



*Tanggapan ng Kalihim*  
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**OCTOBER 10, 2003**

DepED ORDER  
No. **79**, s. 2003

**ASSESSMENT AND EVALUATION OF LEARNING AND REPORTING  
OF STUDENTS' PROGRESS IN PUBLIC ELEMENTARY  
AND SECONDARY SCHOOLS**

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Regional Directors  
Schools Division/City Superintendents  
Heads, Public Elementary and Secondary Schools

1. This Department, responding to the need for an assessment and evaluation system that truly reflects student performance, issues the following guidelines in the assessment and reporting of students' progress:

- 1.1 Grades shall not be computed on the basis of any transmutation table that equates zero to a pre-selected base (such as 50 or 70) and adjusts other scores accordingly.
- 1.2 Grades shall be based on assessment that covers the range of learning competencies specified in the Philippine Elementary Learning Competencies (PELC) and Philippine Secondary Schools Learning Competencies (PSSLC). The test shall be designed as follows:
  - 60% easy items focused on basic content and skills expected of a student in each grade or year level;
  - 30% medium-level items focused on higher level skills; and
  - 10% difficult items focused on desirable content or skills that aim to distinguish the fast learners.


This design shall apply to all forms of traditional as well as non-traditional assessment whenever applicable. It should be stressed that "easy" does not mean items that only require simple recall.

- 1.3 Scores shall be recorded as raw scores, totaled at the end of each grading period and then computed as percentages (i.e.  $[\text{student's score} \div \text{highest possible score}] \times 100$ ).
- 1.4 Attainment of at least 75% of the competencies is required to pass each subject.

- 1.5 Sixty-five percent (65%) shall be the lowest grade that shall appear in the report card. The student's true grade below 65% shall be retained in the class record.
- 1.6 Grades in the different subject areas shall be computed based on the percentage weights allocated for the various components (e.g., quizzes, participation, projects, and periodical test) as defined in DECS Order No. 80, s. 1993, for the elementary level, and DepED Order No. 37, s. 2003, for the secondary level. A sample table of equivalence for the distribution of weights is attached as Enclosure I, for reference.

The use of rubrics or scoring guides for non-traditional assessment is strongly encouraged. Prototype rubrics are in Enclosure 2.

- 1.7 The final grade in each subject, for both elementary and secondary levels, shall be computed as the average of the four periodical grades.
  - 1.8 Non-traditional assessment (e.g. open-ended questions, performance-based assessment and portfolio assessment) appropriate to the learning area shall be encouraged to complement traditional assessment (e.g. multiple choice, completion type and matching type) in order to gather holistic information about student performance.
2. Pertinent provisions and/or sections of DECS Order Nos. 80, s. 1993 and 66, s. 1995; and DepED Order Nos. 37 and 70, s. 2003 which are inconsistent with this Order are hereby revoked or amended accordingly.
  3. These new guidelines shall be adopted in all public schools effective the Second Grading Period of SY 2003-2004.
  4. Immediate dissemination of and compliance with this Order is directed.

  
EDILBERTO C. DE JESUS  
Secretary

Encls.:  
As stated

References:  
DECS Order: (No. 80, s. 1993 and 66, s. 1995)  
DepED Order: (Nos. 37 and 70, s. 2003)

Allotment: 1—(D.O. 50-97)

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

POLICY  
PUPILS  
RATING  
STUDENTS

## TABLE OF EQUIVALENCE

Directions: Refer to the table of Equivalence to find out the equivalent of the raw scores vis-à-vis the percentage weights of the components of the student's grade. For example, if the percentage weight for the Periodical Test is 25% and the total raw score is 80 its equivalent value is 20. This shall form part of the student's grade.

Raw Score	Percentage Distribution of Weights							
	5%	10%	15%	20%	25%	30%	35%	40%
100	5.00	10.0	15.00	20.0	25.00	30.00	35.00	40.0
99	4.95	9.9	14.85	19.8	24.75	29.70	34.65	39.6
98	4.90	9.8	14.70	19.6	24.50	29.40	34.30	39.2
97	4.85	9.7	14.55	19.4	24.25	29.10	33.95	38.8
96	4.80	9.6	14.40	19.2	24.00	28.80	33.60	38.4
95	4.75	9.5	14.25	19.0	23.75	28.50	33.25	38.0
94	4.70	9.4	14.10	18.8	23.50	28.20	32.90	37.6
93	4.65	9.3	13.95	18.6	23.25	27.90	32.55	37.2
92	4.60	9.2	13.80	18.4	23.00	27.60	32.20	36.8
91	4.55	9.1	13.65	18.2	22.75	27.30	31.85	36.4
90	4.50	9.0	13.50	18.0	22.50	27.00	31.50	36.0
89	4.45	8.9	13.35	17.8	22.25	26.70	31.15	35.6
88	4.40	8.8	13.20	17.6	22.00	26.40	30.80	35.2
87	4.35	8.7	13.05	17.4	21.75	26.10	30.45	34.8
86	4.30	8.6	12.90	17.2	21.50	25.80	30.10	34.4
85	4.25	8.5	12.75	17.0	21.25	25.50	29.75	34.0
84	4.20	8.4	12.60	16.8	21.00	25.20	29.40	33.6
83	4.15	8.3	12.45	16.6	20.75	24.90	29.05	33.2
82	4.10	8.2	12.30	16.4	20.50	24.60	28.70	32.8
81	4.05	8.1	12.15	16.2	20.25	24.30	28.35	32.4
80	4.00	8.0	12.00	16.0	20.00	24.00	28.00	32.0
79	3.95	7.9	11.85	15.8	19.75	23.70	27.65	31.6
78	3.90	7.8	11.70	15.6	19.50	23.40	27.30	31.2
77	3.85	7.7	11.55	15.4	19.25	23.10	26.95	30.8
76	3.80	7.6	11.40	15.2	19.00	22.80	26.60	30.4
75	3.75	7.5	11.25	15.0	18.75	22.50	26.25	30.0
74	3.70	7.4	11.10	14.8	18.50	22.20	25.90	29.6
73	3.65	7.3	10.95	14.6	18.25	21.90	25.55	29.2
72	3.60	7.2	10.80	14.4	18.00	21.60	25.20	28.8
71	3.55	7.1	10.65	14.2	17.75	21.30	24.85	28.4
70	3.50	7.0	10.50	14.0	17.50	21.00	24.50	28.0
69	3.45	6.9	10.35	13.8	17.25	20.70	24.15	27.6
68	3.40	6.8	10.20	13.6	17.00	20.40	23.80	27.2
67	3.35	6.7	10.05	13.4	16.75	20.10	23.45	26.8
66	3.30	6.6	9.90	13.2	16.50	19.80	23.10	26.4
65	3.25	6.5	9.75	13.0	16.25	19.50	22.75	26.0
64	3.20	6.4	9.60	12.8	16.00	19.20	22.40	25.6
63	3.15	6.3	9.45	12.6	15.75	18.90	22.05	25.2
62	3.10	6.2	9.30	12.4	15.50	18.60	21.70	24.8
61	3.05	6.1	9.15	12.2	15.25	18.30	21.35	24.4
60	3.00	6.0	9.00	12.0	15.00	18.00	21.00	24.0
59	2.95	5.9	8.85	11.8	14.75	17.70	20.65	23.6
58	2.90	5.8	8.70	11.6	14.50	17.40	20.30	23.2
57	2.85	5.7	8.55	11.4	14.25	17.10	19.95	22.8
56	2.80	5.6	8.40	11.2	14.00	16.80	19.60	22.4
55	2.75	5.5	8.25	11.0	13.75	16.50	19.25	22.0
54	2.70	5.4	8.10	10.8	13.50	16.20	18.90	21.6
53	2.65	5.3	7.95	10.6	13.25	15.90	18.55	21.2
52	2.60	5.2	7.80	10.4	13.00	15.60	18.20	20.8
51	2.55	5.1	7.65	10.2	12.75	15.30	17.85	20.4

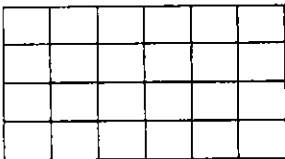


EXAMPLES OF RUBRIC OR SCORING GUIDE FOR NONTRADITIONAL ASSESSMENT

ANALYTIC RUBRIC FOR OPEN ENDED ITEMS

Mathematics

Shade  $\frac{3}{8}$  of the grid. \*



Answer	Correct Answers	Incorrect Answers	No Answer
Criterion			
Accuracy of the answer	9 squares shaded regardless of the squares or combination of full and half squares totaling to 9 squares or other equivalent of 9 squares	3 squares shaded or 8 squares shaded or 11 squares shaded or other incorrect answers	blank or crossed out/erased, illegible or stray marks

Science

Luz hammered a nail into the trunk of a young tree. Explain why the nail was still at the same height from the ground 22 years later even though the tree had grown to a height of 22 meters.\*

Answer	Fully Correct Answer (5 pts)	Partially Correct Answer (3 pts)	Incorrect Answers/ No Answer (0 pt)
Criterion			
Accuracy of the answer	mentions that trees grow in height at the tips of stems/ branches (may also mention trunk growth increasing in diameter)	mentions only that the trunk grows in width or diameter but not height (without mentioning growth of the stems or branches)	mentions only that the trunk does not grow (is dead) or mentions that the nail stops or prevents growth  blank or crossed out/erased, illegible or stray marks

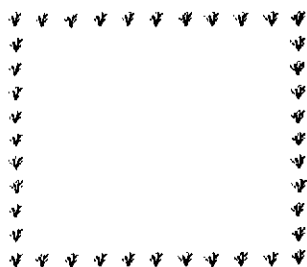
\*Released TIMSS items, 1999

# ANALYTIC RUBRIC FOR PERFORMANCE TASKS

## Mathematics

### Problem Solving

Mang Ben has a 10 m x 10 m garden. He wants to plant seedlings 1 m apart around the garden as shown below.



How many seedlings will he plant?

1. Using drawings, show as many methods as you can of systematically counting the seedlings that Mang Ben will plant.
2. Explain each method using words.
3. Write the number sentence that gives the number of seedlings in each method.

Levels Criteria	Very Good	Good	Fair	Needs Improvement	Poor
Reasoning (Diagram)	Shows 4 or more correct patterns	Shows 2 to 3 correct patterns	Shows 1 correct pattern	Shows counting the seedlings one by one or attempts to find a correct pattern	No diagram at all
Communication (Verbal Explanation)	Explains every different step included in each of 4 or more systematic methods	Explains every different step included in each of 2 or 3 systematic methods	Explains every different step included in 1 systematic method	Shows attempts to explain in words	No explanation at all
Connection (Number Sentence)	Gives a correct number sentence to represent each of 4 or more systematic methods	Gives a correct number sentence to represent each of 2 or 3 systematic methods	Gives a correct number sentence to represent 1 systematic method	Shows attempts to write a correct number sentence	No number sentence at all

Science

Investigatory Project

Parts of the Project	Excellent (50 pts)	Satisfactory (30 pts)	Fair (20 pts)	Needs Major Revision (10 pts)
Problem statement	<ul style="list-style-type: none"> <li>specific</li> </ul>	<ul style="list-style-type: none"> <li>general</li> </ul>	<ul style="list-style-type: none"> <li>not clear</li> </ul>	<ul style="list-style-type: none"> <li>not given</li> </ul>
Hypothesis	<ul style="list-style-type: none"> <li>association between the problem and predicted results is direct (shows if... then relationship)</li> </ul>	<ul style="list-style-type: none"> <li>the problem is stated but predicted result is not</li> </ul>	<ul style="list-style-type: none"> <li>not stated directly</li> </ul>	<ul style="list-style-type: none"> <li>no hypothesis</li> </ul>
Design	<ul style="list-style-type: none"> <li>thorough &amp; appropriate to the problem</li> <li>list of materials complete</li> <li>control &amp; experimental setups identified</li> <li>dependent &amp; independent variables clear</li> <li>procedure is logical &amp; replicable</li> </ul>	<ul style="list-style-type: none"> <li>lacks minor details</li> <li>list of materials complete</li> <li>control &amp; experimental setups identified</li> <li>dependent variable identified but not the independent variable</li> <li>procedure not described in detail</li> </ul>	<ul style="list-style-type: none"> <li>missing major details</li> <li>list materials incomplete</li> <li>both dependent &amp; independent variable not identified</li> <li>only experimental setup given/no control setup</li> </ul>	<ul style="list-style-type: none"> <li>not applicable to the problem</li> <li>design is wrong, does not help answer the problem</li> </ul>
Data collection and analysis	<ul style="list-style-type: none"> <li>all significant data collected, measured &amp; recorded</li> <li>gives accurate tables &amp; charts</li> <li>analysis in agreement with the data collected</li> <li>results explained clearly</li> </ul>	<ul style="list-style-type: none"> <li>data collection complete</li> <li>tables presented but no charts</li> <li>analysis of data inadequate but does not affect the accuracy</li> </ul>	<ul style="list-style-type: none"> <li>major portion of data missing</li> <li>raw data presented but no tables/graphs</li> </ul>	<ul style="list-style-type: none"> <li>data collected not useful/analysis is wrong</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li>accepts or rejects hypothesis; backup with evidence</li> </ul>	<ul style="list-style-type: none"> <li>relates to the hypothesis but conclusion is implied</li> </ul>	<ul style="list-style-type: none"> <li>not very clear, too general</li> </ul>	<ul style="list-style-type: none"> <li>does not answer the problem</li> </ul>

\*Points may be changed.

English

Oral Reading

Levels \ Criteria	Excellent	Average	Poor
Grouping of words	groups words logically when reading aloud	usually groups words in a logical manner	reads word by word without logical grouping
Tone of voice	changes voice tone to emphasize important content	uneven emphasis given to important content	speaks in a monotone with little change in pace or voice inflection
Volume of voice	can be heard by all in the audience	loudness of voice varies	speaks too softly to be heard by all in audience
Pronunciation	pronounces each word clearly	mispronounces some words	slurs and mumbles words

Source: Classroom Assessment (1994) by Peter W. Airasian, p. 262

Newsletter

Levels \ Criteria	Level 3 Exemplary (30 pts)	Level 2 Satisfactory (20 pts)	Level 1 Needs improvement (10 pts)
Alignment of articles with the theme	all articles are related to the theme	at least 50% of the articles relate to the theme	at least 25 % of the articles are related to the theme
Content	data are accurate and updated; nonbiased information	has some inaccuracies, has questionable statements	has gross inaccuracies, some info plagiarized; shows bias
Template/ lay-out and design	parts of newsletter complete; in columns; proper use of white space and graphics; appropriate font size & style	parts of newsletter complete; in columns; font size & style appropriate; text-graphics balance not attained	heavy text, no white space available; graphics and font size and style inappropriate
References	cited all references	cited some references	no citation
Cooperative learning	output is a result of group effort	only some members contributed to the output	output created by one member



MAKABAYAN

Expressing Arguments For or Against an Issue

Criteria \ Levels	Arguments	Support Resources	Communication Skills
3 (20 pts)	presents 4 or more arguments	each argument is supported	all statements are clear
2 (12 pts)	presents 2 to 3 arguments	2 to 3 arguments are supported	some statements are not clear
1 (6 pts)	presents 1 argument	only 1 argument is supported	all statements are not clear

\*Points may be changed.

HOLISTIC RUBRIC FOR A WRITING TASK

Very Good Level 5	Good Level 4	Satisfactory Level 3	Fair Level 2	Needs Improvement Level 1
<ul style="list-style-type: none"> <li>• is concise, well organized, consistent, complete</li> <li>• is clear (reader does not have to guess writer's intent)</li> <li>• has precise and varied vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• is well organized</li> <li>• has generally clear intent</li> <li>• has sufficient detail</li> </ul>	<ul style="list-style-type: none"> <li>• is inconsistent but adequately organized</li> <li>• lacks details</li> <li>• presents the basic idea</li> <li>• does not have clear intent (reader must guess writer's intent)</li> <li>• uses imprecise vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• is not adequately developed</li> <li>• is generic; refers to assignment hastily in a roundabout way</li> <li>• has little or no detail</li> </ul>	<ul style="list-style-type: none"> <li>• unreadable</li> <li>• does not address the topic</li> </ul>

Source: Open-Ended Questioning by Robin Lee Harris Freedman, p. 22

EM'  
Republic of the Philippines  
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS  
UL Complex, Pasig City

November 9, 1995

DECS ORDER  
No. 66, s. 1995

GUIDELINES FOR RATING ELEMENTARY SCHOOL PUPILS  
PER DECS ORDER NO. 80, S. 1993

To: Bureau Directors  
Regional Directors  
Schools Superintendents

1. Inclosed herewith are the guidelines for the implementation of DECS Order No. 80, s. 1993 (Elementary) which shall take effect this school year 1995-1996.
2. With regard to the other measures of achievement which need specific parameters but are not included in the guidelines, the field offices are given the option to prepare their own checklists to suit their needs and to accurately assess pupils' performance.
3. All issuances contrary to the provisions of this Order are hereby rescinded or amended.
4. Immediate dissemination of this Order is desired for the compliance and guidance of all concerned.

  
RICARDO, T. GLORIA  
Secretary

Reference:  
DECS Order: (No. 80, s. 1993)

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

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

Course of Study, ELEMENTARY  
POLICY  
PUPILS  
RATINGS

**GUIDELINES FOR THE IMPLEMENTATION OF  
DECS ORDER NO. 80, S. 1993 (THE REVISED GRADING  
POLICIES AND PROCEDURES FOR ELEMENTARY PUBLIC SCHOOLS)**

**Distribution of Weights**

1. Periodical tests is given a weight of 40%.
2. Other measures of achievement as shown in the table below has a total weight of 60%.

Measure of Achievement	Weight Per Learning Area						
	Dom. Arts (Eng. & Fil.)	Science & Health SK/HKS Math	DE/GMRC	EPP	* Music	* Art	* PE
Quizzes	15%	25%	10%	10%	10%	10%	
Recitation/Interaction	25%	20%	5%	15%	15%	15%	10%
Homework	5%	5%	5%	5%			
Projects / Other Related Activities (e.g. for EPP cookfest, cleanliness drive, etc.)				30%		15%	
Themes/Experiments	15%	10%					
Behavior observations			40%				20%
Other performance outputs e.g.:							
- participation in individual musical activities					35%		
- participation in group musical activities							
- participation in daily art activities						20%	
- participation in art contests							
- participation in daily sports/ games/ dances							30%
- participation in special activi- ties - intramurals field demonstra- tions, clubs, etc.							
<b>Total</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>

These subject areas are integrated as one subject area from Grades III - VI

**GUIDELINES FOR THE IMPLEMENTATION OF  
DECS ORDER NO. 80, S. 1993 (THE REVISED GRADING  
POLICIES AND PROCEDURES FOR ELEMENTARY PUBLIC SCHOOLS)**

**Distribution of Weights:**

1. Periodical tests is given a weight of 40%.
2. Other measures of achievement as shown in the table below has a total weight of 60%.

Measure of Achievement	Weight Per Learning Area							
	Com. Arts (Eng. & Fil.)	Science & Health SK/HKS Math	CE/BMRC	EPP	* Music	* Art	* PE	* Other
Quizzes	15%	25%	10%	10%	10%	10%		
Recitation/Interaction	25%	20%	5%	15%	15%	15%	10%	
Homework	5%	5%	5%	5%				
Projects / Other Related activities (e.g. for EPP cookfest, cleanliness drive, etc.)				30%			15%	
Themes/Experiments	15%	10%						
Behavior observations			40%					20%
Other performance outputs e.g.:								
- participation in individual musi- cal activities					35%			
- participation in group musical activities								
- participation in daily art activities						20%		
- participation in art contests								
- participation in daily sports/ games/ dances								30%
- participation in special activi- ties - intramurals field demonstra- tions, clubs, etc.								
<b>Total</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>

These subject areas are integrated as one subject area from Grades III - VI

## B. DEFINITIONS OF OTHER ACHIEVEMENT MEASURES

### 1. Quizzes

Quizzes include written performance in class examinations as summative tests e.g. weekly, monthly, unit tests and other forms of summative measurements. Tests used to monitor the pupils' progress as formative tests are not included in the computation of the rating for quizzes.

### 2. Recitations/Interactions

This item refers to pupils participation in any form of interactive activities during the teaching-learning process. For uniformity of appraising pupils' performance in recitation the checklist below shall be adopted.

DESCRIPTION	SCORES
Answer is correct and excellently delivered	9-10
Answer is correct but given with some hesitation	7-8
Answer is correct but given with some prodding from the teacher and/or classmates	5-6
Answer is partially correct and given haltingly	3-4
Answer is not correct but pupil tried or no answer at all was given	1-2

For transmuting the scores refer to the transmutation table entitled "Equivalent Ratings of Test Scores", an inclosure to DECS Order No. 46, s. 1983.

3. Behavior Observations (For CE/GMRC)

Specific indicators enumerated in Inclosure No. 2 of MECS Order No. 46, s. 1983 and DECS Order No. 90, s. 1991 shall be used in observing pupils' behavior. The class adviser and other teachers handling the class shall give the rating for behavior observations. This specific item has a weight of 40% in the overall rating for CE-GMRC. The traits to be considered in rating this learning area are found in the Progress Report Card (Form 138-E).

For example for Pupil A,

TRAITS	T-1	T-2	T-3	T-4	T-5	Average
1. Honesty	85	85	80	90	85	85
2. Courtesy	80	80	85	85	85	83
3. Helpfulness and Cooperation	90	90	85	85	85	87
4. Obedience	80	80	85	80	85	82
5. etc.						
Rating under behavior observation						84.25

Under this criterion, Pupil A has an average of 84.25 x 40%. So Pupil A has a total points of 33.70.

The numerical rating for each trait shown will be converted to letter grade - e.g. 85 for Honesty is equivalent to C for purposes of filling up the portion on traits in the Report Card (Form 138-E).

A	Outstanding	-	96	-	100
B	Very Satisfactory	-	86	-	95
C	Satisfactory	-	76	-	85
D	Needs Improvement	-	66	-	75

To obtain the rating of CE/GMRC in a rating period get the average of all the ratings in the class record as shown in the example below.

CE/GMRC

PUPIL	QUIZZES	AVE.	10%	RECITATION	AVE.	5%	HOMEWORK	AVE.	5%	OBSERVATION	AVE.	40%
										BEHAVIOR		
A	75 78 83 79 80	79	7.9	80 75 82 78 80	79	3.95	85 85 80 81 87	81.67	4.08	85 83 87 85	85	34

To compute the rating of Pupil A to the given example:

	WEIGHT	AVE.	X	WEIGHT	COMPUTED VALUE
Quizzes	- 10%	79	=		7.90
Recitation	- 5%	79	=		3.95
Homework	- 5%	81.67	=		4.08
Observation	- 40%	85	x .40	=	34.00
Periodical Test	- 40%	85	x .40	=	34.00
	-----				-----
	100%				83.93

Round off to 84

2. Computation of Pupil Rating

To obtain the rating for the learning area in a grading period, get the average of all the ratings entered in the Class Record under each measure of achievement. Multiply the result with the corresponding weight as in Item 1.

Example: Rating for English

Pupil:	QUIZZES	AVE.	15%	RECITATION	AVE.	25%	HOMEWORK	AVE.	5%	THEMES/ PROJECTS	AVE.	15%	40%	COMPUTED VALUE
1	85:90:88:95:90	89.6	13.44	85:80:85:85:90:85	85	21.25	90:90:80:86.66	4.33	80:85:90:85	85	12.75	34.00	85.77	
2	70:80:82:80:85:81	80	12.15	75:80:80:85:85:81	80	20.25	80:80:80:80	4.00	80:80:85:81:66	81.66	12.25	30.00	78.65	
3	60:70:72:75:78:71	71	10.65	60:65:70:65:70:66	66	16.50	60:70:70:66.66	3.33	70:70:75:71:66	71.66	10.75	26.00	67.23	

To compute the rating of Pupil 1 to the given example:

	WEIGHT	AVE.	x	WEIGHT	COMPUTED VALUE
Quizzes	15%	89.6	x	.15	= 13.44
Recitation	25%	85	x	.25	= 21.25
Homework	5%	86.66	x	.05	= 4.33
Theme/Projects	15%	85	x	.15	= 12.75
Periodical Test	40%	85	x	.40	= 34.00
	-----				-----
	100%				85.77

Round-off to 86



In the case of Pupil 3 in the example, the computation shall be:

Quizzes	-	15%	71	x	.15	=	10.65
Recitation	-	25%	66	x	.25	=	16.50
Homework	-	5%	66.66	x	.05	=	3.33
Themes/Project	-	15%	71.66	x	.15	=	10.75
Periodical Test	-	40%	66	x	.40	=	26.00
						=====	67.23

Round off to 67

The ratings of 86 and 67 shall be entered in the Progress Report Card (DECS Form 138-E) and in the Permanent Record (DECS Form 137-E) of Pupils 1 and 3 respectively at the end of the rating period.

The provision of DECS Order No. 80, s. 1993 on the computation and weight of grading period shall be used in determining the final grade as illustrated below:

1st Grading	-	86	x	20%	=	17.20
2nd Grading	-	85	x	20%	=	17.00
3rd Grading	-	87	x	20%	=	17.40
4th Grading	-	88	x	40%	=	35.20
					-----	86.80

Round off to 87

The rating of 87 shall be entered in the Progress Report Card in the column for Final Rating.

To arrive at the General Average of the pupil, add all the ratings recorded in the Progress Report Card under the column for Final Ratings. Divide the sum by the number of learning areas in the grade level.

Consider that Pupil 1 of Grade 1 obtained the following final grades

Learning Areas	Final Rating
English	87
Mathematics	85
Science and Health	85
Filipino	88
Sibika at Kultura	86
Edukasyon sa Kagandahang	86
Asal at Wastong Pag-uugali	
Edukasyon sa Pagpapalakas	
ng Katawan	86
	-----
	86.14

Round off to the nearest hundredth = 86.14

The General Average to be entered in the Progress Report Card of the Pupil is 86.14.

#### D. Rounding Numbers

Rounding numbers to the nearest hundredth is applied when computing for the following:

- averages of the different measures of achievement e.g. quizzes, etc.
- weighted average for each measure of achievement
- computed value of the weighted averages for all measures of achievement
- General Average

#### Examples:

10.749	=	10.75	13.674	=	13.67
86.166	=	86.17	67.230	=	67.23

The figures that will be rounded off to the nearest whole number are those to be entered in the Progress Report Card as:

- rating for the learning area for each grading period
- final rating for every learning area

#### Examples:

85.77	=	86
67.23	=	67

NO. OF ITEMS

	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Obtained Score
50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	0
60	58	57	56	56	55	55	54	54	54	54	53	53	53	53	53	52	52	52	52	52	52	52	52	52	52	52	1
70	67	64	62	61	60	59	58	58	57	57	57	56	56	56	55	55	55	55	54	54	54	54	54	54	53	53	2
80	75	71	69	67	65	64	63	62	61	60	59	59	59	58	58	57	57	57	57	56	56	56	56	55	55	55	3
90	84	79	75	72	70	68	67	65	64	63	62	62	61	61	60	60	59	59	59	58	58	58	57	57	57	57	4
100	92	86	81	78	75	73	71	69	68	67	66	65	65	64	63	62	61	61	60	60	60	60	59	59	59	58	5
	100	93	88	83	80	77	75	73	71	70	69	68	68	67	66	65	64	63	62	62	62	62	61	61	60	60	6
	100	94	89	85	82	79	77	75	73	71	70	69	68	67	66	65	64	63	62	62	62	62	61	61	60	60	7
	100	94	90	86	83	81	79	78	76	75	74	72	71	70	69	68	67	66	65	64	63	63	63	62	62	62	8
	100	95	91	88	85	82	80	78	77	75	74	72	71	70	69	68	67	66	65	64	63	63	63	62	62	62	9
	100	95	92	88	86	83	81	79	78	76	75	74	73	72	71	70	69	68	67	66	65	65	65	64	64	63	10
	100	96	92	89	87	84	82	81	79	78	76	75	74	73	72	71	70	69	68	67	66	65	65	64	64	63	11
	100	96	93	90	87	85	83	82	80	79	77	76	75	74	73	72	71	70	69	68	67	66	66	65	65	65	12
	100	96	93	90	87	85	83	82	80	79	77	76	75	74	73	72	71	70	69	68	67	66	66	65	65	65	13
	100	97	94	91	89	87	85	84	82	81	80	78	77	76	75	74	73	72	71	70	69	68	67	67	66	67	14
	100	97	94	92	89	87	85	84	82	81	80	78	77	76	75	74	73	72	71	70	69	68	67	67	66	67	15
	100	97	94	92	89	87	85	84	82	81	80	78	77	76	75	74	73	72	71	70	69	68	67	67	66	67	16
	100	97	94	92	89	87	85	84	82	81	80	78	77	76	75	74	73	72	71	70	69	68	67	67	66	67	17
	100	97	94	92	89	87	85	84	82	81	80	78	77	76	75	74	73	72	71	70	69	68	67	67	66	67	18
	100	97	94	92	89	87	85	84	82	81	80	78	77	76	75	74	73	72	71	70	69	68	67	67	66	67	19
	100	97	94	92	89	87	85	84	82	81	80	78	77	76	75	74	73	72	71	70	69	68	67	67	66	67	20
	100	97	94	92	89	87	85	84	82	81	80	78	77	76	75	74	73	72	71	70	69	68	67	67	66	67	21
	100	97	94	92	89	87	85	84	82	81	80	78	77	76	75	74	73	72	71	70	69	68	67	67	66	67	22
	100	97	94	92	89	87	85	84	82	81	80	78	77	76	75	74	73	72	71	70	69	68	67	67	66	67	23
	100	97	94	92	89	87	85	84	82	81	80	78	77	76	75	74	73	72	71	70	69	68	67	67	66	67	24
	100	97	94	92	89	87	85	84	82	81	80	78	77	76	75	74	73	72	71	70	69	68	67	67	66	67	25
	100	97	94	92	89	87	85	84	82	81	80	78	77	76	75	74	73	72	71	70	69	68	67	67	66	67	26
	100	97	94	92	89	87	85	84	82	81	80	78	77	76	75	74	73	72	71	70	69	68	67	67	66	67	27
	100	97	94	92	89	87	85	84	82	81	80	78	77	76	75	74	73	72	71	70	69	68	67	67	66	67	28
	100	97	94	92	89	87	85	84	82	81	80	78	77	76	75	74	73	72	71	70	69	68	67	67	66	67	29
	100	97	94	92	89	87	85	84	82	81	80	78	77	76	75	74	73	72	71	70	69	68	67	67	66	67	30

$$RS \approx \frac{50}{N} + 50 =$$

- \* RS = Raw Score
- N = No. of Items in the test
- R = Equivalent Transmitted Rating

Republic of the Philippines  
**DEPARTMENT OF EDUCATION, CULTURE AND SPORTS**  
Meralco Drive, Pasig, Metro Manila

September 22, 1993

DECS Order No. 80, s. 1993

**REVISED GRADING POLICIES AND PROCEDURES FOR  
ELEMENTARY AND SECONDARY PUBLIC SCHOOLS**

To: Bureau Directors, Regional Directors, Division Superintendents  
All Others Concerned


1. **Statement of General Policy.** It shall be the policy of the Department that the policies and procedures governing elementary and secondary public education should be as similar as possible, if not identical. It shall also be the policy to have a grading system which will place greater emphasis on student performance (a) during the final examinations in each of the four quarterly grading periods during the school year, (b) for the last of the four quarterly grading periods, and (c) on competitive written performance in class examinations, tests, and quizzes, over other forms of measurement. In furtherance of these policies, the following revisions in grading policies will go into effect for public elementary and secondary schools.

(a) **Weight of quarterly examinations.** The weight of the final examination for each of the four quarterly grading periods shall be forty (40) per cent. The remaining sixty (60) per cent will be used for other measures of achievement, such as class quizzes, recitation, homework, and the like, provided they are all related to determining the academic performance of the student. Non-academic elements, such as behavior and absences, should no longer be inputted for subject grading purposes. Previously, the weight for the periodic examination had been set at only twenty-five (25) per cent of the rating for the quarterly grading period.

(b) **Weight of grading period ratings.** The grade for each of the first three quarterly grading periods shall have equal weight. However, the weight of the fourth grading period rating shall be double that of any of the other three previous ratings. Thus, each of the first three grading period ratings will have a weight of twenty (20) per cent, while the rating for the fourth grading period will have a double weight of forty (40) per cent. Previously, elementary schools had used an average weighting system, while secondary schools had followed a cumulative weighting system, with seventy per cent for the current grading period and thirty per cent for all the preceding grading periods.

(c) **Lowest possible grade.** The lowest grade that can be given to a student after transmutation of performance shall be sixty (60) per cent. Previously, the lowest grade that could be given in the report card was sixty five (65) per cent.

2. **Effectivity.** This Order shall take effect during the school year 1994-95. This revised grading system shall also be adopted by those private schools who do not have their own explicit grading policies. All inconsistent prior DECS issuances are hereby revoked or amended as appropriate.

  
ARMAND V. FABELLA  
Secretary

References: MECS Order: No. 46, s. 1983 and DECS Orders  
Nos. 52 and 94, s. 1989

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

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

Course of Study, ELEMENTARY  
" " " , SECONDARY

POLICY  
PUPILS  
RATINGS  
STUDENTS

Guidelines for the implementation of DECS Order No. 80s. 1993 (The revised grading policies and procedures for elementary public schools)

### Distribution of Weights

- 1) Periodical Test is given a weight of 40%.
- 2) Other measures of achievement are shown in the table below with a total weight of 60%.

Measurement of Achievement	Weight Per Learning Area					
	Com. Arts (Eng. & Fil.)	Sci. & Health SK/HKS/ Math	Makabayan			
			*EPP	*Music	*Art	*P.E.
Quizzes	15%	25%	10%	10%	10%	
Recitations/Interactions	25%	20%	15%	15%	15%	10%
Homeworks	5%	5%	5%			
Projects/Other Related Activities (e.g. for EPP Cookfest, cleanliness drive, etc.)			30%		15%	
Themes/Experiments	15%	10%				
Behavior Observations						20%
Other performance outputs, e.g.						
<ul style="list-style-type: none"> <li>• participation in individual musical activities</li> <li>• participation in group musical activities</li> </ul>				35%		
<ul style="list-style-type: none"> <li>• participation in daily art activities</li> <li>• participation in art contests</li> </ul>					20%	
<ul style="list-style-type: none"> <li>• participation in daily sports/games/dances</li> <li>• participation in special activities-intramurals: field demonstrations, clubs, etc.</li> </ul>						30%
Total:	60%	60%	60%	60%	60%	60%

These \* subject areas are graded in the card as one subject area from Grades IV-VI. However, each subject needs individual rating.



REPUBLIKA NG PILIPINAS  
REPUBLIC OF THE PHILIPPINES  
**KAGAWARAN NG EDUKASYON**  
DEPARTMENT OF EDUCATION  
DepEd Complex, Meralco Avenue, Pasig City, Philippines

*Tanggapan ng Kalihim*  
*Office of the Secretary*

Direct Line: 633-7208  
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**MAY 15 2003**

**DepEd Order**  
**No. 37, s. 2003**

**REVISED IMPLEMENTING GUIDELINES OF THE 2002 SECONDARY  
EDUCATION CURRICULUM EFFECTIVE SCHOOL YEAR 2003-2004**

To: **Regional Directors**  
**Schools Superintendents**  
**Private and Public Secondary School Principals**

1. For the guidance of all concerned, the implementing guidelines of the 2002 Secondary Education Curriculum are hereby revised and shall take effect in SY 2003-2004.
2. The revision, as contained in the Inclosure covers the following areas of the curriculum:
  - 2.1 Time allotment and unit credits
  - 2.2 Medium of instruction
  - 2.3 Grading system
  - 2.4 Promotion and retention
  - 2.5 Sample Report Card
3. Immediate and wide dissemination of this Order is desired.

**EDILBERTO C. DE JESUS**  
**Secretary**

Encl.: As stated

Reference: DepEd Order No. 43, s. 2003

Allotment: 1—(D.O. 50-97)

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

**CHANGE**

**CURRICULUM**

**SECONDARY EDUCATION**

(Enclosure to DepEd Order No. 37, s. 2003)

## REVISED IMPLEMENTING GUIDELINES OF THE 2002 SECONDARY EDUCATION CURRICULUM

### 1. Time Allotment and Unit Credits

1.1 The time allotment and unit credits for the learning areas shall be as follows:

Learning Area	No. of Minutes/Week		Unit Credits	
	I – III	IV	I – III	IV
Filipino	240	240	1.2	1.2
English	300	300	1.5	1.5
Mathematics	300	300	1.5	1.5
Science	400 <sup>a</sup>	400 <sup>a</sup>	2.0	2.0
<b>MAKABAYAN</b>				
• AP	200	200	1	1
• TLE	240 <sup>b</sup>	240 <sup>b</sup>	1.2	1.2
• MAPEH*	240	300 <sup>d</sup>	1.2	1.5
• EP	60 <sup>c</sup>	120 <sup>c</sup>	.3	.6
<b>TOTAL</b>	<b>1980</b>	<b>2100</b>	<b>9.9</b>	<b>10.5</b>

a In addition to this time allotment, students are encouraged to conduct outdoor science investigatory projects

b In addition to this time allotment, students will spend time for practical work skills development activities outside the classroom (e.g. minor repair of school facilities as practicum in Civil Technology of Industrial Arts)

c Provision of additional 60 minutes weekly, for pilot testing in the Fourth Year

d Includes Citizenship Advancement Training (restructuring of the Citizen Army Training) in the Fourth Year using English as the medium of instruction



## **2. Medium of Instruction**

**2.1 English shall be the medium of instruction in the following subjects:**

- English
- Science
- Mathematics
- Technology and Livelihood Education ( TLE)

**2.2 Filipino shall be used as the medium of instruction in the following subjects:**

- Filipino
- Araling Panlipunan
- Edukasyon sa Pagpapahalaga

**2.3 In Music, Arts, Physical Education and Health (MAPEH) the medium of Instruction shall follow the language of the textbook.**

## **3. Grading System**

**3.1 There shall be four grading periods using the cumulative method. This means that the grades for the second to the fourth grading periods are computed based on the 30% - weight of the previous grade and the 70% weight of the tentative grade for the quarter or grading period.**

### **EXAMPLE:**

Grade for the first grading period.....	85
Tentative grade for the second grading period.....	87
30% of 85	= 25.50
+ 70% of 87	= 60.90
<u>Computed grade</u>	<u>= 86.40</u>

Therefore, the final rating for the second grading period is 86.

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

**3.3 There shall be no maximum grade for any grading period. The lowest passing grade in any given subject shall be 75. The lowest grade (to appear in the report card) that can be given to the student after transmutation of performance shall be 70.**

3.4 The grade in each subject area shall be based on certain criteria weighted accordingly as follows:

#### 3.4.1 FILIPINO

Markahang Pagsusulit.....	25%
Interaksyong Pangklase.....	35%
( Minarkahang isahan/pangkatang pagsagot o pakikipagtalakayan )	
Performans.....	15%
( Individwal /Pangkatang Gawain na Nagpapamalas ng Malikhaing Evalwasyon)	
Pasulat na Awtput.....	25%
- Lingguhang Awtput (15%)	
- Komposisyon (10%)	
	<hr/>
	100%

#### 3.4.2 ARALING PANLIPUNAN

Markahang Pagsusulit.....	25%
Maikling Pagsubok.....	10%
Partisipasyong Pangklase.....	30%
Proyekto/Awtput.....	20%
Takdang-Gawain.....	15%
	<hr/>
	100%

#### 3.4.3 EDUKASYON SA PAGPAPAHALAGA

Markahang Pagsusulit.....	25%
Partisipasyong Pangklase.....	40%
Pasulat na Awtput.....	25%
Beheybyor.....	10%
	<hr/>
	100%

#### 3.4.4 ENGLISH

Periodical Test.....	25%
Participation ( Class Interaction).....	30%
Performance .....	30%
( reporting, role play, argumentation, simulation, etc.)	
Project.....	15%
( theme writing, weekly written outputs book reports )	
	<hr/>
	100%

### 3.4.5 SCIENCE

Periodical Test.....	25%
Participation.....	15%
Quizzes.....	15%
Projects/Outputs.....	10%
Assignment.....	10%
Performance.....	<u>25%</u>
	100%

### 3.4.6 MATHEMATICS

Periodical Test.....	20%
Quizzes.....	20%
Participation.....	25%
Assignment.....	15%
Long/Unit test.....	<u>20%</u>
	100%

### 3.4.7 TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)

Periodical Test.....	25%
Quizzes.....	10%
Participation.....	20%
Projects.....	20%
Performance.....	<u>25%</u>
	100%

### 3.4.8 MUSIC, ARTS, PHYSICAL EDUCATION, AND HEALTH ( MAPEH )

Periodical Test.....	25%
Quizzes.....	10%
Participation.....	15%
Project/Output.....	25%
Performance.....	<u>25%</u>
	100%

The composite grade for MAPEH shall be computed by getting the average of all the components ( Music, Arts, PE, Health for first to third year or Music, Arts, PE, Health and CAT for fourth year )

In case a student does not obtain a composite passing grade in MAPEH due to failure or deficiency in any one of the component subjects, he/she shall be given a mark of **INCOMPLETE** but shall be

allowed to complete within the next grading period the deficiency in the component which he/she failed.

- 3.5 The grade for MAKABAYAN shall be computed based on the percentage weights of the component subjects.

Example: ( First to Third Years)

	Individual Rating	Percentage Weight	Result
AP	83	27%	22.41
MAPEH	85	32.5%	27.63
TLE	88	32.5%	28.60
EP	87	8 %	6.96
		<hr/> 100%	<hr/> 85.60

In this case, the final rating in MAKABAYAN is 86%.

Example ( Fourth Year)

AP	87	23%	20.01
TLE	85	28%	23.80
MAPEH*	88	35%	30.80
EP	86	14%	12.04
		<hr/> 100%	<hr/> 86.65

Similarly, the final rating in MAKABAYAN is 87%.

\* Includes CAT

- 3.6 If the student incurs any failure, the grade for MAKABAYAN shall be **INCOMPLETE**. Failure in any of the component subjects shall mean repeating the subject which the student failed.

#### 4. Promotion and Retention

Promotion shall be by subject and by the number of units. In this case, a student who fails in three (3) units or less is promoted to the next curriculum level. On the other hand, a student who fails in more than three (3) units is retained in the year level. Under this circumstance, the student shall only be required to repeat the subjects that he failed and should be given advance subjects in the next curriculum level.

**Puna ng Guro**

Unang Markahan	
Ikalawang Markahan	
Ikatlong Markahan	
Ikaapat na Markahan	

**Puna ng Magulang** **Lagda**

Unang Markahan	
Ikalawang Markahan	
Ikatlong Markahan	
Ikaapat na Markahan	

**BALANGKAS NG PAGMAMARKA**

Karapat-dapat ilipat at tanggapin sa \_\_\_\_\_  
 May panunang yunit sa larangan ng \_\_\_\_\_  
 May kulang na yunit sa larangan ng \_\_\_\_\_  
 Petsa \_\_\_\_\_

Tagapayo

Punong-Guro

**KATIBAYAN SA PAGLIPAT NG TAON**

Inilipat sa Taon \_\_\_\_\_

Pangkat \_\_\_\_\_

Pinagtibay \_\_\_\_\_

Tagapayo

Punong-Guro

**PAGPAPAWALANG-BISA SA KARAPATANG LUMIPAT**

Inilipat sa Taon \_\_\_\_\_

Pangkat \_\_\_\_\_

Pinagtibay \_\_\_\_\_

Tagapayo

Punong-Guro

**Republika ng Pilipinas**  
**DEPARTAMENTO NG EDUKASYON**

Rehiyon \_\_\_\_\_

Dibisyon \_\_\_\_\_

Paaralan \_\_\_\_\_

Pangalan \_\_\_\_\_

Gulang \_\_\_\_\_

Taon \_\_\_\_\_

Kasarian \_\_\_\_\_

Pangkat \_\_\_\_\_

Taong- Panuruan \_\_\_\_\_

Mahal na Magulang,

Nakapaloob sa kard na ito ang ulat sa pag-unlad ng iyong anak, bilang ng araw na ipinasok, bilang ng liban at pagdating nang huli sa klase at mga pag-ugali at kaasalang ipinamamalas niya sa loob ng paaralan.

Mangyari pong makipag-ugnayan sa amin tungkol sa anumang bagay na makatutulong sa pag-unlad ng iyong anak.

Salamat po.

Tagapayo

Punongguro

**ULAT TUNGKOL SA PAG-UNLAD NG MARKA**

Larangan ng Pag-aaral	MARKAHAN				Huling Marka	YUNIT	PASYA
	1	2	3	4			
Filipino							
English							
Mathematics							
Science							
Makabayan							
• Araling Panlipunan (AP)							
• Technology and Livelihood Education (TLE)							
• Music, Arts, Physical Education, and Health (MAPEH)							
• Edukasyon sa Pagpapahalaga (EP)							

Pangkatlahatang Marka (Average)

**ULAT NG PAGPASOK**

Buwan	Pangkatlahatang Marka (Average)											
	Hunyo	Hulyo	Agosto	Setyembre	Oktubre	Nobyembre	Disyembre	Enero	Pebrero	Marso	Abril	Kabuuan
Bilang ng araw na may pasok												
Bilang ng araw na pumasok												
Bilang ng araw na pumasok nang tuli												

**PAG-UNLAD SA TAGLAY NA MGA PAGPAPAHALAGA AT SALOOBIN**

**Panuto: Lagyan ng tatlong (3) star (☆☆☆) kung lubhang kasiya-siya ang ipinamalas, dalawang (2) star (☆☆) kung kasiya-siya, at isang (1) star (☆) kung dapat pang linangin sa mag-aaral.**

Mga kinakailangang namasid na pagpapahalaga at saloobin	MARKAHAN			
	1	2	3	4
Kamulangang Praktikal-Nagpamalas ng kasiya-siyang gawi tungo sa pagpapamali ng kaangyapang pisikal at mental				
Sining-Nagpamalas ng pagkamtatikain sa pagsasagawa ng iba't ibang gawain				
Tolerante-Nagpakita ng paggalang sa pagkakaiba-iba ng mga paniniwala at palagay ng tao				
Katapatan/Integrasyon-Nagpakita ng katapatan sa lahat ng pagkatatan				
Diplomasi sa Sarili-Nagpamalas ng kaisang-loob na malinang ang angkop na pagkilos sa pagsasagawa ng mga gawain				
Relihiyos Tolerante-Nagpakita ng paggalang sa pagkakaiba ng relihiyon, tulad ng mga lugar ng pagtamba at mga simbolong banal				
Pagpapahalaga sa Karapatang Pantao-Nagpakita ng paggalang sa pagkatanggap-pantay ng lahat maging amunan ang edad, kasarian, lahi, wika, relihiyon, paniniwalang politikal, katayuang panlipunan at kapansanan				
Magpapanggap Praktikal-Nagpamalas ng kaaya-ayang politibungo sa kapwa				
Pagpapahalaga sa Kapaligiran-Pinangalagaan ang kapaligiran				
Tamang Paggamit ng mga Recoroso-Ginamit ang mga recoroso sa ekonomikal na paraan				
Pagpapahalaga sa Yansang Kultural-Nagpakita ng pagmamalaki sa mga katutubo at kontemporaryong sining at kultura ng Pilipinas				
Kalusapan at Pansasagutan-Nagpakita ng pag-unawa sa mga pangunahing kalayaan at ang mga katumbas na pananagutan				
Magpapanggap Pansasagutan-Nagpapakita ng sariling responsibilidad nang may dedikasyon				
Pambansang Pagkakaiba-Nagpamalas ng politiksi sa sariling bansa sa kabila ng pagkakaiba-iba ng paniniwalang politikal at kultural, wika at relihiyon				

**TWO SHIFTS WITH ADDITIONAL ONE HOUR CAT AND ONE HOUR EP  
(FOURTH YEAR)**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SCIENCE		SCIENCE	SCIENCE	SCIENCE	SCIENCE	6:00 - 7:00					
SCIENCE		SCIENCE (40 MINS)	MATH	MATH	MATH	7:00 - 8:00					
MATH		MATH	ENGLISH	ENGLISH	ENGLISH	8:00 - 9:00					
			<b>RÉCESS</b>								
						9:00 - 9:15					
ENGLISH		FILIPINO	FILIPINO	FILIPINO	FILIPINO	9:15 - 10:15					
*AP		AP	AP	AP	AP	10:15 - 11:15					
			<b>LUNCH BREAK</b>								
						11:15 - 12:15					
TLE		TLE	TLE	TLE	EP	12:15 - 1:15					
MAPEH		MAPEH	MAPEH	MAPEH	ENGLISH	1:15 - 2:15	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
EP		CAT				2:15 - 3:15	SCIENCE	SCIENCE (40 MINS)	MATH	MATH	MATH
						3:15 - 4:15	MATH	MATH	ENGLISH	ENGLISH	ENGLISH
						4:15 - 5:15	ENGLISH	FILIPINO	FILIPINO	FILIPINO	FILIPINO
						5:15 - 5:30	<b>RECESS</b>				
						5:30 - 6:30	*AP	AP	AP	AP	AP
						6:30 - 7:30	TLE	TLE	TLE	TLE	EP
						7:30 - 8:30	MAPEH	MAPEH	MAPEH	MAPEH	ENGLISH
						8:30 - 9:30	EP	CAT			
7 hrs. 40 mins.	7 hrs. 40 mins.	6 hrs. 40 mins.	6 hrs. 40 mins.	6 hrs. 40 mins.	6 hrs. 40 mins.		7 hrs. 40 mins.	7 hrs. 40 mins.	6 hrs. 40 mins.	6 hrs. 40 mins.	6 hrs. 40 mins.
<b>AP 40 MINUTES DAILY</b>											

**PROTOTYPE CLASS SCHEDULE SHOWING THE INCREASE IN TEACHING TIME  
IN SCIENCE I TO III (TWO SHIFTS)**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAPEH	MAPEH	MAPEH	MAPEH	SCIENCE	6:20 - 7:20					
SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE	7:20 - 8:20					
SCIENCE (40mins.)	MATH	MATH	MATH	MATH	8:20 - 9:20					
<b>RECESS</b>										
					9:20 - 9:35					
MATH	ENGLISH	ENGLISH	ENGLISH	ENGLISH	9:35 - 10:35					
ENGLISH	TLE	TLE	TLE	TLE	10:35 - 11:35					
<b>LUNCH BREAK</b>										
					11:35 - 12:35					
FILIPINO	FILIPINO	FILIPINO	FILIPINO	EP	12:35 - 1:35					
*AP	AP	AP	AP	AP	1:35 - 2:35					
					2:35 - 3:35	MAPEH	MAPEH	MAPEH	MAPEH	SCIENCE
					3:35 - 4:35	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
					4:35 - 5:35	SCIENCE (40mins.)	MATH	MATH	MATH	MATH
<b>RECESS</b>										
					5:35 - 5:50					
					5:50 - 6:50	MATH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
					6:50 - 7:50	ENGLISH	TLE	TLE	TLE	TLE
					7:50 - 8:50	FILIPINO	FILIPINO	FILIPINO	FILIPINO	EP
					8:50 - 9:50	*AP	AP	AP	AP	AP
6 HRS. 40 MINS.	6 HRS. 40 MINS.	6 HRS. 40 MINS.	6 HRS. 40 MINS.	6 HRS. 40 MINS.		6 HRS. 40 MINS.	6 HRS. 40 MINS.	6 HRS. 40 MINS.	6 HRS. 40 MINS.	6 HRS. 40 MINS.
* AP 40 MINUTES DAILY										



**ONE SHIFT WITH ADDITIONAL ONE HOUR CAT AND ONE HOUR EP  
(FOURTH YEAR)**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:40 - 7:40	MAPEH	MAPEH	MAPEH	MAPEH	CAT
7:40 - 8:40	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
8:40 - 9:40	MATH	MATH	MATH	MATH	MATH
9:40 - 9:55	<b>R E C E S S</b>				
9:55 - 10:55	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
10:55 - 11:55	SCIENCE	TLE	TLE	TLE	SCIENCE (40 mins.)
11:55 - 12:55	<b>L U N C H B R E A K</b>				
12:55 - 1:55	FILIPINO	FILIPINO	FILIPINO	FILIPINO	TLE
1:55 - 2:55	AP	AP	AP (80 mins.)	EP	EP
2:55 - 3:55					
<b>TOTAL NO. OF HRS.</b>	<b>8 HRS.</b>	<b>8 HRS.</b>	<b>8 HRS. 20 MINS.</b>	<b>7 HRS.</b>	<b>6 hrs. 40 mins.</b>

**PROTOTYPE CLASS SCHEDULE SHOWING THE INCREASE IN TEACHING TIME IN SCIENCE I TO III  
(ONE SHIFT)**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:40 - 7:40	MAPEH	MAPEH	MAPEH	MAPEH	ENGLISH
7:40 - 8:40	ENGLISH	ENGLISH	ENGLISH	ENGLISH	MATH
8:40 - 9:40	MATH	MATH	MATH	MATH	SCIENCE
9:40 - 9:55	<b>R E C E S S</b>				
9:55 - 10:55	TLE	TLE	TLE	TLE	SCIENCE
10:55 - 11:55	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE (40 mins.)
11:55 - 12:55	<b>L U N C H B R E A K</b>				
12:55 - 1:55	FILIPINO	FILIPINO	FILIPINO	FILIPINO	EP
1:55 - 2:55	AP	AP	AP (80 mins.)		
<b>TOTAL NO. OF HRS.</b>	<b>8 HRS.</b>	<b>8 HRS.</b>	<b>8 HRS.</b>	<b>7 HRS.</b>	<b>6 hrs. 40 mins.</b>

Republika ng Pilipinas  
(Republic of the Philippines)  
MINISTRI NG EDUKASYON AT KULTURA  
(MINISTRY OF EDUCATION AND CULTURE)  
Maynila

July 30, 1979

MEC O R D E R  
No. 44, s. 1979

REVISED SYSTEM OF RATING AND REPORTING STUDENT'S PROGRESS

To: Bureau Directors  
Regional Directors  
Presidents, State Colleges and Universities  
Schools Superintendents  
Heads of Private Schools, Colleges and Universities

1. Effective the school year 1979-1980, a revised system of rating and reporting student's progress in secondary schools shall be used. This is designed to conform with the provisions of Department Order No. 20, s. 1973 "The Revised Secondary Education Program, 1973."

2. Inclosed are guidelines on the new system and samples of the new records, as follows:

- a. Guidelines on the Revised Marking System for the Secondary Schools
- b. Character Grade Checklist
- c. Secondary Student's Permanent Record, (Form 137A)
- d. Secondary Student's Report Card, (Form 138); and
- e. Report on Promotion, Form 18A.

3. It is desired that this MEC Order be disseminated immediately to all concerned for its proper implementation.

(SGD) JUAN L. MANUEL  
Minister of Education and Culture

Incls.:

As stated

References:

Department Order: (No. 20, s. 1973)

BE Circular: No. 20, s. 1936

Allotment: 1-2-3+4--(D.O. 1-76)

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

✓ FORMS  
✓ GRADING  
✓ PROMOTION

✓ RATING  
✓ SCHOOLS  
✓ STUDENTS

(Inclosure No. 1 to MEC Order No. 84, c. 1976)

GUIDELINES ON THE REVISED MARKING SYSTEM  
FOR SECONDARY SCHOOLS

1. There will be four grading periods.
2. The averaging method is to be used for marking.
3. The numerical system of grading will be used and grades will be expressed in multiples of one (1).
4. The average per subject at the end of the course will be computed up to the second decimal place.
5. The passing mark in any given subject should be a grade of 75% or better.
6. Promotion will be by subject only. No general final average will be used as a basis for promotion.
7. A criteria for marking in each subject area will consist of the following:
  - a. Class standing (quizzes, recitation, unit tests, homework).
  - b. Project (research/term paper, albums, scrapbooks, agricultural/fishery activities, homemaking, industrial, distributive), group work, others.
  - c. Periodic test (long tests)
  - d. Character

Each criterion will be given the following percentage allocation:

Class Standing	- 40%	Periodic Test	- 20%
Project	- 30%	Character	- 10%

8. The grade for Character should be computed by means of a Character Grade Checklist (Inclosure No. 2) to be accomplished by each subject area teacher in line with the integration of Character Education into all subject areas.

(Inclosure No. 2 to MEC Order No. 44, s. 1979)

CHARACTER GRADE CHECKLIST

Character Traits	Poor-1	Fair-2	Good-3	Very Good-4	Excellent-5
1. Integrity (honesty, trustworthiness, loyalty)	:	:	:	:	:
2. Cleanliness/Orderliness	:	:	:	:	:
3. Courtesy (consideration for others)	:	:	:	:	:
4. Punctuality/Attendance	:	:	:	:	:
5. Industry (helpfulness, perseverance)	:	:	:	:	:
6. Resourcefulness/Thrift	:	:	:	:	:
7. Self-respect (self-confidence, emotional stability)	:	:	:	:	:
8. Leadership (Performance)	:	:	:	:	:

These character traits should be manifested in and out of school.  
Highest possible score = 40 points.

Total Points Earned = Grade in character transmuted to 10%

Point Scale:

Excellent - 5  
Very Good - 4  
Good - 3  
Fair - 2  
Poor - 1

Identification card  
 on \_\_\_\_\_  
 Principal \_\_\_\_\_

SECONDARY STUDENT'S PERMANENT RECORD

Copy of this record  
 sent to principal of  
 School on \_\_\_\_\_  
 Principal \_\_\_\_\_

Date of birth: Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_  
 of birth: Province \_\_\_\_\_ Town \_\_\_\_\_ Barrie \_\_\_\_\_  
 of guardian \_\_\_\_\_ Occupation \_\_\_\_\_  
 as a parent or guardian \_\_\_\_\_  
 Immediate course completed (School) \_\_\_\_\_ Year \_\_\_\_\_ General Average \_\_\_\_\_

UNIFIED AS \_\_\_\_\_ Total number of years in school to complete elementary course \_\_\_\_\_  
 YEAR School \_\_\_\_\_ School Year 19 \_\_\_\_\_ -19 \_\_\_\_\_

IC- M R	SUBJECT	GRADING PERIODS				C. S. AVERAGE	ACTION TAKEN	CREDITS EARNED
		1	2	3	4			

of school present	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	TOTAL

UNIFIED AS \_\_\_\_\_ Total number of years in school to date \_\_\_\_\_  
 YEAR School \_\_\_\_\_ School Year 19 \_\_\_\_\_ -19 \_\_\_\_\_

IC- M R	SUBJECT	GRADING PERIODS				C. S. AVERAGE	ACTION TAKEN	CREDITS EARNED
		1	2	3	4			

	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	TOT.
Days of school											
Days present											

CLASSIFIED AS \_\_\_\_\_ YEAR Total number of years in school to date \_\_\_\_\_ School Year 19 \_\_\_\_\_-19

CURRICULUM YEAR	SUBJECT	READING PERIODS				C.S. AVERAGE	ACTION TAKEN	CREDIT YEAR
		1	2	3	4			

	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	TOT.
Days of school											
Days present											

CLASSIFIED AS \_\_\_\_\_ YEAR Total number of years in school to date \_\_\_\_\_ School Year 19 \_\_\_\_\_-19

CURRICULUM YEAR	SUBJECT	READING PERIODS				C.S. AVERAGE	ACTION TAKEN	CREDIT YEAR
		1	2	3	4			

	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	TOT.
Days of school											
Days present											

REMARKS  
Remarks on the health, character, and habits of the pupil \_\_\_\_\_

Principal \_\_\_\_\_

Ministri ng Edukasyon at Kultura  
 Kawanihan ng Edukasyong Panssekondarya  
 Pambansang Lungsod ng Rehiyon  
 SANGAY NG MGA PAARALANG LUNGSOD  
 Maynila

ULAT TUNGKOL SA PAG-UNLAD

Name  
 Pangalan \_\_\_\_\_ Kasarian \_\_\_\_\_

School  
 Paaralan \_\_\_\_\_ Kurikulum \_\_\_\_\_

Age  
 Gulang \_\_\_\_\_ Year and Section  
 Taon at Pangkat \_\_\_\_\_

School Year  
 Taong Pampearalan 19 \_\_\_\_\_ 19 \_\_\_\_\_

MGA ASIGNATURA	MARKAHAN.				Huling Marka	Yunit	Pagpa- pasiya
	1	2	3	4			

Balangkas ng Pagmamarka:

	Hunyo	Hulyo	Agosto	Set.	Okt.	Nov.	Dis.	Enero	Peb.	Marso	Kabu- uan
Mga araw na may patak											
Mga araw na ipinasok											
Mga araw na nahuli											

Karapat-dapat na ilipat at tanggapin sa \_\_\_\_\_  
 May paunang yunit sa \_\_\_\_\_  
 Kulang ng yunit sa \_\_\_\_\_  
 Yunit na opsiyonal sa \_\_\_\_\_  
 Petaa \_\_\_\_\_

Punong-guro

Punong-guro



PAG-UNLAD SA PANGKALUSUGAN AT GAWI,  
KASANAYAN, SALOGBIN AT  
KACANDAHANG ASAL

Nasa ibabang ilang mga gawi, m<sup>28</sup>  
nayan at mga saloobin na nililina ng  
ralan. Ang kahulugan ng bituin (\*) sa  
ng pagpapahalaga ay - LUBHANG KASIYA-SI  
ang Tsek (✓) - KASIYA-SIYA; ang ekis (x)  
KAILANGAN PA ANG HIGIT NA PAGESISIKAP.

	Markahan				Pagpa- basiya
	1	2	3	4	
Pag-unlad sa pangkalusugang gawi					
Nagpapamalas ng pangkalusugang saloobin at gawi at mainam na kaayusan					
Sumusunod sa mga panuntunang pangkaligtasan					
Pag-unlad sa mga gawi, mga kasanayan, at mga saloobing may kinalaman sa paggawa					
Nagtataglay ng disiplinang waste at mabuting kaleoban					
Maingat na nagbabalak ng gawain bago simulan ito at nagtatapos nang malinis, at tumpak.					
Matapat na pinupuna ang sariling gawain					
Pag-unlad sa pangkaasalan at pang-ispirituwal na katangian					
Nagpapamalas ng paggalang sa karapatan at pagkatao ng kapwa					
Nakikipagtulungan sa mga taong nasa kapangyarihan at sa mga proyektong pambayan					
Matapat, masunurin, malinis, matipid, masipag at may disiplinang pansarili					
Nakikibahagi ng kaisipan at sumasangguni sa iba kung kailangan					

	Markahan				Pag- pas
	1	2	3	4	
Masuyong tumatanggap ng mga mungkahi at pamumuna ng iba					
Nakabubuo ng mahalagang kapansiyahang na-uugnay sa iba't ibang situwasyon					
Nananalig sa Dakilang Lumikha					
Mga Gawaing Ke-Kurikular					

MGA PUNA NG MGA GURO

Unang Ulat \_\_\_\_\_

Ikalawang Ulat \_\_\_\_\_

Ikatlong Ulat \_\_\_\_\_

Ikaapat na Ulat \_\_\_\_\_

CLASSIFIED AS \_\_\_\_\_ YEAR \_\_\_\_\_ Total number of years in school to date \_\_\_\_\_ School Year 19\_\_\_\_ -19\_\_\_\_

NO.	SUBJECT	GRADING PERIODS				C.S. AVERAGE	ACTION TAKEN	CREDITS EARNED
		1	2	3	4			

	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	TOTAL
of school present											

STANDARD INTELLIGENCE TESTS TAKEN

NAME AND FORM OF TEST	DATE TAKEN	SCORE RECEIVED	PERCENTILE RANK

SUMMARY OF CREDITS ACHIEVED TOWARD GRADUATION

FIRST CURRICULUM YEAR		SECOND CURRICULUM YEAR			THIRD CURRICULUM YEAR			FOURTH CURRICULUM YEAR		
YEAR COMPLETED	CREDITS EARNED	SUBJECT	YEAR COMPLETED	CREDITS EARNED	SUBJECT	YEAR COMPLETED	CREDITS EARNED	SUBJECT	YEAR COMPLETED	CREDITS EARNED

TRANSFER

I certify that this is a true record of \_\_\_\_\_ This student is, on this \_\_\_\_\_ day of \_\_\_\_\_ eligible for admission to the \_\_\_\_\_ year as (an) \_\_\_\_\_ and has no property responsibility in this school. \_\_\_\_\_ Principal