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Deped k12 grading system pdf

The Department of Education (DepEd) issued DepEd Order No. 012, s. 2020 titled Adoption of the Basic Education Learning Continuity Plan (BE LCP) for School Year (SY) 2020-2021 in light of the COVID-19 Pandemic to ensure teaching and learning continuity while looking after the health, safety, and wellbeing of its learners, teachers, and personnel. DepEd ORDER NO. 031 s. 2020 TO: The undersigned Secretaries Minister, Basic, Higher, and Technical Education, BARMM Bureau and Service Directors Regional Directors Schools Division Superintendents Public and Private School Heads All Others Concerned. In its commitment to ensure teaching and learning continuity while looking after the health, safety, and wellbeing of its learners, teachers, and personnel, the Department of Education (DepEd) issued DepEd Order No. 012, s. 2020 titled Adoption of the Basic Education Learning Continuity Plan (BE LCP) for School Year (SY) 2020-2021 in light of the COVID-19 Pandemic. To supplement the said DO, the DepEd issues the Interim Policy Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan (Enclosure No. 1) to provide guidance on the assessment of student learning and on the grading scheme to be adopted this school year. As DepEd pursues learning continuity, it is imperative for schools to take stock of assessment and grading practices that will most meaningfully support learner development and respond to varied contexts at this time.4. The policy is grounded on the following principles:a. Assessment should be holistic and authentic in capturing the attainment of the most essential learning competencies;b. Assessment is integral for understanding student learning and development; c. A variety of assessment strategies is necessary, with formative assessment taking priority to inform teaching and promote growth and mastery d. Assessment and feedback should be a shared responsibility among teachers, learners, and their families, ande. Assessment and grading should have a positive impact on learning This policy shall be implemented at public elementary and secondary schools5. This policy shall be implemented in all public elementary and secondary schools nationwide for SY 2020-2021 While DO No. 8, s. 2015 titled Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program is still in effect, provisions under this policy shall prevail over the existing policies, guidelines, standards, and procedures of the Department of Education and its offices, bureaus, divisions, regional offices, and schools. The policy guidelines are well aligned with the existing policy guidelines as well. Private educational institutions are permitted to modify these policy guidelines according to their philosophy, vision, and mission, with the approval of their respective DepEd regional office.7. Additional information to help implement effective assessment practices that are in line with the principles of this policy can be found in the Classroom Assessment Resource Book (Enclosure No. 28. For inquiries, please contact the Bureau of Learning Delivery 4 Floor Bonifacio Building, Department of Education Central Office. Be s e t a r o n e Avenue, Pasig City through email at bld.o@deped.gov.ph 9. Immediate dissemination of and strict compliance. The K to 12 Basic Education Program uses a standard 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. 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 teacher will be able to describe learners' behavior, attitude, and effort in school work. 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. 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. To compute the Percentage Score (PS), divide the raw score by the highest possible score then multiply the quotient by 100%.

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.

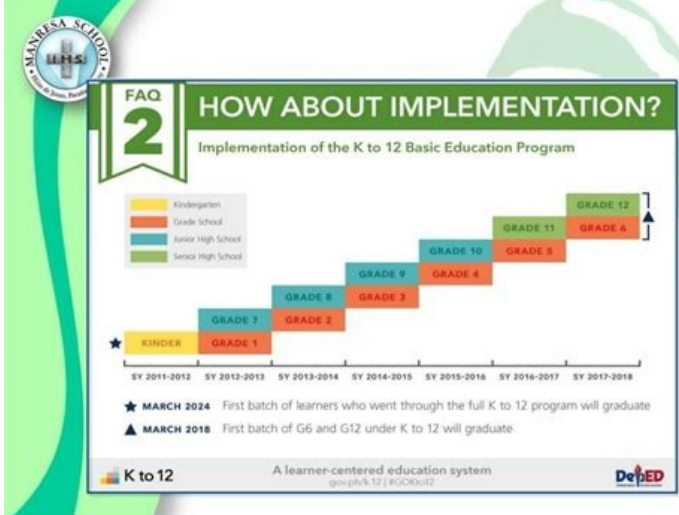
This is shown below: To do this, the Percentage Score is multiplied by the weight of the component found in Table 4 for Grades 1 to 10 and Table 5 for Senior High School.

Table 6. Sample Class Scores for English Grade 6 (First Quarter)														
Student	Written Work (%)					Performance Task (%)					Quizzes/Assessments (%)		Individual Student Score	
	2	3	4	5	6	2	3	4	5	6	70	80		
Student A	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student B	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student C	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student D	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student E	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student F	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student G	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student H	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student I	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student J	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student K	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student L	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student M	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student N	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student O	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student P	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student Q	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student R	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student S	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student T	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student U	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student V	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student W	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student X	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student Y	2	3	4	5	6	2	3	4	5	6	70	80	100	
Student Z	2	3	4	5	6	2	3	4	5	6	70	80	100	

PERCENTAGE SCORE (PW) = $\frac{\text{Sum of all PW scores}}{\text{Highest possible score}} \times 100\%$

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

The product is known as the Weighted Score (WS). Table 4. Weight of the Components for Grades 1-10 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 This Initial Grade will be transmuted using the given transmutation table to get the Quarterly Grade (QG). READ: 2019 DepEd Transmutation Table 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) Table 7. Steps for Computing Grades Get the total score for each component. Divide the total raw score by the highest possible score then multiply the quotient by 100%. Convert Percentage Scores to Weighted Scores. Multiply the Percentage Score by the weight of the component indicated in Table 4 and Table 5. Add the Weighted Scores of each component. The result will be the Initial Grade. Transmute the Initial Grade using the Transmutation Table. 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. 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. The average of the Quarterly Grades (QG) produces the Final Grade. 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. 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 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 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 Using the sample case record in Table 6, LEARNER A received an Initial Grade of 84.86 in English for the First Quarter, which, when translated 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. 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.

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	58.40 – 59.99	74
88.80 – 90.39	93	56.80 – 58.39	73
87.20 – 88.79	92	55.20 – 56.79	72
85.60 – 87.19	91	53.60 – 55.19	71
84.00 – 85.59	90	52.00 – 53.59	70
82.40 – 83.99	89	50.40 – 51.99	69
80.80 – 82.39	88	48.80 – 50.39	68
79.20 – 80.79	87	47.20 – 48.79	67
77.60 – 79.19	86	45.60 – 47.19	66
76.00 – 77.59	85	44.00 – 45.59	65
74.40 – 75.99	84	42.40 – 43.99	64
72.80 – 74.39	83	40.80 – 42.39	63
71.20 – 72.79	82	39.20 – 40.79	62
69.60 – 71.19	81	37.60 – 39.19	61
68.00 – 69.59	80	36.00 – 37.59	60

A learner Promotion and Retention Requirements Decision Final Grade of at least 75 in all learning areas Promoted to the next grade level Did Not Meet Expectations in 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 Requirements Decision Final Grade of at least 75 in all learning areas Promoted to the next grade level Did Not Meet Expectations in 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 Earn the Elementary Certificate Promoted to Junior High School Must pass all learning areas in the Junior High School Earn the Junior High School Certificate Promoted to Senior High School 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 a 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 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 the learner does not spend too much time in remedial class. Remedial classes will be scheduled during school days. Remedial classes may also be offered as evening sessions. Remedial classes may be held during summer vacation. Learners who fail one or more competencies may be immediately placed in 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.

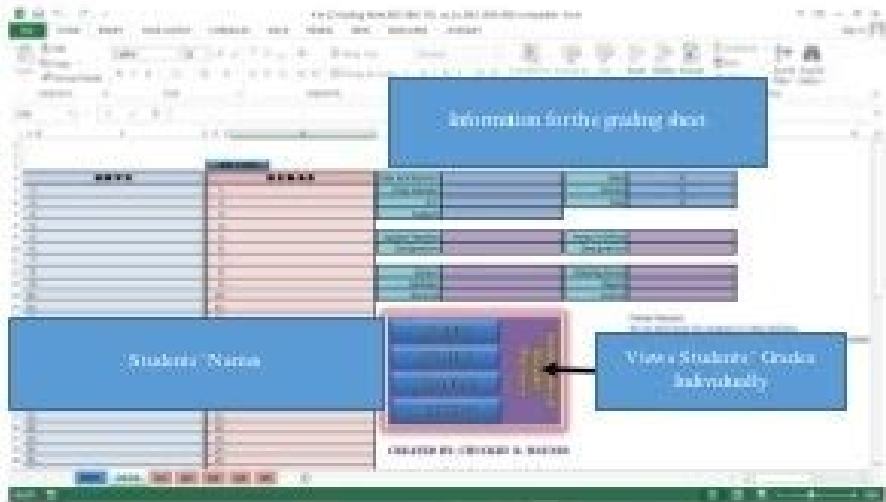
Educational Guidance teachers/career advocates must provide support to the SHS student for his/her choices in SHS tracks. Summative Assessments are also given during remedial classes. These are recorded, computed, weighted, and transmuted in the same way as the Quarterly Grade. The equivalent of the 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 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. 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. 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 encourages parents, guardians, community members, and staff to work closely with our school leaders, faculty, 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 Makaya-Makaisip Makakalikasan Makabansa Waga! Higa! Baga MBTBAN I JL G: CZFMHNG [JDXBC-X] L T U G:

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