

Republika ng Pilipinas  
(Republic of the Philippines)  
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS  
(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)  
Manila

June 1, 1989

DECS O R D E R  
No. 52, s. 1989

SYSTEM OF RATING AND REPORTING STUDENT'S PROGRESS UNDER  
THE NEW SECONDARY EDUCATION CURRICULUM (NSEC)

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors/Cultural Agency Directors  
Regional Directors  
Schools Superintendents  
Chiefs of Services and Heads of Units/Centers  
Presidents, State Colleges and Universities  
Vocational School Superintendents/Administrators

1. In cognizance of the need to measure the total development of the learner in terms of knowledge, skills, values and attitudes, a comprehensive assessment of student achievement shall be reflected in the new system of rating and reporting student's progress and shall be implemented effective SY 1989-1990 in secondary schools to complement the New Secondary Education Curriculum.
2. The new rating scheme for the NSEC is competency-based that is, the rating shall be based on the desired learning competencies.
3. The rating scheme per MEC Order No. 44, s. 1979, shall still apply to the second, third and fourth year levels covered by the Revised Secondary Education Program. Inclosure No. 2 to the same MEC Order shall, likewise, apply to the aforementioned year levels.
4. Implementing guidelines on the new rating system are inclosed as follows:
  - a. Inclosure No. 1 provides the Guidelines on the New Rating System for NSEC.
  - b. Inclosure No. 2 explains the Guidelines in Evaluating Student Achievement in Values Education.
  - c. Inclosure No. 3 gives a Suggested Behavior Rating Scale, a Transmutation Table for Values Education, and a Sample Computation of Values Education Grade.

5. Immediate and proper dissemination of this DECS Order to all concerned is desired.

(SGD.) LOURDES R. QUISUMBING  
Secretary

Incls.:  
As stated

References:  
DECS Order: No. 11, s. 1969  
MEC Order: (No. 44, s. 1979)

Allotment: 1-2--(M.O. 1-87)

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

Course of Study, SECONDARY  
GRADING  
RATING  
STUDENTS

(Inclosure No. 1 to DECS Order No. 52, s. 1989)

### GUIDELINES ON THE RATING SYSTEM FOR THE NSEC

1. There shall be four grading periods using the cumulative method. This means that the grades for the two successive grading periods are computed such that the previous grade shall be given weight of 30% and the proposed rating shall be 70% of the grade for the period.

Example:

Grade for the first grading period:	85%
Tentative grade for the second grading period:	78%
30% of 85% =	25.50%
+ 70% of 78% =	54.60%
<hr/>	
Computed grade =	80.10%

Therefore, the final rating for the second grading period is 80%.

2. The numerical system of grading shall be used and grades shall be expressed in multiples of one.

3. The passing mark in any given subject shall be a grade of 75%.

4. Promotion shall be by subject and by the number of units. This means a student who fails in two units or less is promoted to the next year level. A student who fails in 2.5 or more units is retained in the year level.

5. The marks for English, Filipino, Araling Panlipunan, Mathematics, Science and Technology, and Edukasyong Pangkatawan, Kalusugan at Musika (PEHM) shall be computed and weighted accordingly as follows:

Written Outputs	50%
Quizzes/Unit Tests	20%
Periodical Tests	30%
Involvement	50%
Oral Participation	25%
Project(experiments, scrapbooks, reaction/term papers, stage productions and other creative activities)	25%

6. The following shall be observed in grading PEHM:

- a. There shall be a single mark for PEHM for each grading period.
- b. The programming and rating weights for the components of PEHM shall be as follows:

First to Third Year

First Semester		Second Semester	
P.E. - 2 days	40%	2 days	40%
Health - 2 days	40%	1 day	20%
Music - 1 day	20%	2 days	40%

Fourth Year

CAT	- 2 days	40%
PE	- 1 day	20%
Health	- 1 day	20%
Music	- 1 day	20%

c. In Physical Education ratings from performance tests shall be part of the category "Written Outputs."

d. In case a student does not obtain a composite passing grade in PEHM due to failure or deficiency in any one of the component subjects, say in Music, he/she shall be given a mark of Incomplete but shall be allowed to make up within the school year in the component in which he/she failed. Ways of making up may include the following:

- (1) performing make-up learning tasks based on the requirements of the course
- (2) undertaking additional or supplementary projects
- (3) active participation in activities for the areas of training

7. For Practical Arts/Technology and Home Economics, the computation shall be as follows:

Oral Participation (recitation)	15%
Written Check-ups	35%
Quizzes/Unit Tests	15%
Periodical Test	20%
Project	40%
Performance (Skills developed in making the project)	20%
Quality of the output	20%
Work Ethic/Attitude	10%

6. The grade in Values Education (VE) will reflect both knowledge/skills acquisition and behavior. This is based on the nature of VE which aims to develop skills for rational thinking and value judgment in order to effect behavior change in the student through experiential learning (DECS Order No. 11, s. 1989).

a. Using the desired learning competencies (DLCs) of VE as basis for evaluating student achievement, the grade in VE will be based on the following aspects and criteria, weighted accordingly as follows:

Written Outputs	40%
Check-ups	15%
Follow-ups	25%
Involvement	20%
Behavior	40%

b. The VE grade is based on a cooperative assessment of the student's performance by the VE teacher, the class (homeroom) adviser, the subject area teachers, and/or co-curricular teachers.

c. The grade that shall appear on the student report card will be descriptive. This is the qualitative equivalent of the total composite score of the three evaluation aspects: written outputs, involvement and behavior.

GUIDELINES IN EVALUATING STUDENT ACHIEVEMENT IN VALUES EDUCATION

ASPECT	SOURCES	INSTRUMENTS	PROCEDURE FOR OBTAINING GRADE	WEIGHT
<b>1. WRITTEN OUTPUTS</b>				<b>40%</b>
These are tangible products of students' learnings as a result of VE training. They are directly tied to the instructional content.	<p>1.1 Check-ups. These are manifestations of how well the student understands the specific value-related concepts introduced in VE lessons. They are products of the teacher's conscious effort to assess what the student has learned after an instructional period. They come in the form of conventional quizzes, unit tests and periodical tests. The form of these teacher-made tests is on the student's comprehension and interpretation skills.</p>	<p>Quizzes unit tests periodical tests</p>	<p>1. Change scores of tests to percentage scores. 2. The numerical index for check-ups for the grading period is the weighted average score for quizzes, unit tests, and periodical tests.</p> <p>Suggested relative weights</p> <p>Quizzes/unit tests - 2/3 Periodical test - 1/3</p>	<b>(15%)</b>
	<p>1.2 Follow-ups. These are manifestations of how well the student applies, evaluates and/or synthesizes the concepts, ideas and views acquired from VE lessons. They come in the</p>	<p>1. Scale for essays, reports, reaction papers, critiques, reflections, journal entries, and other individual written projects.</p>	<p>1. Obtain average rating from scales used.</p>	<b>(25%)</b>

ASPECT	SOURCES	INSTRUMENTS	PROCEDURE FOR OBTAINING GRADE	WEIGHT
	form of essays, reports, reaction papers, critiques, reflections, journal entries, individual proj- ects and other follow-up activities.  Written outputs from follow-up activities are rated using a scale assessing what level of valuing the student appears to be in as seen from his work.		2. Change rating to percentage equi- valent using the transmutation table.	
<b>2. INVOLVEMENT</b>				
This refers to the student's active participation in the processes/activities initiated by the teacher or the students them- selves inside or out- side the classroom for value formation.	Participation in group projects in the class, school, and/or community.	1. Involvement Rating Scale. This is to be accomplished by the group leader, the class (homeroom) adviser, the subject area teachers and/ or co-curricular teachers. The student is rated using behavior indi- cators under work relations, cooperation and leadership/ followership. 2. Performance Rating Scale - for role plays, simulations, group discussions, and other performance type activities.	1. Choose/construct the scale relevant to the activity. 2. Obtain average rating from scales used. 3. Change rating to percentage equivalent using the transmutation table.	20%

ASPECT	SOURCES	INSTRUMENTS	PROCEDURE FOR DETERMINING GRADE	WEIGHT
<p>3. BEHAVIOR</p> <p>These are the desired qualities or traits given focus during the grading period, expressed in terms of behavior indicators.</p>	<p>This is the cooperative assessment of the student's personal qualities by the VR teacher, the class (homeroom) adviser, the subject area teachers and/or co-curricular teachers. The teachers rate the student in terms of how well he manifested the behaviors indicated.</p>	<p>Behavior Rating Scale.</p>	<ol style="list-style-type: none"> <li>1. Identify the desired behavior using the learning competencies for the unit/grading period as basis.</li> <li>2. Categorize the desired behavior identified in item 1.</li> <li>3. Specify the indicators for each category of behavior.</li> <li>4. Prepare rating scale.</li> <li>5. Obtain average rating from scale used.</li> <li>6. Obtain average rating of the VR teacher, the class (homeroom) adviser, the subject area teachers and/or co-curricular teachers.</li> <li>7. Change rating to percentage equivalent.</li> </ol>	<p>40%</p>

Based on the desired learning competencies for the year level. See Inclosure No. 3.



(Inclosure No. 3 to DECS Order No. 52, s. 1989)

SUGGESTED RATING SCALE, TRANSMUTATION TABLE AND SAMPLE  
COMPUTATION OF VALUES EDUCATION GRADE

A. Suggested Rating Scale (to be accomplished by the VE teacher, the class (homeroom) adviser, the subject area teachers and/or co-curricular teachers).

Listed below are desired behaviors expected to have been developed among students. Encircle the number that corresponds to the degree of manifestation of the behavior, using the following scales:

- 5 - Completely true of the student
- 4 - Generally true of the student
- 3 - Moderately true of the student
- 2 - Partly true of the student
- 1 - Not at all true of the student

1. Valuing the Self

1.1 Self-acceptance

5 4 3 2 1

Example:

- Is confident in his/her abilities as manifested in his speech and action

1.2 Self-improvement

5 4 3 2 1

Example:

- Has motivation for continuous learning

1.3 Sense of responsibility

5 4 3 2 1

Example:

- Manifests positive qualities related to work (takes initiative and sustains interest in work, is cooperative, resourceful, patient and open-minded); sensitive to the needs of others

2. Valuing Others

2.1 Appreciation of others

5 4 3 2 1

Example:

- Enjoys getting involved in relationships and group undertakings

2.2 Acceptance of others

5 4 3 2 1

Example:

- Accepts other persons without regard to position/ social status, religion or race; respects the decisions of others; respects the worth and dignity of others; gives allowance to the faults of others

2.3 Responding to others

5 4 3 2

Example:

- Is willing to be of service to the group of which he is a member; sensitive to the feelings of others

3. Valuing One's Country

5 4 3 2 1

3.1 Sense of nationhood

Example:

- Observes proper decorum during flag ceremony; helps preserve historical places by not defacing, mutilating or destroying monuments, relics, etc.; participates in cultural presentations

3.2 Civic-consciousness

5 4 3 2 1

Example:

- Obeys laws, school rules and regulations

4. Spirituality

4.1 Verbal behavior

5 4 3 2 1

Examples:

- Speaks about his reflections on spiritual life and relationships with others; shares personal experiences relative to faith, hope and love

4.2 Action

5 4 3 2 1

Examples:

- Manifests desirable attitudes, habits and actions; influences others to become better persons

B. Transmutation Table for Values Education

Outstanding (O)	Moderately Satisfactory (MS)
5.0 - 100%	2.9 - 79%
4.9 - 99%	2.8 - 79%
4.8 - 98%	2.7 - 78%
4.7 - 97%	2.6 - 78%
4.6 - 96%	2.5 - 77%
4.5 - 95%	2.4 - 77%
4.4 - 94%	2.3 - 76%
	2.2 - 76%
Very Satisfactory (VS)	Needs Improvement (NI)
4.3 - 93%	2.1 - 75%
4.2 - 92%	2.0 - 75%
4.1 - 91%	
4.0 - 90%	1.9 - 74%
3.9 - 89%	1.8 - 74%
3.8 - 88%	1.7 - 73%
3.7 - 87%	1.6 - 73%
	1.5 - 72%
Satisfactory (S)	1.4 - 71%
3.6 - 86%	1.3 - 71%
3.5 - 85%	1.2 - 70%
3.4 - 84%	1.0 - 70%
3.3 - 83%	
3.2 - 82%	
3.1 - 81%	
3.0 - 80%	

C. Sample Computation of Values Education Grade

<u>valuation Aspect</u>	<u>Average</u>	<u>Weight</u>	<u>Composite Mark</u>
1. Written Outputs (40%)			
1.1 Check-Ups	65.80	x 15	= 12.67
<hr/>			
Average of Quizzes (2/3)	85 x .66 = 56.10		
Long Test (1/3)	90 x .33 = 29.70		
<b>T O T A L</b>	<b>85.80</b>		
<hr/>			
1.2 Follow-Ups (25%)	87	x .25	= 21.75
			34.82%
2. Involvement (20%)	83	x .20	= 16.60%
3. Behavior (40%)	85	x .40	= 34.00%
<b>V A L U E S E D U C A T I O N G R A D E</b>			<hr/>
			<b>85.22% (S)</b>

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Oral Participation	25%
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P.E. - 2 days 40%	2 days 40%
Health - 2 days 40%	1 day 20%
Music - 1 day 20%	2 days 40%

Fourth Year

CAE - 2 days	40%
PE - 1 day	20%
Health - 1 day	20%
Music - 1 day	20%

c. In Physical Education ratings from performance tests shall be part of the category "Written Outputs."

d. In case a student does not obtain a composite passing grade in PEHM due to failure or deficiency in any one of the component subjects, say in music, he/she shall be given a mark of Incomplete but shall be allowed to make up within the school year in the component in which he/she failed. Ways of making up may include the following:

- (1) performing make-up learning tasks based on the requirements of the course
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Quality of the output	20%
WORK ETHIC/ATTITUDE	10%

8. The grade in Values Education (VE) will reflect both knowledge/skills acquisition and behavior. This is based on the nature of VE which aims to develop skills for rational thinking and value judgment in order to effect behavior change in the student through experiential learning (DECS Order No. 11, s.a. 1989).

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b. The VE grade is based on a cooperative assessment of the student's performance by the VE teacher, the class (homeroom) adviser, the subject area teachers, and/or co-curricular teachers.

c. The grade that shall appear on the student report card will be descriptive. This is the qualitative equivalent of the total composite score of the three evaluation aspects: written outputs, involvement and behavior.

- d. The minimum acceptable mark for passing the VE subject is MS (Moderately Satisfactory). See Inclosure 3 for the Transmutation Table. For purposes of computing the general average of the student, the numerical mark for VE shall be used.
- e. The inclosures are meant to guide teachers in evaluating students fairly. The suggested rating scales for Values Education will help teachers minimize impressionistic evaluation.

(Enclosure No. 3 to DECS Order No. 52, s. 1989)

SUGGESTED RATING SCALE, TRANSPOSITION TABLE AND SAMPLE  
COMPUTATION OF VALUES EDUCATION GRADE

A. Suggested Rating Scale (to be accomplished by the VE teacher, the class (homeroom) adviser, the subject area teachers and/or co-curricular teachers).

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1. Valuing the Self

1.1 Self-acceptance 5 4 3 2 1

Example:

- Is confident in his/her abilities as manifested in his speech and action

1.2 Self-improvement 5 4 3 2 1

Example:

- Has motivation for continuous learning

1.3 Sense of responsibility 5 4 3 2 1

Example:

- Manifests positive qualities related to work (takes initiative and sustains interest in work, is cooperative, resourceful, patient and open-minded); sensitive to the needs of others

2	Valuing others					
	2.1 Appreciation of others	5	4	3	2	1
	Example:					
	- Enjoys getting involved in relationships and group undertakings					
	2.2 Acceptance of others	5	4	3	2	1
	Example:					
	- Accepts other persons without regard to their social status, religion or race; respects the worth and dignity of others; gives allowance to the faults of others					
	2.3 Responding to others	5	4	3	2	1
	Example:					
	- Is willing to be of service to the group of which he is a member; sensitive to the feelings of others					
3	Valuing One's Country	5	4	3	2	1
	3.1 Sense of nationhood					
	Example:					
	- Observes proper decorum during flag ceremony; helps preserve historical places by not defacing, mutilating or destroying monuments, relics, etc.; participates in cultural presentations					
	3.2 Civic consciousness	5	4	3	2	1
	Example:					
	- Obeys laws, school rules and regulations					

4. Spirituality

4.1 Verbal behavior 5 4 3 2 1

Example:

- Speaks about his reflections on spiritual life and relationships with others; shares personal experiences relative to faith, hope and love

4.2 Action 5 4 3 2 1

Example:

- Manifests desirable attitudes, habits and actions; influences others to become better persons

B. Transmutation Table for Values Education

Outstanding (O)		Moderately Satisfactory (MS)	
5.0	100%	2.9	79%
4.9	99%	2.8	79%
4.8	98%	2.7	78%
4.7	97%	2.6	78%
4.6	96%	2.5	77%
4.5	95%	2.4	77%
4.4	94%	2.3	76%
Very Satisfactory (VS)		2.2	76%
4.3	93%	2.1	75%
4.2	92%	2.0	75%
4.1	91%	Needs Improvement (NI)	
4.0	90%	1.9	74%
3.9	89%	1.8	74%
3.8	88%	1.7	73%
3.7	87%	1.6	73%
Satisfactory (S)		1.5	72%
3.6	86%	1.4	71%
3.5	85%	1.3	71%
3.4	84%	1.2	70%
3.3	83%	1.1	70%
3.2	82%		
3.1	81%		
3.0	80%		

C. Sample Computation of Values Education Grade

<u>Evaluation Aspect</u>	<u>Average</u>	<u>Weight</u>	<u>Composite Mark</u>
1. Written outputs (40%)			
1.1 Check-ups	85.80	$\times 15 =$	12.87
: Average of Quizzes : (2/3)	$85 \times .66 = 56.10$		
: Long Test : (1/3)	$90 \times .33 = 29.70$		
: T O T A L	85.80		
1.2 Follow-ups (25%)	87	$\times .25 =$	21.75
			34.62%
2. Involvement (20%)	83	$\times .20 =$	16.60%
3. Behavior (40%)	85	$\times .40 =$	34.00%
<u>V A L U E S E D U C A T I O N G R A D E</u>			<u>85.22% (S)</u>