Policy Guidelines on Classroom Assessment for the K to 12 BEP (DepEd Order No. 8 s. 2015)

September 2015

DepEd Order No. 8 s. 2015
Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program

Republic of the Philippines
Department of Education

DepEd O R D E R
No. 8 , s. 2015

POLICY GUIDELINES ON CLASSROOM ASSESSMENT FOR THE K TO 12 BASIC EDUCATION PROGRAM

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services/Centers and Heads of Units
Regional Directors
Schools Division/City Superintendents
Heads, Public Elementary and Secondary Schools
All Others Concerned

1. In line with the implementation of the *Enhanced Basic Education Act of 2013* (Republic Act No. 10533), the Department of Education is adopting the enclosed **Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program**.

2. Classroom Assessment is an integral part of curriculum implementation. It allows the teachers to track and measure learners' progress and to adjust instruction accordingly. Classroom assessment informs the learners, as well as their parents and guardians, of their progress.

3. Effective School Year (SY) 2015–2016, the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program shall be implemented in public elementary and secondary schools nationwide.

4. Non-DepEd schools are urged to implement these policy guidelines as well. Non-DepEd schools are permitted to modify these policy guidelines according to their school's Philosophy, Vision, and Mission with the approval of the appropriate DepEd Regional Office.

5. These guidelines will remain in force and in effect for the duration of the program, unless sooner repealed, amended, or rescinded. All existing Orders and Memoranda that are inconsistent with this Order are rescinded.

6. Immediate dissemination of and strict compliance with this Order are directed.

BR. ARMIN A. LUISTRO FSC
Secretary

Theoretical Basis

Zone of Proximal Development (Vygotsky, 1978)

1. Appropriate assessment is committed to

   a. ensuring learners' success to move from guided to independent display of knowledge, understanding, and skills
   b. enabling learners to transfer knowledge, understanding and skills successfully in future situations

2. Assessment facilitates the development of learners' higher order thinking and 21st-century skills.

Theoretical Basis

- Classroom Assessment is a joint process that involves both teachers and learners. Learners are co-participants in the assessment process

- An integral part of teaching and learning. Teachers provide appropriate assessment when they aim to holistically measure learners' current and developing abilities while enabling them to take responsibility in the process.

- Recognizes the diversity of learners inside the classroom, the need for multiple ways of measuring their varying abilities and learning potentials, and the role of learners as co-participants in the assessment process.

- acknowledges the unity of instruction and assessment. Assessment is part of day-to-day lessons and extends the day-to-day classroom activities that are already in place in the K to 12 curriculum.

What is Classroom Assessment?

1. Assessment is a joint process that involves both teachers and learners.

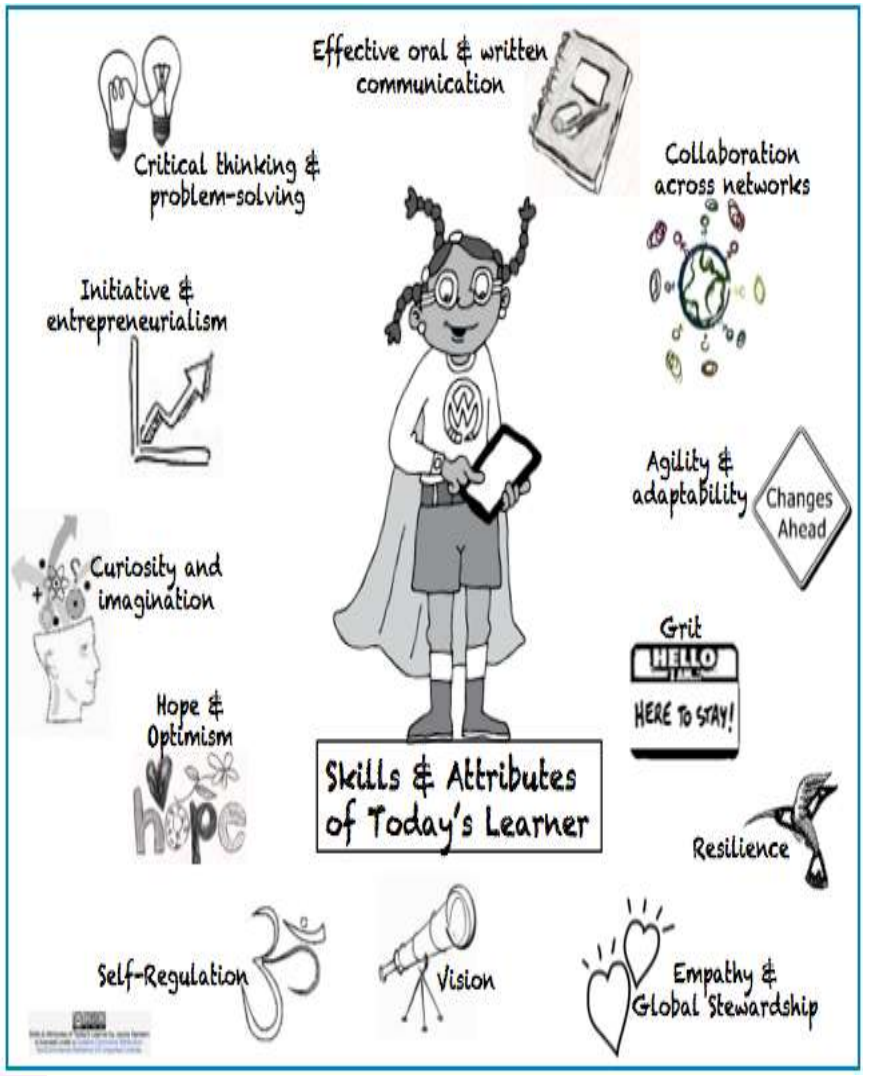
Take A Part

What is Classroom Assessment?

2.It is used to track learner progress in relation to learning standards and development of 21st-century skills.

3.It provides bases for the profiling of student performance on the learning competencies and standards of the curriculum.

4.It promotes self-reflection and personal accountability among students about their own learning



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What is Classroom Assessment?

5. Classroom assessment is an ongoing process of identifying, gathering, organizing and interpreting quantitative and qualitative information about what learners know and can do.

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6. Classroom assessment methods should be consistent with curriculum standards.

7. It measures achievement of competencies by the learners.

What is assessed in the classroom?

Content Standards-

identify and set the essential knowledge and understanding that should be learned
Cover a specified scope of sequential topics within each learning strand, domain, theme, or component
Answer the question, "What should the learners know?

Performance Standards – describe the abilities and skills that learners are expected to demonstrate in relation to the content standards and integration of the 21st century skills. The integration of knowledge, understanding, and skills is expressed through creation, innovation, and adding value to products/performance during independent work or in collaboration with others.

Answer the questions:
"What can learners do with what they know?"
" How well must do their work?"
"How well do learners use their learning or understanding in different situations?"
"How do learners apply their learning or understanding in real-life contexts?
"What tools and measures should learners use to demonstrate what they know?"

Learning Competencies

refer to the knowledge, understanding, skils, and attitudes that students need to demonstrate in every lesson and/or learning activity

What is assessed in the classroom?

To align the assessment process with the K to 12 curriculum, the adapted Cognitive Process Dimensions may be used as a guide in the formulation of assessment tasks and activities.

Remembering	The learner can recall information and retrieve relevant knowledge from long-term memory: *identify, retrieve, recognize, duplicate, list, memorize, repeat, reproduce*
Understanding	The learner can construct meaning from oral, written and graphic messages: *interpret, exemplify, classify, summarize, infer, compare, explain, paraphrase, discuss*
Applying	The learner can use information to undertake a procedure in familiar situations or in a new way: *execute, implement, demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover*
Analyzing	The learner can distinguish between parts and determine how they relate to one another, and to the overall structure and purpose: *differentiate, distinguish, compare, contrast, organize, outline, attribute, deconstruct*
Evaluating	The learner can make judgments and justify decisions: *coordinate, measure, detect, defend, judge, argue, debate, critique, appraise, evaluate*
Creating	The learner can put elements together to form a functional whole, create a new product or point of view: *generate, hypothesize, plan, design, develop, produce, construct, formulate, assemble, design, devise*

What is the connection between and among Curriculum Standards, Cognitive Process Dimensions and KPUP?

Curriculum Standards	Levels of Assessment (DO 73, s. 2012)	Cognitive Process Dimensions
Content Standards "What should the learners know?"	**Knowledge** 1. "What should students know?" 2. "How are they to express or provide evidence of what they know?"	**Remembering** The learner can *identify, retrieve, recognize, duplicate, list, memorize, repeat, reproduce*
		Understanding
Performance Standard "What can learners do with what they know?"		**Applying** The learner can *execute, implement, demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover*
		Analyzing
		Evaluating
		Creating

What is the connection between and among Curriculum Standards, Cognitive Process Dimensions and KPUP?

Curriculum Standards	Levels of Assessment (DO 73, s. 2012)	Cognitive Process Dimensions
Content Standards "What should the learners know?"	**Process** 1. "What can students do with the information or facts they have in relation to familiar situations?" 2. "What are the evidence of what they can do with the information and facts they have?"	**Remembering**
		Understanding The learner can *interpret, classify, summarize, infer, compare, explain, paraphrase*
Performance Standard 1. "How well do learners use their learning or understanding in different situations?" 2. "How do learners apply their learning or understanding in real-life contexts?"		**Applying** The learner can *execute, implement, demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover*
		Analyzing The learner can *differentiate, distinguish, compare, contrast, organize, outline*
		Evaluating
		Creating

What is the connection between and among Curriculum Standards, Cognitive Process Dimensions and KPUP?

Curriculum Standards	Levels of Assessment (DO 73, s. 2012)	Cognitive Process Dimensions
Content Standards "What should the learners know?"	**Understanding** 1. "What breadth (connection to a wider context) and depth (insights and reflection) of understanding do the students have regarding the information and facts that they know?" 2. "What are the evidence of the breadth and depth understanding that the students have reached?"	Remembering **Understanding** The learner can *interpret, exemplify, infer summarize, compare, explain, paraphrase*
Performance Standard 1. "What can learners do with what they know?" 2. "How well must learners do their work?" 3. "How well do learners use their learning or understanding in different situations?"		**Applying** The learner can *demonstrate, dramatize, interpret, illustrate, convert, discover* **Analyzing** The learner can *differentiate, distinguish, compare, contrast, organize, outline, attribute* **Evaluating** The learner can *coordinate, measure, detect, judge, argue, debate, critique, evaluate* Creating

What is the connection between and among Curriculum Standards, Cognitive Process Dimensions and KPUP?

Curriculum Standards	Levels of Assessment (DO 73, s. 2012)	Cognitive Process Dimensions
Content Standards "What should the learners know?"	**Performance or Product** 1. "What innovations in terms of products and performances are learners able to do?" 2. "What are the evidence that the learners can use or transfer their learning in real-life and/or different situations?"	Remembering
		Understanding
Performance Standard 1. "How well do learners use their learning or understanding in different situations?" 2. "How do learners apply their learning or understanding in real-life contexts?" 3. "What tools and measures should learners use to demonstrate what they know?"		**Applying** The learner can *execute, implement, demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover*
		Analyzing
		Evaluating
		Creating The learner can *generate, hypothesize, plan, design, develop, produce, construct, formulate, assemble, design, devise*

How are learners assessed in the classroom?

Formative Assessment

1. According to the UNESCO Program on Teaching and Learning for a Sustainable Future (UNESCO-TLSF):
   a. Formative assessment refers to ongoing forms of assessment closely linked to the learning process.
   b.It is informal.
2.It provides immediate feedback to both learner and teacher.
3.It helps prepare learners for summative assessments.
4.It is recorded but not included as basis for grading.

How are learners assessed in the classroom?

When Formative Assessment may be conducted:

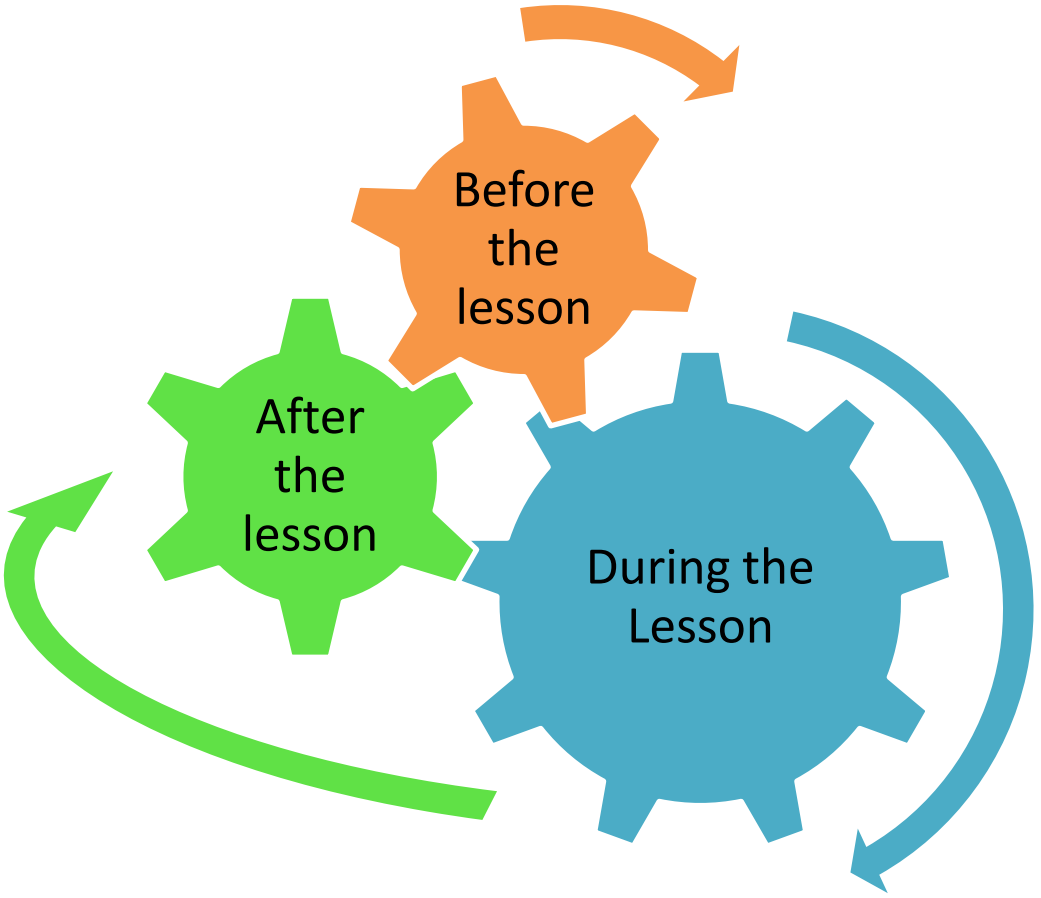


Table 2. Purposes of Formative Assessment

Parts of the Lesson	Purpose		Examples of Assessment Methods
	For the Learner	For the Teacher	
Before Lesson	1. Know what s/he knows about the topic/lesson 2. Understand the purpose of the lesson and how to do well in the lesson 3. Identify ideas or concepts s/he misunderstands 4. Identify barriers to learning	1. Get information about what the learner already knows and can do about the new lesson 2. Share learning intentions and success criteria to the learners 3. Determine misconceptions 4. Identify what hinders learning	1. Agree/disagree activities 2. Games 3. Interviews 4. Inventories/ checklists of skills (relevant to the topic in a learning area) 5. KWL activities (what I know, what I want to know, what I learned) 6. Open-ended questions 7. Practice exercises

Table 2. Purposes of Formative Assessment

Parts of the Lesson	Purpose		Examples of Assessment Methods
	For the Learner	For the Teacher	
Lesson Proper	1. Identify one's strengths and weaknesses 2. Identify barriers to learning 3. Identify factors that help him/her learn 4. Know what s/he knows and does not know 5. Monitor his/her own progress	1. Provide immediate feedback to learners 2. Identify what hinders learning 3. Identify what facilitates learning 4. Identify learning gaps 5. Track learner progress in comparison to formative assessment results prior to the lesson proper 6. To make decisions on whether to proceed with the next lesson, re-teach, or provide for corrective measures or reinforcements	1. Multimedia presentations 2. Observations 3. Other formative performance tasks (simple activities that can be drawn from a specific topic or lesson) 4. Quizzes (recorded but not graded) 5. Recitations 6. Simulation activities

Table 2. Purposes of Formative Assessment

Parts of the Lesson	Purpose		Examples of Assessment Methods
	For the Learner	For the Teacher	
After Lesson	1. Tell and recognize whether s/he met learning objectives and success criteria 2. Seek support through remediation, enrichment, or other strategies	1. Assess whether learning objectives have been met for a specified duration 2. Remediate and/ or enrich with appropriate strategies as needed 3. Evaluate whether learning intentions and success criteria have been met	1. Checklists 2. Discussion 3. Games 4. Performance tasks that emanate from the lesson objectives 5. Practice exercises 6. Short quizzes 7. Written work

How are learners assessed in the classroom?

Summative Assessment

1. Summative Assessment may be seen as *assessment of learning which occurs at the end of a particular unit.*
2. It usually occurs towards the end of a period of learning in order to describe the standard reached by the learner.
3. Judgements derived from summative assessment are usually for the benefit of people other than the learner (UNESCO-TLSF).
4. Results of summative assessment are recorded and are included in the computation of the final grade.

How are learners assessed in the classroom?

Components of Summative Assessment

Ensures that students are able to express skills and concepts in written form

May include long quizzes and unit or long tests, essays, written reports and other written output

Allow students to show what they know and are able to do in diverse ways

Learners may create or innovate products or do performance-based tasks

Written output may also be considered as performance tasks

Measures student learning at the end of the quarter
Maybe in the form of objective tests, performance-based assessment, or a combinaiton thereof

How are learners assessed in the classroom?

Purpose of Summative Assessment

Assess learners' understanding of concepts and application of skills in written form

Prepare learners for quarterly assessment

Given at the end of the topic or unit

Synthesize all the learning skills, concepts, and values learned in an entire quarter

Involves learners in the learning process individually or in colaboration with teammates over a period of time

Give students opportunities to demonstrate and integrate their knowledge, understanding, and skills about topics or lessons learned in a specific real-life situation by performing and /or producing evidence of their learning

Give the students the freedom to express their learning in appropriate and diverse ways

Encourage student inquiry, integration of knowledge, understanding, and skills in various contexts beyond assessment period
Given several times during the quarter

List of Summative Assessment Tools

Learning Areas	Components	
	Written Work (WW)	Performance Tasks (PT)
Languages	A. Unit/Chapter Tests B. Written output 1. Book/ article reviews 2. Essays 3. Journals 4. Letter writing 5. Reaction/ reflection papers 6. Reports	A. Products 1. Campaigns 2. Case studies 3. Collages 4. Compositions 5. Literary analyses 6. Multimedia productions 7. Portfolios 8. Research projects 9. Story/poem writing B. Performance-based tasks 1. Debates 2. Interviews 3. Multimedia presentations 4. Panel discussions 5. Presentations 6. Project making 7. Role plays 8. Speech delivery 9. Storytelling/reading

List of Summative Assessment Tools

Learning Areas	Components	
	Written Work (WW)	Performance Tasks (PT)
Math	A. Unit/Chapter Tests B. Written output 1. Data recording and analyses 2. Geometric and statistical analyses 3. Graphs, charts, or maps 4. Problem sets 5. Surveys	A. Products 1. Diagrams 2. Mathematical Investigatory projects 3. Models/making models of geometric figures 4. Number representations B. Performance-based tasks 1. Constructing graphs from survey conducted 2. Multimedia presentation 3. Outdoor math 4. Probability experiments 5. Problem-posing 6. Reasoning and proof through recitation 7. Using manipulatives to show math concepts/solve problem 8. Using measuring tools/devices

List of Summative Assessment Tools

Learning Areas	Components	
	Written Work (WW)	Performance Tasks (PT)
Science	A. Unit/Chapter Tests B. Written output 1. Concept maps 2. Data recording and analyses 3. Laboratory reports and documentations 4. Reaction/ reflection papers 5. Surveys	A. Products 1. Investigatory projects 2. Models and diagrams construction 3. Prototype building 4. Research papers B. Performance-based tasks 1. Debates 2. Designing and implementation of action plans 3. Designing various models 4. Doing scientific investigations 5. Issue-awareness campaigns 6. Laboratory activity 7. Multimedia presentations 8. Simulation 9. Skills demonstration 10. Verification experiments

List of Summative Assessment Tools

Learning Areas	Components	
	Written Work (WW)	Performance Tasks (PT)
Araling Panlipunan (AP)	A. Unit/Chapter Tests B. Written output 1. Concept maps and organizers 2. Essays 3. Journals 4. News writing 5. News/article reviews 6. Reaction/ reflection papers	A. Products 1. Collages and diorama making 2. Leaflet, poster, and slogan making 3. Map construction 4. Research work 5. Timelines B. Performance-based tasks 1. Community involvement 2. Debate 3. Interviews 4. Issue-awareness campaigns 5. News reporting 6. Presentations and multimedia presentations 7. Role plays 8. Simulations

List of Summative Assessment Tools

Learning Areas	Components	
	Written Work (WW)	Performance Tasks (PT)
Edukasyon sa Pagpapakatao (EsP)	A. Unit/Chapter Tests B. Written output 1. Essays 2. Journal writing 3. Journal/article reviews 4. Reaction/ reflection papers	A. Products 1. Argument analyses 2. Expressing their feelings and ideas through art activities 3. Journal responses 4. Letter writing 5. Song and poem writing B. Performance-based tasks 1. Issue awareness campaigns 2. Presentations and multimedia presentations 3. Role plays 4. Preparation of action plans (Plano ng pagsasabuhay) 5. Implementation of action plans (Pagsasagawa ng plano) 6. Situation analysis (Pagsusuri

List of Summative Assessment Tools

Learning Areas	Components	
	Written Work (WW)	Performance Tasks (PT)
Music	A. Unit/Chapter Tests B. Written output 1. Essays 2. Reaction/ reflection papers 3. Research paper	A. Products 1. Creating simple musical arrangement 2. Musical analysis/song analysis 3. Musical research 4. Writing program notes B. Performance-based tasks 1. Multimedia presentations 2. Musical presentation 3. Skills demonstration (singing, playing musical instruments)

List of Summative Assessment Tools

Learning Areas	Components	
	Written Work (WW)	Performance Tasks (PT)
Arts	A. Unit/Chapter Tests B. Written output 1. Essays 2. Reaction/ reflection papers 3. Research paper	A. Products 1. Art criticism and appreciation compilations 2. Art exhibit 3. Art projects 4. Portfolio B. Performance-based tasks 1. Art production 2. Multimedia presentations 3. Portfolio 4. Skills demonstration (drawing, coloring, painting) 5. Stage/bulletin board production

List of Summative Assessment Tools

Learning Areas	Components	
	Written Work (WW)	Performance Tasks (PT)
Physical Education (PE)	A. Unit/Chapter Tests B. Written output 1. Essays 2. Reaction/ reflection papers 3. Research paper	A. Products 1. Article/journal review 2. Personal fitness and health logs 3. Portfolio B. Performance-based tasks 1. Creating personalized exercise program 2. Physical activity participation 3. Physical activity/fitness assessment 4. Role plays 5. Skills demonstration

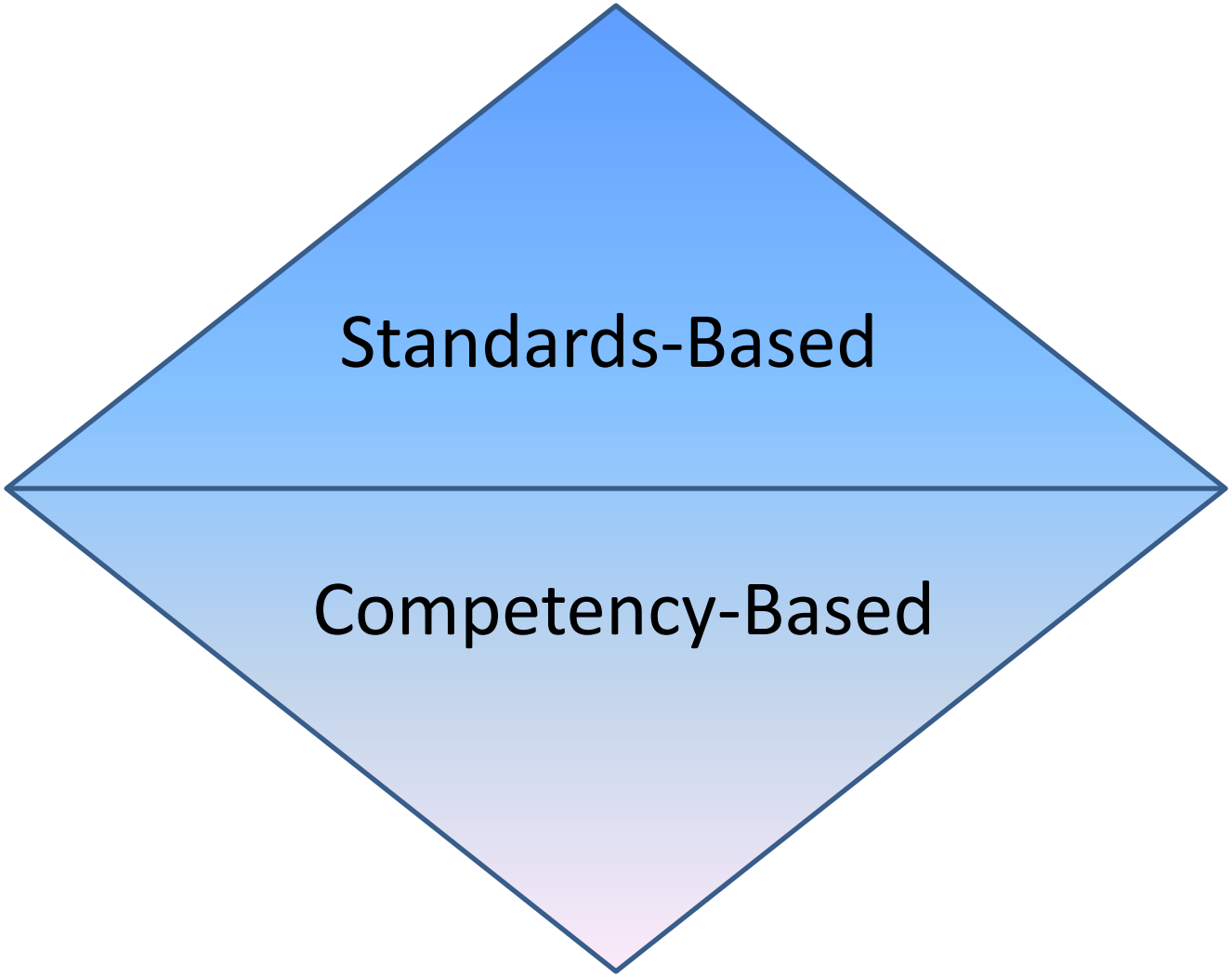
List of Summative Assessment Tools

Learning Areas	Components	
	Written Work (WW)	Performance Tasks (PT)
Health	A. Unit/Chapter Tests B. Written output 1. Essays 2. Journal/article review 3. Reaction/ reflection papers 4. Research paper 5. Journal writing	A. Products 1. Journal responses 2. Personal fitness and health logs 3. Portfolio B. Performance-based tasks 1. Debates 2. Design and implementation of fitness and health program 3. Issue-awareness campaigns 4. Role plays

List of Summative Assessment Tools

Learning Area	Components	
	Written Work (WW)	Performance Task (PT)
Edukasyong Pantahanan at Pangkabuhayan/Technology and Livelihood Education/ ICT related subjects	A. Unit/Chapter Test B. Written Outputs 1. Essays 2. Diagrams, charts and models 3. Work Designs and Plans	A. Products 1.Technical drawing report 2. Prototype building 3.Products/Project using locally available materials B. Performance-Based tasks 1. Skills demonstration 2. Skills application 3. Laboratory exercises 4. Oral tests 5. Design, creation, and layout of outputs/diagnose and repair equipment

What is the Grading System?



What is the Grading System?

Kindergarten	Checklists, anecdotal records and portfolios are used instead of numerical grades which are based on the Kindergarten curriculum guide.
Grades 1 to 12	1. Learners are graded on three components every quarter: Written Work, Performance Tasks and Quarterly Assessment. 2. These components are given specific weights which vary. 3. All grades will be based on weighted raw score of the learner's summative assessments 4. The minimum grade needed to pass a specific learning area is 60 which is then transmuted to 75 in the report card.

How are grades computed?

1. Get the total score for each component
2. Divide the total raw score by the highest possible score, then multiply the qoutient by 100%.This will result in a Percentage Score
3. Convert Percentage Scores to Weighted Scores
   - Multiply the Percentage Score by the weight of the component indicated in Table 4 and Table 5 of the Classrooom Assessment Policy
4. Add the Weighted Scores of each component. The result will be the Initial Grade.
5. Transmute the Initial Grade using the Transmutation Table in Appendix B of DepEd Order No. 8, s. 2015

Table 7. Steps for Computing Grades

STEPS	EXAMPLE		
1. Get the total score for each component.		**Learner's Raw Score**	**Highest Possible Score**
	Written Work 1	18	20
	Written Work 2	22	25
	Written Work 3	20	20
	Written Work 4	17	20
	Written Work 5	23	25
	Written Work 6	26	30
	Written Work 7	19	20
	TOTAL	145	160
		Learner's Raw Score	**Highest Possible Score**
	Performance Task 1	12	15
	Performance Task2	13	15
	Performance Task3	19	25
	Performance Task4	15	20
	Performance Task5	16	20
	Performance Task6	25	25
	TOTAL	100	120
		Learner's Raw Score	**Highest Possible Score**
	Quarterly Assessment	40	50
2. Divide the total raw score by the highest possible score then multiply the quotient by 100%.	Percentage Score (PS)= $\left(\frac{145}{160}\right)$ **x** 100%		
	PS of Written Work is 90.63.		
	Percentage Score (PS)= $\left(\frac{100}{120}\right)$ **x** 100%		
	PS of Performance Task is 83.33.		
	Percentage Score (PS)= $\left(\frac{40}{50}\right)$ **x** 100%		
	PS of Quarterly Assessment is 80.00.		

STEPS	EXAMPLE
3. Convert Percentage Scores to Weighted Scores. Multiply the Percentage Score by the weight of the component indicated in Table 4 and Table 5.	Written Work for English Grade 4 is 30% Weighted Score (WS)= 90.63 x 0.30 **The Weighted Score of Written Work in 27.19.** Performance Tasks for English Grade 4 is 50%. Weighted Score (WS)= 83.33 x 0.50 **The Weighted Score of Performance Task is 41.67.** Quarterly Assessment for English Grade 4 is 20%. Weighted Score (WS)= 80.00 x 0.20 **The Weighted Score of Quarterly Assessment is 16.** (The scores can be found in the sample class record on Table 6.)
4. Add the Weighted Scores of each component. The result will be the Initial Grade.	**Component Weighted Score** Written Work= 27.19 Performance Tasks= 41.67 Quarterly Assessment=16.00 **TOTAL** 84.86 **The Initial Grade is 84.86.**
5. Transmute the Initial Grade using the Transmutation Table in Appendix B.	The Initial Grade is 84.86 **The Transmuted Grade is 90.** **The Quarterly Grade in English for the 1st Quarter is 90.** This is reflected in the Report Card.

Transmutation Table

Initial Grade	Transmuted Grade	Initial Grade	Transmuted Grade
100	**100**		
98.40 – 99.99	**99**	66.40 – 67.99	**79**
96.80 – 98.39	**98**	64.80 – 66.39	**78**
95.20 – 96.79	**97**	63.20 – 64.79	**77**
93.60 – 95.19	**96**	61.60 – 63.19	**76**
92.00 – 93.59	**95**	60.00 – 61.59	**75**
90.40 – 91.99	**94**	56.00 – 59.99	**74**
88.80 – 90.39	**93**	52.00 – 55.99	**73**
87.20 – 88.79	**92**	48.00 – 51.99	**72**
85.60 – 87.19	**91**	44.00 – 47.99	**71**
84.00 – 85.59	**90**	40.00 – 43.99	**70**
82.40 – 83.99	**89**	36.00 – 39.99	**69**
80.80 – 82.39	**88**	32.00 – 35.99	**68**
79.20 – 80.79	**87**	28.00 – 31.99	**67**
77.60 – 79.19	**86**	24.00 – 27.99	**66**
76.00 – 77.59	**85**	20.00 – 23.99	**65**
74.40 – 75.99	**84**	16.00 – 19.99	**64**
72.80 – 74.39	**83**	12.00 – 15.99	**63**
71.20 – 72.79	**82**	8.00 – 11.99	**62**
69.60 – 71.19	**81**	4.00 – 7.99	**61**
68.00 – 69.59	**80**	0 – 3.99	**60**

Table 4:Weight of the Components for Grades 1-10

Grade Level	Components	Langauges	AP	EsP	Science	Math	MAPEH	EPP/TLE
1 to 10	Written Work	30%			40%		20%	
	Performance Tasks	50%			40%		60%	
	Quarterley Assessment	20%			20%		20%	

Weight of the Components for SHS (Grades 11 and 12

	Core Subjects	Academic Track		Technical-Vocational and Livelihood (TVL)/Sports/Arts and Design Track	
		All other subjects	Work Immersion/ Research/Business Enterprise Simulation/ Exhibit/ Performance	All other subjects	Work Immersion/ Research/ Exhibit/ Performance
Written Work	25%	25%	35%	20%	
Performance Tasks	50%	45%	40%	60%	
Quarterly Assessment	25%	30%	25%	20%	

Table 6. Sample Class Record for English Grade 4 (First Quarter)

	Written Work (30%)										Performance Tasks (50%)									Quarterly Assessment (20%)			Initial Grade	Quarterly Grade
	1	2	3	4	5	6	7	Total	PS	WS	1	2	3	4	5	6	Total	PS	WS	1	PS	WS		
Highest Possible Score	20	25	20	20	25	30	20	160	100	30%	15	15	25	20	20	25	120	100	50%	50	100	20%	100	100
Learner **A**	18	22	20	17	23	26	19	145	90.63	27.19	12	13	19	15	16	25	100	83.33	41.67	40	80	16	84.86	90
Learner **B**	19	15	15	9	13	14	9	94	58.75	17.63	15	15	23	15	18	23	109	90.83	45.42	48	96	19.20	82.25	88
Learner **C**	9	11	5	8	8	9	4	54	33.75	10.13	10	6	7	12	10	18	63	52.50	26.25	29	58	11.60	47.98	71

PERCENTAGE SCORE (PS) = $\left[\frac{\text{Learner's total raw score}}{\text{Highest possible score}}\right]$ **x** 100%

Weighted Score (WS) = Percentage Score **x** Weight of Component

How are grades computed at the end of the School Year?

Kindergarten	Checklists, anecdotal records and portfolios are presented to the parents at the end of each quarter for discussion.
Grades 1 to 10	1. The average of the Quarterly Grades produces the Final Grade. 2. The General Average is computed by dividing the sum of all final grades by the total number of learning areas. Each learning area has equal weight.
Grades 11 to 12	1. The average of the Quarterly Grades produces the Semestral Final Grade. 2. The General Average is computed by dividing the sum of all Semestral Final Grades by the total number of learning areas.

How is the learner's progress reported?

The summary of learner progress is shown quarterly to parents and guardians through a parent-teacher conference, in which the report card is discussed.

Descriptor	Grading Scale
Outstanding	90-100
Very Satisfactory	85-89
Satisfactory	80-84
Fairly Satisfactory	75-79
Did Not Meet Expectations	Below 75

How are learners promoted and retained at the end of the School Year?

For Grades 1 to 3 Learners:

Requirements	Decision
Final Grade of at least 75 in all learning areas	Promoted to the next grade level
Did Not Meet Expectations in not more than two learning areas	Must pass remedial classes for learning areas with failing mark to be promoted to the next grade level. Otherwise the learner is retained in the same grade level.
Did Not Meet Expectations in three or more learning areas	Retained in the same grade level

How are learners promoted and retained at the end of the School Year?

For Grades 4 to 10 Learners:

Requirements	Decision
Final Grade of at least 75 in all learning areas	Promoted to the next grade level
Did Not Meet Expectations in not more than two learning areas	Must pass remedial classes for learning areas with failing mark to be promoted to the next grade level. Otherwise the learner is retained in the same grade level.
Did Not Meet Expectations in three or more learning areas	Retained in the same grade level
Must pass all learning areas in the Elementary	1. Earn the Elementary Certificate 2. Promoted to Junior High School
Must pass all learning areas in the Junior High School	1. Earn the Junior High School Certificate 2. Promoted to Senior High School

How are learners promoted and retained at the end of the School Year?

For Grades 11 to 12 Learners:

Requirements	Decision
Final Grade of at least 75 in all learning areas in a semester	Can proceed to the next semester
Did not Meet Expectations in a prerequisite subject in a learning area	Must pass remedial classes for failed competencies in the subject before being allowed to enroll in the higher-level subject
Did Not Meet Expectations in any subject or learning area at the end of the semester	Must pass remedial classes for failed competencies in the subjects or learning areas to be allowed to enroll in the next semester. Otherwise the learner must retake the subjects failed.
Must pass all subjects or learning areas in Senior High School	Earn the Senior High School Certificate

How are learners promoted and retained at the end of the School Year?

1. Summative Assessments are also given during remedial classes. These are computed, weighted and transmuted in the same way as the Quarterly Grade.
2. The equivalent of the Final Grade for remedial classes is the Remedial Class Mark.
3. The Final Grade at the end of the School Year and the Remedial Class Mark are averaged.
4. If the Recomputed Final Grade is 75 or better:

Grades 1 to 10	**Student is promoted to next grade level**
Grades 11 to 12 (for subjects that are pre-requisites for other subjects)	Student is able to enroll in the higher level learning area

5. If the Recomputed Final Grade is below 75:

Grades 1 to 10	**Student is retained in the grade level**
Grades 11 to 12	**Student needs to retake the subject.**
Grades 11 to 12 (for subjects that are pre-requisites for other subjects)	Student will not be allowed to enroll in the higher level learning area

How are learners promoted and retained at the end of the School Year?

Sample Scenario 1 for Senior High School:

Grade 11 1st Semester of STEM Track

Subjects	Third Quarter	Fourth Quarter	Semestral Final Grade
Core Subjects			
Oral Communication in Context	85	85	85
Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino	84	80	82
General Mathematics	81	81	81
Earth Science	79	73	76
Introduction to the Philosophy of the Human Person	88	90	89
PE and Health	90	88	89
Applied and Specialized Track Subjects			
Empowerment Technologies (for the Strand)	80	83	82
Pre-Calculus	74	73	**74**

The learner will have to:

1. Take remedial classes/sessions for specific competencies failed.
2. Re-take Pre-Calculus as a back subject.

Guidance teachers/career advocates must provide support to the Senior High School student for his/her choices in Senior High School tracks.

How are learners promoted and retained at the end of the School Year?

Sample Scenario 2 for Senior High School:

Grade 11 2nd Semester of STEM Track

Subjects	Third Quarter	Fourth Quarter	Semestral Final Grade
Core Subjects			
Reading and Writing Skills	80	83	82
Pagbasa at Pagsusuri ng Iba't-ibang Teksto Tungo sa Pananaliksik	86	85	86
Disaster Readiness and Risk Reduction	82	87	85
Personal Development	71	73	**72**
PE and Health	90	88	89
Applied and Specialized Track Subjects			
Practical Research 1	80	83	82
Basic Calculus	87	88	88
General Chemistry 1	78	70	**74**

How are learners promoted and retained at the end of the School Year?

After remedial classes, Learner A gets the following grades:

Learning Area	Final Grade	Remedial Class Mark	Recomputed Final Grade
Personal Development	72	76	74
General Chemistry 1	74	74	74

Learner A has to retake both learning areas in the next semester.

After remedial classes, Learner B gets the following grades:

Learning Area	Final Grade	Remedial Class Mark	Recomputed Final Grade
Personal Development	72	76	74
General Chemistry 1	74	78	76

Learner B has to retake Personal Development but can now enroll in General Chemistry 2.

How are the Core Values of the Filipino child reflected in the Report Card?

Maka-Diyos	Makakalikasan
Makatao	Makabansa

How are the Core Values of the Filipino child reflected in the Report Card?

1. Development of learners' cognitive competencies and skills must be complemented by the formation of their values and attitudes anchored on the Vision, Mission and Core Values of the Department of Education (DepEd Order No. 36, s. 2013).
2. Core Values have been translated into behavior statements and indicators have been formulated for each behavior statement.

Core Values	Behavior Statements	Indicators
Makatao	Is sensitive to individual, social and cultural differences	1. Shows respect for all 2. Waits for one's turn 3. Takes good care of borrowed things 4. Views mistakes as learning opportunities 5. Upholds and respects the dignity and equality of all including those with special needs 6. Volunteers to assist others in times of need 7. Recognizes and respects people from different economic, social, and cultural backgrounds
	Demonstrates contributions towards solidarity	1. Cooperates during activities 2. Recognizes and accepts the contribution of others towards a goal 3. Considers diverse views 4. Communicates respectfully 5. Accepts defeat and celebrates others' success 6. Enables others to succeed 7. Speaks out against and prevents bullying

How are the Core Values of the Filipino child reflected in the Report Card?

3. Non-DepEd schools may modify or adapt these guidelines as appropriate to the Philosophy, Vision, Mission and Core Values of their schools.

4. Schools may craft additional indicators for the behavior statements.

5. Schools must ensure that these are child-centered, gender-fair, and age- and culture-appropriate.

How are the Core Values of the Filipino child reflected in the Report Card?

6. A non-numerical rating scale will be used to report on learners' behavior demonstrating the Core Values.
7. The Class Adviser and other teachers shall agree on how to conduct these observations and discuss how each child will be rated.

Marking	Non-Numerical Rating
AO	Always Observed
SO	Sometimes Observed
RO	Rarely Observed
NO	Not Observed

How is attendance reported?

1. Learners' attendance shall be recorded by teachers daily.
2. The attendance is reflected in the report card at the end of each quarter.

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Total
No. of school days	21	21	22	21	21	20	14	21	21	18	200
No. of days present	21	21	22	21	21	20	11	21	21	18	197
No. of days absent	0	0	0	0	0	0	3	0	0	0	3

How is attendance reported?

3. Incurred absences of more than 20% of the prescribed number of class or laboratory periods during the school year or semester will result in a failing grade.

4. Exemptions may be given by the school head should a learner have reasons considered valid by the school.

5. When absences cannot be avoided, the school must give the learner alternative methods and materials that correspond to the topics/competencies that were or will be missed.

Sample Report Card
Grades 1 to 10

REPORT ON ATTENDANCE

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Total
No. of school days	21	21	22	21	21	20	14	21	21	18	200
No. of days present	21	21	22	21	21	20	11	21	21	18	197
No. of days absent	0	0	0	0	0	0	3	0	0	0	3

PARENT/GUARDIAN'S SIGNATURE

1st Quarter _____

2nd Quarter _____

3rd Quarter _____

4th Quarter _____

DepEd FORM 138

Republic of the Philippines
Department of Education

_____
Region

_____
Division

_____
District

_____
School

Name: _____
Age: _____ Sex: _____
Grade: _____ Section: _____
School Year: _____

Dear Parent:

This report card shows the ability and progress your child has made in the different learning areas as well as his/her core values.

The school welcomes you should you desire to know more about your child's progress.

_____
Teacher

_____
Principal

Certificate of Transfer

Admitted to Grade: _____ Section: _____
Eligibility for Admission to Grade: _____
Approved:

_____ _____
Principal Teacher

Cancellation of Eligibility to Transfer

Admitted in: _____
Date: _____ _____
Principal

Sample Report Card
Grades 1 to 10

REPORT ON LEARNING PROGRESS AND ACHIEVEMENT

Learning Areas	Quarter				Final Grade	Remarks
	1	2	3	4		
Filipino	80	89	86	84	85	Passed
English	90	90	92	87	90	Passed
Mathematics	82	85	83	83	83	Passed
Science	86	87	85	84	86	Passed
Araling Panlipunan (AP)	90	92	91	89	91	Passed
Edukasyon sa Pagpapakatao (EsP)	89	93	90	88	90	Passed
Edukasyong Pantahanan at Pangkabuhayan (EPP)	80	81	84	79	81	Passed
MAPEH	85	86	85	84	85	Passed
Music	88	87	89	84	87	Passed
Arts	85	90	88	87	88	Passed
PE	81	80	77	82	80	Passed
Health	86	87	85	84	86	Passed
	General Average				86	

REPORT ON LEARNER'S OBSERVED VALUES

Core Values	Behavior Statements	Quarter			
		1	2	3	4
1. Maka-Diyos	Expresses one's spiritual beliefs while respecting the spiritual beliefs of others	NO	NO	NO	RO
	Shows adherence to ethical principles by upholding the truth in all undertakings	SO	AO	SO	SO
2. Makatao	Is sensitive to individual, social, and cultural differences; resists stereotyping people	NO	RO	RO	SO
	Demonstrates contributions toward solidarity	AO	SO	SO	SO
3. Maka kalikasan	Cares for the environment and utilizes resources wisely, judiciously, and economically	SO	AO	AO	SO
4. Maka bansa	Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen	AO	SO	AO	AO
	Demonstrates appropriate behavior in carrying out activities in the school, community, and country	SO	SO	SO	SO

Descriptors	Grading Scale	Remarks
Outstanding	90-100	Passed
Very Satisfactory	85-89	Passed
Satisfactory	80-84	Passed
Fairly Satisfactory	75- 79	Passed
Did Not Meet Expectations	Below 75	Failed

Marking	Non-numerical Rating
AO	Always Observed
SO	Sometimes Observed
RO	Rarely Observed
NO	Not Observed

Sample Report Card
Grades 11 to 12

REPORT ON ATTENDANCE

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Total
No. of school days	21	21	22	21	21	20	14	21	21	18	200
No. of days present											
No. of days absent											

PARENT / GUARDIAN'S SIGNATURE

1st Quarter _____

2nd Quarter _____

3rd Quarter _____

4th Quarter _____

DepEd FORM 138

Republic of the Philippines
Department of Education

_____
Region

_____
Division

_____
District

_____
School

Name: _____
Age: _____ Sex: _____
Grade: _____ Section: _____
School Year: _____
Track/ Strand: _____

Dear Parent:

This report card shows the ability and progress your child has made in the different learning areas as well as his/her core values.

The school welcomes you should you desire to know more about your child's progress.

_____
Teacher

_____
Principal

Certificate of Transfer

Admitted to Grade: _____ Section: _____
Eligibility for Admission to Grade: _____
Approved:

_____ _____
Principal Teacher

Cancellation of Eligibility to Transfer

Admitted in: _____
Date: _____ _____
Principal

Sample Report Card
Grades 11 to 12

REPORT ON LEARNING PROGRESS AND ACHIEVEMENT

First Semester

Subjects	Quarter		Semester Final Grade
	1	2	
Core Subjects			
Applied and Specialized Subjects			
General Average for the Semester			

Second Semester

Subjects	Quarter		Semester Final Grade
	3	4	
Core Subjects			
Applied and Specialized Subjects			
General Average for the Semester			

REPORT ON LEARNER'S OBSERVED VALUES

Core Values	Behavior Statements	Quarter			
		1	2	3	4
1. Maka-Diyos	Expresses one's spiritual beliefs while respecting the spiritual beliefs of others				
	Shows adherence to ethical principles by upholding the truth in all undertakings				
2. Makatao	Is sensitive to individual, social, and cultural differences; resists stereotyping people				
	Demonstrates contributions toward solidarity				
3. Maka kalikasan	Cares for the environment and utilizes resources wisely, judiciously, and economically				
4. Makabansa	Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen				
	Demonstrates appropriate behavior in carrying out activities in the school, community, and country				

Observed Values

Marking	Non-numerical Rating
AO	Always Observed
SO	Sometimes Observed
RO	Rarely Observed
NO	Not Observed

Learner Progress and Achievement

Descriptors	Grading Scale	Remarks
Outstanding	90-100	Passed
Very Satisfactory	85-89	Passed
Satisfactory	80-84	Passed
Fairly Satisfactory	75- 79	Passed
Did Not Meet Expectations	Below 75	Failed

Figure 1. Sample Certificate of Recomputed Final Grade

Certificate of Recomputed Final Grade

Name of student: _____
Grade level: _____
School Year: _____

Learning Area	Final Grade	Remedial Class Mark	Recomputed Final Grade

Prepared by: _____ Date: _____
Remedial Class Teacher

Noted by: _____ Date: _____
School Principal

Received by: _____ Date: _____
Division Office

Maraming Salamat!