:
 - phishing
 - identity theft
 - cyber laws awareness
 - mobile etiquette
- Digital rights – understand, protect, and respect personal and legal rights, such as the right to privacy, intellectual property rights, freedom of speech and protection from hate speech; this includes handling personal information online with discretion and protecting privacy for oneself and one's contacts