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Department of Education

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**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 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. Special programs may further issue supplementary guidelines in relation to the program's specific assessment concerns.
6. These guidelines will remain in force and in effect for the duration of the program, unless sooner repealed, amended, or rescinded. All existing Orders and Memoranda that are inconsistent with this Order are rescinded.
7. Immediate dissemination of and strict compliance with this Order is directed.

BR. ARMIN A. LUISTRO FSC
Secretary

Encl.:

As stated

Reference:

DepEd Order No. 73, s. 2012

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

ASSESSMENT
ELEMENTARY EDUCATION
POLICY
PROGRAM
SCHOOLS
SECONDARY EDUCATION
TEACHERS

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

I. Theoretical Basis

Classroom Assessment is a joint process that involves both teachers and learners. It is 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. This view 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.

At the heart of this assessment framework is the recognition and deliberate consideration of the learners' zone of proximal development (Vygotsky 1978). Appropriate assessment is committed to ensure learners' success in moving from guided to independent display of knowledge, understanding, and skills, and to enable them to transfer this successfully in future situations. From this point of view, assessment facilitates the development of learners' higher-order thinking and 21st-century skills.

This view of assessment, therefore, 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.

II. What is Classroom Assessment?

Assessment is a process that is used to keep track of learners' progress in relation to learning standards and in the development of 21st-century skills; to promote self-reflection and personal accountability among students about their own learning; and to provide bases for the profiling of student performance on the learning competencies and standards of the curriculum. Various kinds of assessments shall be used appropriately for different learners who come from diverse contexts, such as cultural background and life experiences.

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

Teachers should employ classroom assessment methods that are consistent with curriculum standards. It is important for teachers to always inform learners about the objectives of the lesson so that the latter will aim to meet or even exceed the standards. The teacher provides immediate feedback to students about their learning progress. Classroom assessment also measures the achievement of competencies by the learners.

There are two types of classroom assessment, namely, formative and summative.

A. Formative assessment may be seen as *assessment for learning* so teachers can make adjustments in their instruction. It is also *assessment as learning* wherein students reflect on their own progress. According to the UNESCO Program on Teaching and Learning for a Sustainable Future (UNESCO-TLSF), formative assessment refers to the ongoing forms of assessment that are closely linked to the learning process. It is characteristically informal and is intended to help students identify strengths and weaknesses in order to learn from the assessment experience.

Formative assessment may be given at any time during the teaching and learning process. It is also a way to check the effectiveness of instruction.

Formative assessment involves teachers using evidence about what learners know and can do to inform and improve their teaching. Teachers observe and guide learners in their tasks through interaction and dialogue, thus gaining deeper insights into the learners' progress, strengths, weaknesses, and needs. The results of formative assessments will help teachers make good instructional decisions so that their lessons are better suited to the learners' abilities. It is important for teachers to record formative assessment by documenting and tracking learners' progress using systematic ways that can easily provide insight into a student's learning. Such monitoring will allow teachers to understand their students and thus teach them better. Formative assessment results, however, are not included in the computation of summative assessment.

Formative assessment must also provide students with immediate feedback on how well they are learning throughout the teaching-learning process. Recommendations on how they can improve themselves should also be given by the teachers. Formative assessment enables students to take responsibility for their own learning, and identify areas where they do well and where they need help. As a result, students will appreciate and make their own decisions about their progress.

B. Summative assessment, on the other hand, may be seen as *assessment of learning*, which occurs at the end of a particular unit. This form of assessment usually occurs toward the end of a period of learning in order to describe the standard reached by the learner. Often, this takes place in order for appropriate decisions about future learning or job suitability to be made. Judgments derived from summative assessment are usually for the benefit of people other than the learner (UNESCO-TLSF).

Summative assessment measures whether learners have met the content and performance standards. Teachers must use methods to measure student learning that have been deliberately designed to assess how well students have learned and are able to apply their learning in different contexts. The results of

summative assessments are recorded and used to report on the learners' achievement. Primarily, the results of summative assessment are reported to the learners and their parents/guardians. In addition, these are reported to principals/school heads, teachers who will receive the child in the next grade level, and guidance teachers who should help students cope with challenges they experience in school.

III. What is assessed in the classroom?

Assessment in the classroom is aimed at helping students perform well in relation to the learning standards. Learning standards comprise content standards, performance standards, and learning competencies that are outlined in the curriculum.

A. Content Standards identify and set the essential knowledge and understanding that should be learned. They cover a specified scope of sequential topics within each learning strand, domain, theme, or component. Content standards answer the question, "What should the learners know?"

B. Performance Standards describe the abilities and skills that learners are expected to demonstrate in relation to the content standards and integration of 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. Performance standards answer the following questions:

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?"
4. "How do learners apply their learning or understanding in real-life contexts?"
5. "What tools and measures should learners use to demonstrate what they know?"

C. Learning Competencies refer to the knowledge, understanding, skills, and attitudes that students need to demonstrate in every lesson and/or learning activity.

D. Concept Development

The learning standards in the curriculum reflect progressions of concept development. The Cognitive Process Dimensions adapted from Anderson & Krathwohl (2001) may be a good way to operationalize these progressions. It provides a scheme for classifying educational goals, objectives, and standards. It also defines a broad range of cognitive processes from basic to complex, as follows: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Each dimension is described in Table 1.

Table 1. Adapted Cognitive Process Dimensions*

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

*Adapted from Table 5.1 "The Cognitive Process Dimensions" (Anderson and Krathwohl 2001, pp. 67–68)

To align the assessment process with the K to 12 curriculum, the adapted Cognitive Process Dimensions may be used as guide not only in lesson development but also in the formulation of assessment tasks and activities.

IV. How are learners assessed in the classroom?

Learners are assessed in the classroom through various processes and measures appropriate to and congruent with learning competencies defined in the K to 12 curriculum. Some of these processes and measures may be used for both formative and summative assessment, which have different goals. Learners may be assessed individually or collaboratively.

Individual and Collaborative Formative Assessment

Individual formative assessment enables the learner to demonstrate independently what has been learned or mastered through a range of activities such as check-up quizzes, written exercises, performances, models, and even electronic presentations.

Collaborative formative assessment (peer assessment) allows students to support each other's learning. Discussions, role playing, games, and other group activities

may also be used as performance-based formative assessment wherein learners support and extend each other's learning.

Formative Assessment in Different Parts of the Lesson

Formative assessment may be integrated in all parts of the lesson. Basically, every lesson has three parts: before the lesson, the lesson proper, and after the lesson. Formative assessment conducted in each part serves a different purpose.

A. Before the Lesson

Formative assessment conducted before the lesson informs the teacher about the students' understanding of a lesson/topic before direct instruction. It helps teachers understand where the students stand in terms of conceptual understanding and application. Formative assessment provides bases for making instructional decisions, such as moving on to a new lesson or clarifying prerequisite understanding.

B. During the Lesson Proper

Formative assessment conducted during the lesson proper informs teachers of the progress of the students in relation to the development of the learning competencies. It also helps the teacher determine whether instructional strategies are effective. The results of formative assessment given at this time may be compared with the results of formative assessment given before the lesson to establish if conceptual understanding and application have improved. On this basis, the teacher can make decisions on whether to review, re-teach, remediate, or enrich lessons and, subsequently, when to move on to the next lesson.

C. After the Lesson

Formative assessment conducted after the lesson assesses whether learning objectives were achieved. It also allows the teacher to evaluate the effectiveness of instruction. Students who require remediation and/or enrichment should be helped by the teacher using appropriate teaching strategies.

Table 2 enumerates the purposes of formative assessments conducted before, during, and after the lesson. It also shows examples of assessment methods. Teachers should not limit the assessment methods they use to the examples provided in the table on page 6.

Table 2. Purposes of Formative Assessment

Parts of the Lesson	Purpose		Examples of Assessment Methods
	For the Learner	For the Teacher	
Before Lesson	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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
Lesson Proper	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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
After Lesson	<ol style="list-style-type: none"> 1. Tell and recognize whether s/he met learning objectives and success criteria 2. Seek support through remediation, enrichment, or other strategies 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Checklists 2. Discussion 3. Games 4. Performance tasks that emanate from the lesson objectives 5. Practice

Parts of the Lesson	Purpose		Examples of Assessment Methods
	For the Learner	For the Teacher	
		learning intentions and success criteria have been met	exercises 6. Short quizzes 7. Written work

The information or feedback gathered from formative assessment will help teachers ensure that all learners are supported while they are developing understanding and competencies related to curriculum standards. These also prepare them for summative assessments. Teachers should keep a record of formative assessment results to study the patterns of learning demonstrated by students. However, this should not be used as bases for grading.

Summative Assessment

This form of assessment measures the different ways learners use and apply all relevant knowledge, understanding, and skills. It must be spaced properly over the quarter. It is usually conducted after a unit of work and/or at the end of an entire quarter to determine how well learners can demonstrate content knowledge and competencies articulated in the learning standards. Learners synthesize their knowledge, understanding, and skills during summative assessments. The results of these assessments are used as bases for computing grades.

Individual and Collaborative Summative Assessment

Learners may be assessed individually through unit tests and quarterly assessment. Collaboratively, learners may participate in group activities in which they cooperate to produce evidence of their learning. The process of creating a learning project is given more weight or importance than the product itself.

Components of Summative Assessment

Summative assessments are classified into three components, namely, Written Work (WW), Performance Tasks (PT), and Quarterly Assessment (QA). These three will be the bases for grading. The nature of the learning area defines the way these three components are assessed.

A. The Written Work component ensures that students are able to express skills and concepts in written form. Written Work, which may include long quizzes, and unit or long tests, help strengthen test-taking skills among the learners. It is strongly recommended that items in long quizzes/tests be distributed across the Cognitive Process Dimensions so that all are adequately covered. Through these, learners are able to practice and prepare for quarterly assessment and other standardized assessments. Other written work may include essays, written reports, and other written output.

B. The Performance Task component allows learners to show what they know and are able to do in diverse ways. They may create or innovate products or do performance-based tasks. Performance-based tasks may include skills

demonstration, group presentations, oral work, multimedia presentations, and research projects. It is important to note that written output may also be considered as performance tasks.

C. Quarterly Assessment measures student learning at the end of the quarter. These may be in the form of objective tests, performance-based assessment, or a combination thereof.

Table 3 shows the components of summative assessment, their purposes, and when they are given. The lists of sample summative assessment tools per learning area are found in Appendix A.

Table 3. Components of Summative Assessment

Components	Purpose	When Given
Written Work (WW)	<ol style="list-style-type: none"> 1. Assess learners' understanding of concepts and application of skills in written form 2. Prepare learners for quarterly assessments 	At end of the topic or unit
Performance Tasks (PT)	<ol style="list-style-type: none"> 1. Involve students in the learning process individually or in collaboration with teammates over a period of time 2. 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 3. Give students the freedom to express their learning in appropriate and diverse ways 4. Encourage student inquiry, integration of knowledge, understanding, and skills in various contexts beyond the assessment period 	<p>At end of a lesson focusing on a topic/skill lesson</p> <p>Several times during the quarter</p>
Quarterly Assessment (QA)	Synthesize all the learning skills, concepts, and values learned in an entire quarter	Once, at end of the quarter

There must be sufficient and appropriate instructional interventions to ensure that learners are ready before summative assessments are given. The evidence produced through summative assessment enables teachers to describe how well the students have learned the standards/competencies for a given quarter. These are then reflected in the class record. The grades of learners are presented in a report card to show the progress of learners to parents and other stakeholders.

V. What is the grading system?

The K to 12 Basic Education Program uses a standards- and competency-based grading system. These are found in the curriculum guides. All grades will be based on the weighted raw score of the learners' summative assessments. The minimum grade needed to pass a specific learning area is 60, which is transmuted to 75 in the report card. The lowest mark that can appear on the report card is 60 for Quarterly Grades and Final Grades.

For these guidelines, the Department will use a floor grade considered as the lowest possible grade that will appear in a learner's report card.

Learners from Grades 1 to 12 are graded on Written Work, Performance Tasks, and Quarterly Assessment every quarter. These three are given specific percentage weights that vary according to the nature of the learning area.

A. How is learner progress recorded and computed?

For Kindergarten

Guidelines specific to the assessment of Kindergarten learners will be issued in a different memorandum or order. However, for Kindergarten, checklists and anecdotal records are used instead of numerical grades. These are based on learning standards found in the Kindergarten curriculum guide. It is important for teachers to keep a portfolio, which is a record or compilation of the learner's output, such as writing samples, accomplished activity sheets, and artwork. The portfolio can provide concrete evidence of how much or how well the learner is able to accomplish the skills and competencies. Through checklists, the teacher will be able to indicate whether or not the child is able to demonstrate knowledge and/or perform the tasks expected of Kindergarten learners. Through anecdotal records or narrative reports, teachers will be able to describe learners' behavior, attitude, and effort in school work.

For Grades 1 to 12

In a grading period, there is one Quarterly Assessment but there should be instances for students to produce Written Work and to demonstrate what they know and can do through Performance Tasks. There is no required number of Written Work and Performance Tasks, but these must be spread out over the quarter and used to assess learners' skills after each unit has been taught.

The following are the steps in computing for the Final Grades.

Step 1: Grades from all student work are added up. This results in the total score for each component, namely Written Work, Performance Tasks, and Quarterly Assessment.

Raw scores from each component have to be converted to a Percentage Score. This is to ensure that values are parallel to each other.

Step 2: The sum for each component is converted to the Percentage Score. To compute the Percentage Score (PS), divide the raw score by the highest possible score then multiply the quotient by 100%. This is shown below:

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

Step 3: Percentage Scores are then converted to Weighted Scores to show the importance of each component in promoting learning in the different subjects.

To do this, the Percentage Score is multiplied by the weight of the component found in Table 4 for Grades 1 to 10 and Table 5 for Senior High School. The product is known as the Weighted Score (WS).

$$\text{Weighted Score (WS)} = \text{Percentage Score} \times \text{Weight of Component}$$

Table 4. Weight of the Components for Grades 1–10

	Components	Languages	AP	EsP	Science	Math	MAPEH	EPP/ TLE
1 to 10	Written Work	30%			40%		20%	
	Performance Tasks	50%			40%		60%	
	Quarterly Assessment	20%			20%		20%	

The grading system for Senior High School (SHS) follows a different set of weights for each component. Table 5 presents the weights for the core and track subjects.

Table 5. Weight of the Components for SHS

		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
11 to 12	Written Work	25%	25%	35%	20%	
	Performance Tasks	50%	45%	40%	60%	
	Quarterly Assessment	25%	30%	25%	20%	

Step 4: The sum of the Weighted Scores in each component is the Initial Grade. This Initial Grade will be transmuted using the given transmutation table (see Appendix B) to get the Quarterly Grade (QG).

Step 5: The Quarterly Grade for each learning area is written in the report card of the student.

For a better understanding of how to record the summative assessments, Table 6 presents a sample class record showing three learners for the first quarter of Grade 4 English. On the basis of this class record, Table 7 presents a step-by-step process on how to compute for the Quarterly Grade.

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

	Written Work (30%)														Performance Tasks (50%)							Quarterly Assessment (20%)			Initial 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	25	20	20	25	30	20	160	100	30%	15	15	25	20	20	25	120	100	50%	50	100	20%			
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	

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

$$\text{Weighted Score (WS)} = \text{Percentage Score} \times \text{Weight of Component}$$

Table 7. Steps for Computing Grades

STEPS	EXAMPLE		
<p>1. Get the total score for each component.</p>		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	
<p>2. Divide the total raw score by the highest possible score then multiply the quotient by 100%.</p>	Percentage Score (PS)= $\left[\frac{145}{160} \right] \times 100\%$		
	PS of Written Work is 90.63.		
	Percentage Score (PS)= $\left[\frac{100}{120} \right] \times 100\%$		
	PS of Performance Task is 83.33.		
Percentage Score (PS)= $\left[\frac{40}{50} \right] \times 100\%$			
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 is 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.

For MAPEH, individual grades are given to each area, namely, Music, Arts, Physical Education, and Health. The quarterly grade for MAPEH is the average of the quarterly grades in the four areas.

$\text{Quarterly Grade (QG) for MAPEH} = \frac{\text{QG for Music} + \text{QG for Arts} + \text{QG for PE} + \text{QG for Health}}{4}$
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B. How are grades computed at the end of the school year?

For Kindergarten

There are no numerical grades in Kindergarten. Descriptions of the learners' progress in the various learning areas are represented using checklists and student portfolios. These are presented to the parents at the end of each quarter for discussion. Additional guidelines on the Kindergarten program will be issued.

For Grades 1–10

The average of the Quarterly Grades (QG) produces the Final Grade.

$$\text{Final Grade by Learning Area} = \frac{\text{1st-quarter grade} + \text{2nd-quarter grade} + \text{3rd-quarter grade} + \text{4th-quarter grade}}{4}$$

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.

$$\text{General Average} = \frac{\text{Sum of Final Grades of All Learning Areas}}{\text{Total number of Learning Areas in a grade level}}$$

The Final Grade in each learning area and the General Average are reported as whole numbers. Table 8 shows an example of the Final Grades of the different learning areas and General Average of a Grade 4 student.

Table 8. Final Grades and General Average

Learning Area	Quarter				Final Grade
	1	2	3	4	
Filipino	80	89	86	84	85
English	89	90	92	87	90
Mathematics	82	85	83	83	83
Science	86	87	85	84	86
Araling Panlipunan	90	92	91	89	91
Edukasyon sa Pagpapakatao	89	93	90	88	90
Edukasyong Pantahanan at Pangkabuhayan	80	81	84	79	81
MAPEH	85	86	85	84	85
General Average					86

For Grades 11 and 12

The two quarters determine the Final Grade in a semester. Table 9 shows an example in Grade 11, second semester for the Accounting, Business, and Management (ABM) strand.

Table 9. Grade 11, 2nd Semester of ABM strand

Subjects	Quarter		Second Semester Final Grade
	3	4	
Core Subjects			
Reading and Writing Skills	80	83	82
Pagbasa at Pagsusuri ng Iba't Ibang Teksto tungo sa Pananaliksik	86	85	86
Statistics and Probability	82	87	85
Physical Science	88	87	88
Physical Education and Health	90	88	89
Applied and Specialized Subjects			
Empowerment Technologies: ICT for Professional Tracks	80	83	82
Business Math	87	86	87
Organization and Management	85	81	83
Fundamentals of Accounting, Business and Management 1	84	81	83
General Average for the Semester			85

C. 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. The grading scale, with its corresponding descriptors, are in Table 10. Remarks are given at the end of the grade level.

Table 10. Descriptors, Grading Scale, and Remarks

DESCRIPTOR	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

Using the sample class record in Table 6, **LEARNER A** received an Initial Grade of 84.86 in English for the First Quarter, which, when transmuted to a grade of 90, is equivalent to Outstanding. **LEARNER B** received a transmuted grade of 88, which is equivalent to Very Satisfactory. **LEARNER C** received a grade of 71, which means that the learner Did Not Meet Expectations in the First Quarter of Grade 4 English.

When a learner’s raw scores are consistently below expectations in Written Work and Performance Tasks, the learner’s parents or guardians must be informed not later than the fifth week of that quarter. This will enable them to help and guide their child to improve and prepare for the Quarterly Assessment. A learner who receives a grade below 75 in any subject in a quarter must be given intervention through remediation and extra lessons from the teacher/s of that subject.

D. How are learners promoted or retained at the end of the school year?

This section provides the bases for promoting a learner to the next grade level or for retaining a learner in the same grade level. These decisions must be applied based on evidence and judiciously.

A Final Grade of 75 or higher in all learning areas allows the student to be promoted to the next grade level. Table 11 specifies the guidelines to be followed for learner promotion and retention.

Table 11. Learner Promotion and Retention

	Requirements	Decision
For Grades 1 to 3 Learners	1. Final Grade of at least 75 in all learning areas	Promoted to the next grade level
	2. 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.
	3. Did Not Meet Expectations in three or more learning areas	Retained in the same grade level
For Grades 4 to 10 Learners	1. Final Grade of at least 75 in all learning areas	Promoted to the next grade level
	2. 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.
	3. Did Not Meet Expectations in three or more learning areas	Retained in the same grade level

	Requirements	Decision
	4. Must pass all learning areas in the Elementary	1. Earn the Elementary Certificate 2. Promoted to Junior High School
	5. Must pass all learning areas in the Junior High School	1. Earn the Junior High School Certificate 2. Promoted to Senior High School
For Grades 11 to 12 Learners	1. Final Grade of at least 75 in all learning areas in a semester	Can proceed to the next semester
	2. 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
	3. 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.
	4. Must pass all subjects or learning areas in Senior High School	Earn the Senior High School Certificate

For Grades 1–10, a learner who Did Not Meet Expectations in at most two learning areas must take remedial classes. Remedial classes are conducted after the Final Grades have been computed. The learner must pass the remedial classes to be promoted to the next grade level. However, teachers should ensure that learners receive remediation when they earn raw scores which are consistently below expectations in Written Work and Performance Tasks by the fifth week of any quarter. This will prevent a student from failing in any learning area at the end of the year.

For Grade 11–12, learners who fail a unit/set of competencies must be immediately given remedial classes. They should pass the summative assessments during remediation to avoid a failing grade in a learning area/subject. This will prevent students from having back subjects in Senior High School (SHS). However, if the learner still fails remedial classes, s/he must retake the subject/s failed during the

summer or as a back subject. Guidance teachers/career advocates must provide support to the SHS student for his/her choices in SHS tracks.

Summative Assessments are also given during remedial classes. These are recorded, computed, weighted, and transmuted in the same way as the Quarterly Grade. The equivalent of the Final Grade for remedial classes is the Remedial Class Mark (RCM). The Final Grade at the end of the school year and the Remedial Class Mark are averaged. This results in the Recomputed Final Grade. If the Recomputed Final Grade is 75 or higher, the student is promoted to the next grade level. However, students will be retained in the grade level if their Recomputed Final Grade is below 75.

The teacher of the remedial class issues the Certificate of Recomputed Final Grade, which is noted by the school principal. This is submitted to the division office and must be attached to both Form 137 and School Form Number 5. Figure 1 below shows a sample certificate.

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: _____ Remedial Class Teacher		Date: _____	
Noted by: _____ School Principal		Date: _____	
Received by: _____ Division Office		Date: _____	

The learner can enroll in the next grade level for Grades 1–10 and in the next semester for Grades 11–12 upon presentation of the Certificate of Recomputed Final Grade. This certificate can be verified in the division offices as needed.

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

The goal of the K to 12 curriculum is to holistically develop Filipinos with 21st-century skills. The 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) as shown on the next page. Non-DepEd schools may modify or adapt these guidelines as appropriate to the philosophy, vision, mission, and core values of their schools.

VISION

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.

As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

MISSION

To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:

Students learn in a child-friendly, gender-sensitive, safe, and motivating environment

Teachers facilitate learning and constantly nurture every learner

Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen

Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners

CORE VALUES

Maka-Diyos

Makatao

Makakalikasan

Makabansa

The Core Values have been translated into behavior statements. In addition, indicators have been formulated for each behavior statement. These are presented in Table 12 on page 21.

Table 12. Descriptors and Indicators of Observed Values

Core Values	Behavior Statements	Indicators
Maka-Diyos	Expresses one's spiritual beliefs while respecting the spiritual beliefs of others	<ol style="list-style-type: none"> 1. Engages oneself in worthwhile spiritual activities 2. Respects sacred places 3. Respects religious beliefs of others 4. Demonstrates curiosity and willingness to learn about other ways to express spiritual life
	Shows adherence to ethical principles by upholding truth	<ol style="list-style-type: none"> 1. Tells the truth 2. Returns borrowed things in good condition 3. Demonstrates intellectual honesty 4. Expects honesty from others 5. Aspires to be fair and kind to all 6. Identifies personal biases 7. Recognizes and respects one's feelings and those of others
Makatao	Is sensitive to individual, social, and cultural differences	<ol style="list-style-type: none"> 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 toward solidarity	<ol style="list-style-type: none"> 1. Cooperates during activities 2. Recognizes and accepts the contribution of others toward 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

Core Values	Behavior Statements	Indicators
Makakalikasan	Cares for the environment and utilizes resources wisely, judiciously, and economically	<ol style="list-style-type: none"> 1. Shows a caring attitude toward the environment 2. Practices waste management 3. Conserves energy and resources 4. Takes care of school materials, facilities, and equipment 5. Keeps work area in order during and after work 6. Keeps one's work neat and orderly
Makabansa	Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen	<ol style="list-style-type: none"> 1. Identifies oneself as a Filipino 2. Respects the flag and national anthem 3. Takes pride in diverse Filipino cultural expressions, practices, and traditions 4. Promotes the appreciation and enhancement of Filipino languages 5. Abides by the rules of the school, community, and country 6. Enables others to develop interest and pride in being a Filipino
	Demonstrates appropriate behavior in carrying out activities in the school, community, and country	<ol style="list-style-type: none"> 1. Manages time and personal resources efficiently and effectively 2. Perseveres to achieve goals despite difficult circumstances 3. Conducts oneself appropriately in various situations

Schools may craft additional indicators for the behavior statements. Schools must ensure that these are child-centered, gender-fair, and age- and culture-appropriate. To support the development of these Core Values, schools must make sure that their homeroom guidance program promotes them. Additional opportunities may be integrated into class discussions in all learning areas.

A non-numerical rating scale will be used to report on learners' behavior demonstrating the Core Values. The Class Adviser and other teachers shall agree on how to conduct these observations. They will also discuss how each child will be rated. Table 13 presents the marks that must be used.

Table 13. Marking for the Observed Values

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

Learners who demonstrate behaviors that are not consistent with or do not reflect the core values may need additional psychosocial support from the school. The class adviser should discuss these observations with the parents/guardians to promote the child’s affective development. Further probing may be needed to better understand the learner’s situation and context.

VII. How is attendance reported?

It is important for learners to be in school every day. Learners’ class attendance shall be recorded by teachers daily. At the end of each quarter, the attendance is reflected in the report card.

The number of school days in each month is presented, which is based on the school calendar for a given school year. The number of days that each learner is present and absent is indicated. Recording of attendance is done from Kindergarten to Grade 12. Table 14 shows how attendance is recorded at the end of the school year.

Table 14. Attendance Record at the End of the School Year

	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

A learner who incurs absences of more than 20% of the prescribed number of class or laboratory periods during the school year or semester should be given a failing grade and not earn credits for the learning area or subject. Furthermore, the school head may, at his/her discretion and in the individual case, exempt a learner who exceeds the 20% limit for reasons considered valid and acceptable to the school. The discretionary authority is vested in the school head, and may not be availed of by a student or granted by a faculty member without the consent of the school head.

Such discretion shall not excuse the learner from the responsibility of keeping up with lessons and taking assessments. 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. These include modules and materials for the Alternative Delivery Mode, and/or Alternative Learning System as well as those that are found on the Learning Resources Management and

Development System (LRMDS). When students successfully accomplish the learning activities through these materials, they shall be exempted. However, the report card should still reflect the number of absences. Parents of learners who are accumulating many absences must be immediately informed through a meeting to discuss how to prevent further absences.

Habitual tardiness, especially during the first period in the morning and in the afternoon, is discouraged. Teachers shall inform the parents/guardians through a meeting if a learner has incurred 5 consecutive days of tardiness.

Appendices C and D show the report cards for Grades 1–10 and Grades 11–12 respectively.

VIII. To whom is classroom assessment reported?

Classroom assessment serves to help teachers and parents understand the learners' progress on curriculum standards. The results of assessment are reported to the child, the child's remedial class teacher, if any, and the teacher of the next grade level, as well as the child's parents/guardians.

References:

Anderson, Lorin W., and Krathwol, David R. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman, 2001.

UNESCO. "Teaching and Learning for a Sustainable Future." Accessed March 31, 2015.http://www.unesco.org/education/tlsf/mods/theme_d/mod24.html?panel=5#top.

Vygotsky, Lev S., *Mind in Society: The Development of Higher Psychological Processes.*, eds. M. Cole, V. John-Steiner, S. Scribner, & E. Souberman. (Cambridge: Harvard University Press, 1978).

Appendix A

List of Summative Assessment Tools

Below is the list of sample summative assessment tools per learning area. Teachers may use other appropriate tools specific to the assessment task.

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
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
Science	A. Unit/Chapter Tests B. Written output 1. Concept maps 2. Data recording and analyses	A. Products 1. Investigatory projects 2. Models and diagrams construction 3. Prototype building

Appendix A

Learning Areas	Components	
	Written Work (WW)	Performance Tasks (PT)
	3. Laboratory reports and documentations 4. Reaction/ reflection papers 5. Surveys	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
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
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)

Appendix A

Learning Areas	Components	
	Written Work (WW)	Performance Tasks (PT) (ng sitwasyon)
Music	<p>A. Unit/Chapter Tests</p> <p>B. Written output</p> <ol style="list-style-type: none"> 1. Essays 2. Reaction/reflection papers 3. Research paper 	<p>A. Products</p> <ol style="list-style-type: none"> 1. Creating simple musical arrangement 2. Musical analysis/song analysis 3. Musical research 4. Writing program notes <p>B. Performance-based tasks</p> <ol style="list-style-type: none"> 1. Multimedia presentations 2. Musical presentation 3. Skills demonstration (singing, playing musical instruments)
Arts	<p>A. Unit/Chapter Tests</p> <p>B. Written output</p> <ol style="list-style-type: none"> 1. Essays 2. Reaction/reflection papers 3. Research paper 	<p>A. Products</p> <ol style="list-style-type: none"> 1. Art criticism and appreciation compilations 2. Art exhibit 3. Art projects 4. Portfolio <p>B. Performance-based tasks</p> <ol style="list-style-type: none"> 1. Art production 2. Multimedia presentations 3. Portfolio 4. Skills demonstration (drawing, coloring, painting) 5. Stage/bulletin board production
Physical Education (PE)	<p>A. Unit/Chapter Tests</p> <p>B. Written output</p> <ol style="list-style-type: none"> 1. Essays 2. Reaction/reflection papers 3. Research paper 	<p>A. Products</p> <ol style="list-style-type: none"> 1. Article/journal review 2. Personal fitness and health logs 3. Portfolio <p>B. Performance-based tasks</p> <ol style="list-style-type: none"> 1. Creating personalized exercise program 2. Physical activity participation 3. Physical activity/fitness assessment 4. Role plays 5. Skills demonstration
Health	<p>A. Unit/Chapter Tests</p> <p>B. Written output</p> <ol style="list-style-type: none"> 1. Essays 2. Journal/article review 3. Reaction/reflection papers 4. Research paper 	<p>A. Products</p> <ol style="list-style-type: none"> 1. Journal responses 2. Personal fitness and health logs 3. Portfolio <p>B. Performance-based tasks</p> <ol style="list-style-type: none"> 1. Debates

Appendix A

Learning Areas	Components	
	Written Work (WW)	Performance Tasks (PT)
	5. Journal writing	2. Design and implementation of fitness and health program 3. Issue-awareness campaigns 4. Role plays
Edukasyong Pantahanan at Pangkabuhayan/ Technology and Livelihood Education	A. Unit/Chapter Tests B. Written output 1. Essays 2. Diagrams, charts, and models 3. Work designs and plans	A. Products 1. Technical drawing output 2. Prototype building 3. Products/projects 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

Appendix B

Transmutation Table

Following is the range of Initial Grades and their equivalent Transmuted Grades that will be reflected in the report card.

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

REPORT ON ATTENDANCE

DepEd FORM 138

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Total
No. of school days present											
No. of days absent											

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.

PARENT / GUARDIAN'S SIGNATURE

1st Quarter _____

2nd Quarter _____

3rd Quarter _____

4th Quarter _____

Principal _____

_____ Teacher

Certificate of Transfer

Admitted to Grade: _____ Section: _____

Eligibility for Admission to Grade: _____

Approved: _____

Principal _____

Teacher _____

Cancellation of Eligibility to Transfer

Admitted in: _____

Date: _____

Principal _____

REPORT ON LEARNING PROGRESS AND ACHIEVEMENT

Learning Areas	Quarter				Final Grade	Remarks
	1	2	3	4		
Filipino						
English						
Mathematics						
Science						
Araling Panlipunan (AP)						
Edukasyon sa Pagpapakatao (EsP)						
Edukasyong Pantahanan at Pangkabuhayan (EPP)						
MAPEH						
Music						
Arts						
PE						
Health						
General Average						

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

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 truth				
2. Makatao	Is sensitive to individual, social, and cultural differences				
	Demonstrates contributions toward solidarity				
3. Maka kalikasan	Cares for the environment and utilizes resources wisely, judiciously, and economically				
	Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen				
4. Maka bansa	Demonstrates appropriate behavior in carrying out activities in the school, community, and country				

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

REPORT ON ATTENDANCE

DepEd FORM 138

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Total
No. of school days											
No. of days present											
No. of days absent											

Republic of the Philippines
Department of Education

Region _____

Division _____

District _____

School _____

Name: _____

Age: _____ Sex: _____

Grade: _____ Section: _____

School Year: _____

Track/ Strand: _____

PARENT/GUARDIAN'S SIGNATURE

1st Quarter _____

2nd Quarter _____

3rd Quarter _____

4th Quarter _____

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.

Principal _____ Teacher _____

Certificate of Transfer

Admitted to Grade: _____ Section: _____

Eligibility for Admission to Grade: _____

Approved: _____

Principal _____ Teacher _____

Cancellation of Eligibility to Transfer

Admitted in: _____

Date: _____ Principal _____

