



Classroom Assessment in the K to 12 Basic Education Program

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 These guidelines will remain in force and in effect for the duration of the program, unless sooner repealed, amended, or rescinded. All existing Orders and Memoranda that are inconsistent with this Order are rescinded.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

A handwritten signature in black ink, appearing to read "Armin A. Luistro".

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.

Assessment in the K to 12 Basic Education Program

Assessment in the K to 12 Basic Education Program recognizes:

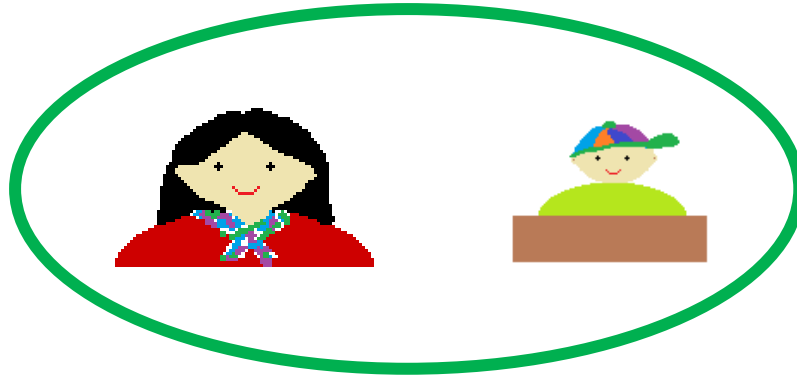
1. diversity of learners inside the classroom
2. the need for multiple ways of measuring their varying abilities and learning potentials



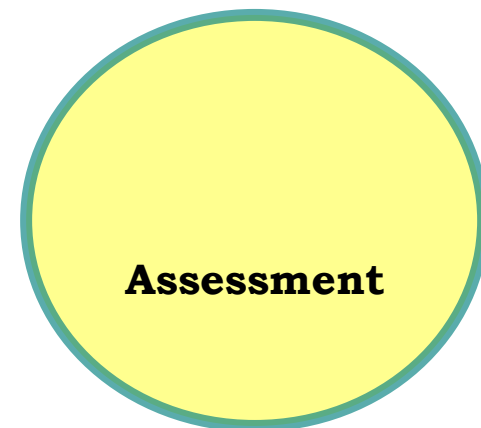
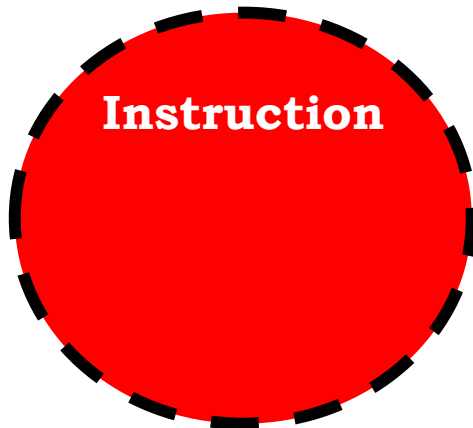
3. the role of learners as co-participants in the assessment process

What is Classroom Assessment?

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

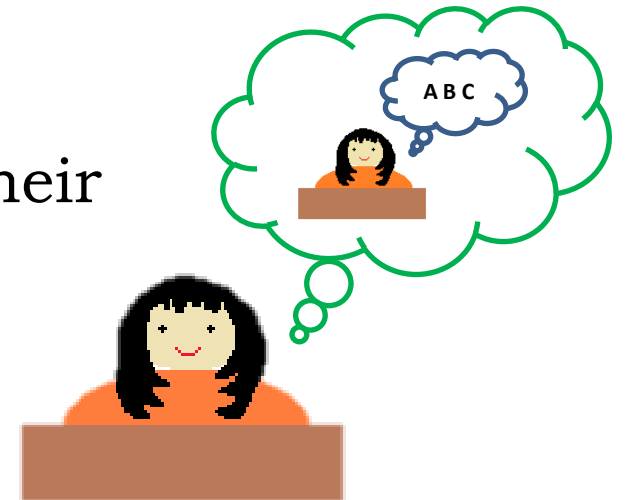


2. It should be in unity with instruction.



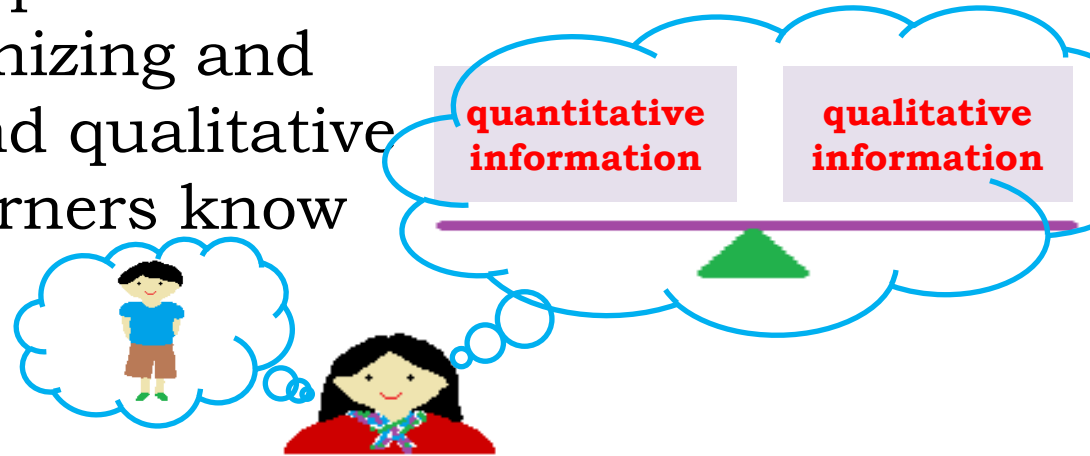
What is Classroom Assessment?

3. It is used to track learner progress in relation to learning standards and development of 21st-century skills.
4. It provides bases for the profiling of student performance on the learning competencies and standards of the curriculum.
5. It promotes self-reflection and personal accountability among students about their own learning.

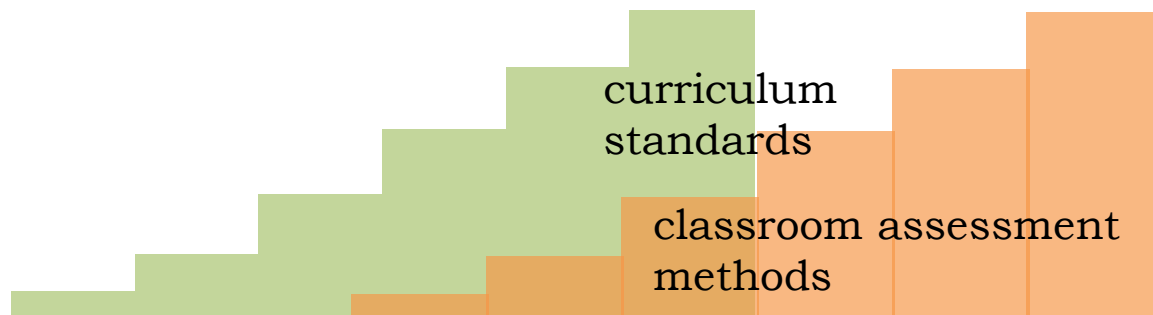


What is Classroom Assessment?

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



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



8. It measures achievement of competencies by the learners.



What is assessed in the classroom?

Content Standards

1. These cover a specified scope of sequential topics within each learning strand, domain, theme or component.
2. They answer the question “What should learners know?”

Performance Standards

1. These describe the abilities and skills that learners are expected to demonstrate in relation to the content standards and integration of 21st-century skills.
2. They answer the following questions:
 - i. What can learners do with what they know?
 - ii. How well must learners do their work?
 - iii. How well do learners use their learning or understanding in different situations?
 - iv. How do learners apply their learning or understanding in real-life contexts?
 - v. What tools and measures should the learners use to demonstrate what they know?

Learning Competencies

Learning competencies refer to the knowledge, understanding, skills and attitudes that learners 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: <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>

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
<p>Content Standards “What should the learners know?”</p> <p>Performance Standard “What can learners do with what they know?”</p>	<p>Knowledge</p> <ol style="list-style-type: none"> 1. “What should students know?” 2. “How are they to express or provide evidence of what they know?” 	<p>Remembering The learner can <i>identify, retrieve, recognize, duplicate, list, memorize, repeat, reproduce</i></p> <p>Understanding</p> <p>Applying The learner can <i>execute, implement, demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover</i></p> <p>Analyzing</p> <p>Evaluating</p> <p>Creating</p>

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Curriculum Standards	Levels of Assessment (DO 73, s. 2012)	Cognitive Process Dimensions
<p>Content Standards “What should the learners know?”</p> <p>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?”</p>	<p>Process</p> <p>1. “What can students do with the information or facts they have in relation to familiar situations?”</p> <p>2. “What are the evidence of what they can do with the information and facts they have?”</p>	<p>Remembering</p> <p>Understanding The learner can <i>interpret, classify, summarize, infer, compare, explain, paraphrase</i></p> <p>Applying The learner can <i>execute, implement, demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover</i></p> <p>Analyzing The learner can <i>differentiate, distinguish, compare, contrast, organize, outline</i></p> <p>Evaluating</p> <p>Creating</p>

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<p>Content Standards “What should the learners know?”</p> <p>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?”</p>	<p>Understanding</p> <ol style="list-style-type: none"> 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?” 	<p>Remembering</p> <p>Understanding The learner can <i>interpret, exemplify, infer summarize, compare, explain, paraphrase</i></p> <p>Applying The learner can <i>demonstrate, dramatize, interpret, illustrate, convert, discover</i></p> <p>Analyzing The learner can <i>differentiate, distinguish, compare, contrast, organize, outline, attribute</i></p> <p>Evaluating The learner can <i>coordinate, measure, detect, judge, argue, debate, critique, evaluate</i></p> <p>Creating</p>

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Curriculum Standards	Levels of Assessment (DO 73, s. 2012)	Cognitive Process Dimensions
<p>Content Standards “What should the learners know?”</p> <p>Performance Standard</p> <ol style="list-style-type: none"> 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?” 	<p>Performance or Product</p> <ol style="list-style-type: none"> 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?” 	<p>Remembering</p> <p>Understanding</p> <p>Applying The learner can <i>execute, implement, demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover</i></p> <p>Analyzing</p> <p>Evaluating</p> <p>Creating The learner can <i>generate, hypothesize, plan, design, develop, produce, construct, formulate, assemble, design, devise</i></p>

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:



lesson

before the
lesson



during the
lesson



after the
lesson

How are learners assessed in the classroom?

Purposes of Formative Assessment

before the lesson

For the Learner	For the Teacher
<ol style="list-style-type: none">1. Know what s/he knows about the topic/lesson2. Understand the purpose of the lesson and how to do well in the lesson3. Identify ideas or concepts s/he misunderstands4. 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 lesson2. Share learning intentions and success criteria to the learners3. Determine misconceptions4. Identify what hinders learning

How are learners assessed in the classroom?

Purposes of Formative Assessment

For the Learner

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



lesson

during the
lesson

For the Teacher

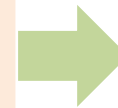
1. Provide immediate feedback to learners
2. Identify what hinders learning
3. Identify what facilitates learning
4. Identify learning gaps
5. Track learner progress in comparison to formative assessment results prior to the lesson proper
6. To make decisions on whether to proceed with the next lesson, re-teach, or provide for corrective measures or reinforcements

How are learners assessed in the classroom?

Purposes of Formative Assessment

For the Learner	For the Teacher
<ol style="list-style-type: none"><li data-bbox="105 458 793 715">1. Tell and recognize whether s/he met learning objectives and success criteria<li data-bbox="105 715 793 1216">2. Seek support through remediation, enrichment, or other strategies	<ol style="list-style-type: none"><li data-bbox="793 458 1483 715">1. Assess whether learning objectives have been met for a specified duration<li data-bbox="793 715 1483 972">2. Remediate and/or enrich with appropriate strategies as needed<li data-bbox="793 972 1483 1216">3. Evaluate whether learning intentions and success criteria have been met

be



after the
lesson

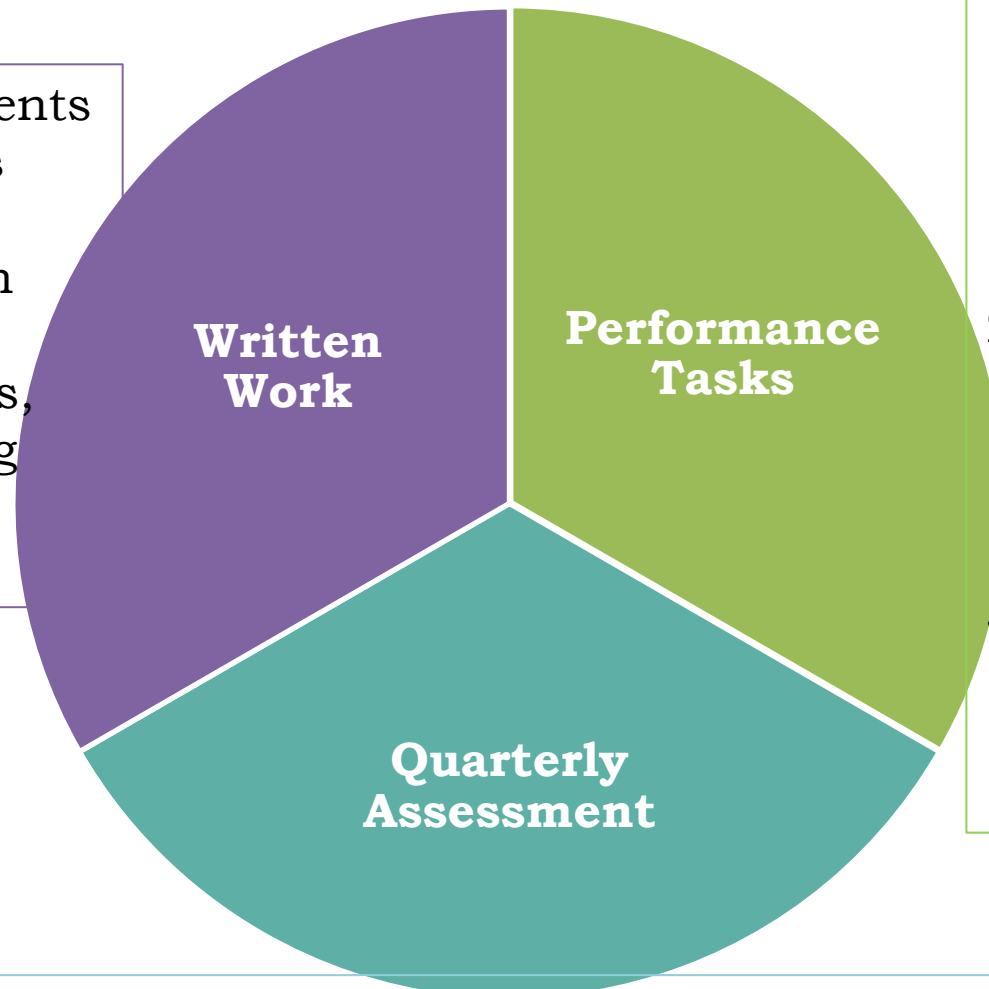
How are learners assessed in the classroom?

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



1. Ensures that students are able to express learned skills and concepts in written form.
2. May include essays, written report, long quizzes and other written output

1. Allows learners to show what they know and are able to do in diverse ways
2. Learners may create or innovate products or do performance-based tasks
3. Written output may also be considered as performance tasks

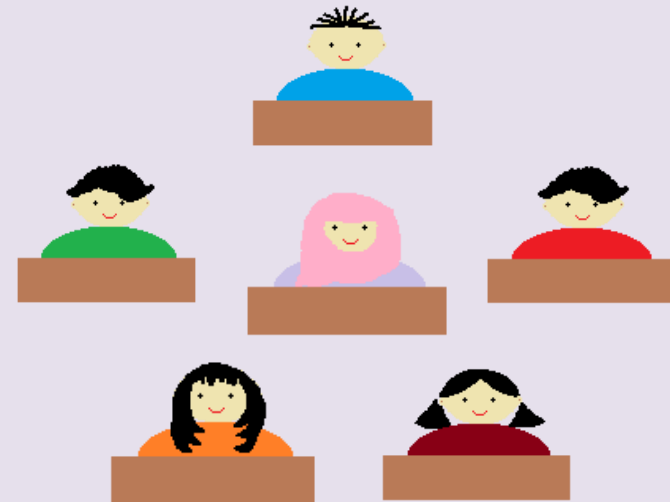
1. Measures student learning at the end of the quarter
2. This may be in the form of objective tests, performance-based assessment or a combination thereof.

How are learners assessed in the classroom?

Individual Assessment



Collaborative Assessment



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 is learner progress recorded and computed?


Add the grades from all learner's work. This will result in the total score for each component.




Divide the total raw score by the highest possible score then multiply the quotient by 100%. This will result in a Percentage Score.



Convert Percentage Scores to Weighted Score. Multiply the Percentage Score by the weight of the component indicated in Tables 4 and 5 of the Classroom Assessment Policy.



Add the Weighted Scores of each component. The result will be the Initial Grade.



Transmute the Initial Grade using the given Transmutation Table in Appendix B of DepEd Order No. 8 s. 2015.

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	<ol style="list-style-type: none">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	<ol style="list-style-type: none">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	<ol style="list-style-type: none">1. Earn the Elementary Certificate2. Promoted to Junior High School
Must pass all learning areas in the Junior High School	<ol style="list-style-type: none">1. Earn the Junior High School Certificate2. 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	<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 towards solidarity	<ol style="list-style-type: none"> 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.
3. Exemptions may be given by the school head should a learner have reasons considered valid by the school.
4. 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

DepEd FORM 138

	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

Republic of the Philippines
Department of Education

Region

Division

District

School

Name: _____

Age: _____ Sex: _____

Grade: _____ Section: _____

School Year: _____

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.

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

DepEd FORM 138

	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											

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.

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

AO
SO
RO
NO

Non-numerical Rating

Always Observed
Sometimes Observed
Rarely Observed
Not Observed

Learner Progress and Achievement

Descriptors

Outstanding
Very Satisfactory
Satisfactory
Fairly Satisfactory
Did Not Meet Expectations

Grading Scale

90-100
85-89
80-84
75-79
Below 75

Remarks

Passed
Passed
Passed
Passed
Failed



Maraming Salamat!