



Republic of the Philippines
Department of Education
 Region VI- Western Visayas
SCHOOLS DIVISION OF SAGAY CITY

DIVISION MEMORANDUM

No. 482, s. 2024

OCT 24 2024

CONDUCT OF THE SCHOOL-BASED PORTFOLIO DAY

To: Asst. Schools Division Superintendent
 Chief Education Program Supervisor - CID and SGOD
 Public Schools District Supervisor
 Public Elementary and Secondary School Heads
 All Others Concerned

1. Pursuant to the Regional Memorandum No. 1023 s. 2024 this office, through the Curriculum Implementation Division (CID) announces the conduct of the School-Based Portfolio Day.
2. The activity aims to:
 - a. showcase the written works and performance task outputs of learners, thus providing tangible learning evidence to parents/ guardians;
 - b. encourage schools to hold quarterly conferences with parents/ guardians as indicated in the DepEd School Calendar;
 - c. distribute report cards of learners to their respective parents/ guardians, coupled with learning-focused conversations;
 - d. provide a space for learning-centered dialogues between parents and teachers; and
 - e. discuss relevant issues and concerns regarding learners' academic and non-academic performances and collaboratively devise solutions to address such.
3. The following schedule shall be followed:
 - a. December 14, 2024 – 2nd Quarter
 - b. February 22, 2025 – 3rd Quarter
4. The School shall ensure compliance with the conduct of the activities by assigning a school monitor and documenter. A quarterly report with pictures shall be submitted to this Office a week after the conduct of the activity.
5. Enclosed is the list of suggested learners' outputs to be displayed.
6. It is understood that in the conduct of this activity, there shall be no discrimination in the provision of such partnership on account of age, school, gender, civil status, disability, religion, or other similar factors, personal circumstances that run counter to the principles of equal opportunity.
7. Immediate and wide dissemination of this Division Memorandum is desired.

[Signature]
LUCENA R. SABAJO
 ADMINISTRATIVE OFFICER V
 BUDGET OFFICE

MARSETTE D. SABBALUCA, CESO VI
 Schools Division Superintendent

Encl as stated:
 Reference: RM No.1023, s. 2024
 To be included in the perpetual index
 under the following subjects:

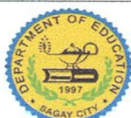
CURRICULUM
 ASSESSMENT

PARENT-TEACHER CONFERENCE
 DISTRIBUTION OF CARDS

PORTFOLIO

Allotment: N/A

CID_RBS/DM-Conduct of the School-Based Portfolio Day 10/23/2024



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LIST OF SUGGESTED LEARNERS' OUTPUTS TO BE DISPLAYED

The following are the suggested outputs per learning area to be displayed during the School-Based Portfolio Day:

English & Filipino	Science	Mathematics
<ul style="list-style-type: none"> • Creative Writing Samples: Short stories, poems, essays, and other written outputs • Reading Logs: Summaries and reflections on books read • Book Reviews: Written or video reviews of favorite books • Presentations: Slideshows or posters on a literary topic • Debate Reflections: Notes or reflections from debates or discussions 	<ul style="list-style-type: none"> • Lab Reports: Detailed reports on experiments conducted • Projects: Science fair projects or research papers • Posters: Informational posters on scientific concepts • Data Analysis: Graphs and charts from experiments or surveys • Other written outputs 	<ul style="list-style-type: none"> • Problem Sets: Examples of solved problems or challenges • Projects: Real-world applications of math concepts, like budgeting or architecture • Math Journals: Reflections on learning progress or strategies • Presentations: Demonstrations of math concepts or group projects • Games: Descriptions or creations of math-related games
Araling-Panlipunan	TLE/TVL	MAPEH
<ul style="list-style-type: none"> • Research Projects: Papers or presentations on historical figures or events • Diaries or Letters: Creative writing pieces from different historical perspectives • Maps: Drawn or digital maps highlighting significant historical locations • Cultural Studies: Projects on different cultures or traditions • Debate Summaries: Reflections on class debates about historical or current events • Other written outputs 	<ul style="list-style-type: none"> • Project Portfolios: Samples of work or completed projects (e.g., woodworking, culinary) • Skill Assessments: Certificates or evaluations of skills learned • Reflective Journals: Entries documenting the learning process and challenges faced • Videos: Demonstrations of skills or processes • Business Plans: Written proposals for entrepreneurial projects • Other Learning Proofs: Entrepreneurial/IGP records, community 	<ul style="list-style-type: none"> • Performance Recordings: Videos or audio of performances • Compositions: Original music pieces or arrangements • Artwork Samples: Drawings, paintings, or digital art • Art Projects: Documentation of larger projects, including sketches and final pieces • Fitness Assessments: Records of personal fitness goals and achievements • Skill Demonstrations: Videos or presentations



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	involvement outputs, immersion journals	of sports skills or techniques • Stage presentations
ESP	Other Possible Outputs/Activities	
<ul style="list-style-type: none">• Reflection Essays: Written pieces on values learned throughout the year• Community Service Projects: Documentation of volunteer work and its impact• Group Discussions: Summaries of discussions on values and ethics• Personal Goals: Statements outlining personal values and goals• Artistic Expressions: Creative works that represent personal values (e.g., poems, drawings)	<ul style="list-style-type: none">• Outputs showing financial literacy, campus journalism, or peace education integration• Cross Wire of Outputs• Curating other school spaces to displace learners' outputs or achievements• Conduct of simple classroom-based programs to showcase learners' stage performances• Business simulation for ABM learners	

The outputs to be presented during the School-Based Portfolio Day should ideally be anchored on the competencies tackled within the quarter. Thus, the provided list is suggestive in nature. Teachers must ensure the relevance of the outputs to the given competencies and may explore other possible outputs to be presented. All displays should be within the homeroom of the learners and are organized with the guidance of the class adviser.