



DepEd MEMORANDUM
No. **158**, s. 2011

JUL 15 2011

**PILOT ADOPTION OF STANDARDS-BASED ASSESSMENT AND RATING SYSTEM
AT THE SECONDARY LEVEL FOR SCHOOL YEAR (SY) 2011-2012**

To : Bureau Directors
Regional Directors
Schools Division/City Superintendents
Heads, Public and Private Secondary Schools
All Others Concerned

1. The implementation of the 2010 Secondary Education Curriculum (SEC) necessitates a corollary reform in student assessment and rating system within the framework of Understanding by Design (UbD). The proposed student assessment and rating system was presented at several fora, for consultation and validation.
2. The philosophy, features and implementing guidelines of the proposed student assessment and rating system are contained in Enclosure No. 1. The prototype assessment tools are provided in Enclosure No. 2, while the sample report card is contained in Enclosure No. 3. All documents are downloadable from the Bureau of Secondary Education (BSE) website at <http://www.bse.ph>.
3. A nationwide pilot adoption/implementation of the proposed assessment and rating system is encouraged in the First and Second Year levels of secondary schools so that the system can be tested in diverse contexts. For documentation purposes, schools that have expressed their desire to pilot test the system are requested to sign up in the BSE website.
4. School heads are advised to orient the teachers, parents, and students on the proposed assessment and rating system.
5. Curriculum developers, specialists, educators, teachers, academicians and school administrators, students and other stakeholders are enjoined to share their thoughts, experiences and practices that may be useful in the further refinement of the system before it is mainstreamed as part of the implementation of the 2010 SEC.
6. Feedback may be sent to the BSE through its website or by fax at (02) 636-5172 and (02) 636-5173, attn: **Ms. Elizabeth Catao**, Curriculum Development Division (CDD), BSE.
7. Immediate and widest dissemination of this Memorandum to all secondary schools is desired.


BR. ARMIN A. LUISTRO FSC
Secretary 



Encls.:

As stated

Reference:

None

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

ASSESSMENT
CURRICULUM
OFFICIALS
RATING

SCHOOLS
SECONDARY EDUCATION
STUDENTS

R:ADA/MPPD/DM pilot adoption of standards-based assessment
07/5/2011

(Enclosure No. 1 to DepEd Memorandum No. 158, s. 2011)

Standards-Based Student Assessment and Rating System at the Secondary Level

Philosophy

Assessment shall be used primarily as a quality assurance tool to track student progress in the attainment of standards, promote self-reflection and personal accountability for one's learning, and provide a basis for the profiling of student performance.

Features

The assessment process is holistic, with emphasis on the formative or developmental purpose of quality assuring student learning. It is also standards-based as it seeks to ensure that teachers will teach to the standards and students will aim to meet or even exceed the standards. The students' attainment of standards in terms of content and performance is, therefore, a critical evidence of learning.

1. Being holistic, assessment performs triple functions, namely:
 - a. Diagnostic (assessment for learning)- At the start of the quarter, before a new lesson is introduced, teachers should pre-assess the knowledge and skills that students are bringing with them in order to identify learning needs and address these accordingly. It could be that students do not possess the prerequisite knowledge and skills or there might be misunderstandings that could get in the way of new understandings. The results of pre-assessment are, therefore, used to inform teaching and improve learning. Thus, diagnostic or pre-assessment fulfils the function of "assessment for learning".
 - b. Formative/Developmental (assessment for and assessment as learning)- During instruction, the teacher should regularly check whether students are attaining the objectives of instruction, i.e., the teaching strategies are being effective as evidenced by student demonstration of desired or expected learning behaviors. The daily quizzes that the teacher gives to check for learning or understanding fulfil this formative or developmental function of assessment. The results are recorded, but are **not used for grading** purposes. The teacher uses the results for improving learning by changing or modifying strategies or learning activities that

have not been effective (this is why developmental or formative assessment is also called assessment for learning).

Students, for their part, should draw lessons and insights from the results of assessment. This is why formative or developmental assessment is also called “assessment as learning.” Thus, students should be given the opportunity to assess themselves, reflect on the results, analyze what they did well, why they did well, and what went wrong and the reasons for it. This is what is meant by self-knowledge. Students, by revealing their self-knowledge, share responsibility for their learning as well as accountability for the results they get. As participants in the teaching-learning process, students should be encouraged to provide feedback to the teacher in terms of what they enjoy learning, or how their learning or understanding can be facilitated more effectively.

- c. Summative/Evaluative (assessment of learning/assessment as learning)- At the end of instruction (e.g., if it is a five-day lesson, then the assessment administered on Day 5) or at the end of every phase of the lesson (i.e., Explore, Firm Up, Deepen, and Transfer), the teacher gives a summative assessment for the purpose of making a judgement on the level of proficiency the learner has attained. Thus, from the perspective of the teacher, the assessment, being evaluative, becomes “assessment of learning”. From the perspective of the student, the results of assessment can be used to inform or improve future learning; thus, summative assessment also becomes “assessment as learning”.

Assessment for, assessment as, and assessment of learning are summed up in the Nature of Assessment.

2. Being standards-based, assessment seeks to quality assure and evaluate attainment of learning standards in the following areas:
 - a. Content standard- assessment in this area considers what the student knows (knowledge), can do (process or skills, i.e., how the student makes sense of or constructs meanings out of the facts and information), and understands (understandings or meanings made); and
 - b. Performance standard- assessment in this area looks into how the student transfers his/her understanding to life situations in the form of products and performances, or through authentic performance tasks.

Nature of Assessment

In summary, the nature of assessment may be defined in terms of the purpose that it seeks to fulfil, namely:

1. Assessment for learning- when assessment is done at the start of instruction in order to determine students' background knowledge and skills, and during instruction in order to track students' progress in understanding.
2. Assessment as learning- when students reflect on the results of assessments, and use the results to chart their own progress and plan the next steps to improve performance; it builds metacognition as it involves students in setting and monitoring their own learning goals.
3. Assessment of learning - being summative, it measures students' attainment of standards.

Levels of Assessment

Assessment shall be at four levels and shall be weighted as follows:

Level of Assessment	Percentage Weight
Knowledge	15
Process or skills	25
Understanding(s)	30
Products/Performances	30
	Total 100%

The levels are defined as follows:

1. "Knowledge" refers to the substantive content of the curriculum, the facts and information that the student acquires.
2. "Process" refers to cognitive operations that the student performs on facts and information for the purpose of constructing meanings and understandings.
3. "Understandings" refers to enduring big ideas, principles and generalizations inherent to the discipline, which are assessed using the facets of understanding.
4. "Products/Performances" refers to real-life application of understanding as evidenced by the student's performance of authentic tasks.

The teacher and the students doing self-assessment are advised to use rubrics as scoring guides. Prototypes of these rubrics, including other assessment tools, are provided in Enclosure 2.

Assessment tools shall be those most appropriate for the level being assessed. The level of knowledge, for example, being on facts and information, may be assessed using traditional measures (e.g., paper-and-pencil tests using multiple choice, true-false, or matching type of tests) if the intention is to find out students' knowledge of specific facts and information. But if the purpose is to determine if students' knowledge of facts and information is of sufficient breadth and depth to develop understanding, then the constructed response type of assessment will be useful. For the latter, the use of rubric as a scoring guide will be appropriate.

For the assessment of process or skills, the emphasis should be on **how** students construct meanings or make sense of the facts and information. Students, for example, may be asked to outline, organize, analyze, interpret, translate, convert, or express the information (such as a set of statistics) in another form or format; draw analogies; construct graphs, flowcharts and mind maps or graphic organizers; or transform a textual presentation into a diagram. They may also be asked to draw or paint pictures, or do role plays to represent or express creatively their sense of the facts and information. Assessment, in this regard, may focus on how logically and analytically students make sense of the information.

It is important that the teacher quality assures or assesses formatively the process of meaning-making that students undertake even as early as the exploration phase of the lesson when students are collecting information. Students need to understand the content requirements of the task. Thus, they need to sift through or screen the information for usefulness, authenticity, accuracy, or relevance. They need to distinguish between fact and opinion, between truth and hearsay. They should know what is important and what is not, what is essential and what is trivial. They may need to outline before they organize the information into a coherent story or paragraph. Assessment for learning is, therefore, very critical as early as this stage when students are exploring their understanding, the process of meaning-making being an essential building block to developing, firming up and deepening one's understanding.

The next level of assessment centers on the meanings or understandings that students themselves make or develop. Assessment at this level should be able to draw from the students their understanding of the EU (Essential or Enduring Understanding) which may be expressed using the facets of understanding.

The highest level of assessment focuses on the products or performances which students are expected to produce through authentic performance tasks. The GRASPS model of assessment is recommended to be used for this purpose.

Results of the assessment across levels should be fed back immediately to the students, consistent with the principle of assessment as learning. As already mentioned, students need to learn from the results of the assessment so they know what to improve further, and then they can plan strategically how they can address any learning deficiency.

Please note that the assessment of student performance does not specify such factors as participation, projects, tests, and homework. These factors were the basic considerations in the grading system under the 2002 BEC; however, in the 2010 SEC, said factors are considered in the context of how they are used to demonstrate student understanding and as expressions or exhibition of student products and performances. Homework, for example, may be viewed as an opportunity for integration of learning and as an avenue for producing products and performances. Thus, homework which under the 2002 BEC was viewed as an output in itself and was therefore rated as a factor for reporting student performance, is treated under the 2010 SEC as a means to integrate learning and transfer this to real life through products and performances. Homework is, therefore, not rated; what is rated is the product or performance it produces. In the same manner, participation as a factor in student rating in the 2002 BEC is not rated separately in the 2010 SEC. In the latter, participation may be taken in the context of transfer of understanding which may include one's involvement in community projects. In this light, participation becomes a performance and is, thus, rated at that level.

Levels of Proficiency

At the end of the quarter, the performance of students shall be described in the report card, based on the following levels of proficiency:

- Beginning- The student at this level struggles with his/her understanding; prerequisite and fundamental knowledge and/or skills have not been acquired or developed adequately to aid understanding.
- Developing- The student at this level possesses the minimum knowledge and skills and core understandings, but needs help throughout the performance of authentic tasks.
- Approaching Proficiency- The student at this level has developed the fundamental knowledge and skills and core understandings and, with little guidance from the teacher

and/or with some assistance from peers, can transfer these understandings through authentic performance tasks.

- Proficient- The student at this level has developed the fundamental knowledge and skills and core understandings, and can transfer them independently through authentic performance tasks.
- Advanced- The student at this level exceeds the core requirements in terms of knowledge, skills and understandings, and can transfer them automatically and flexibly through authentic performance tasks.

The level of proficiency at which the student is performing shall be based on a numerical value which is arrived at after summing up the results of the student's performance on the various levels of assessment. The numerical values are as follows:

Level of Proficiency	Equivalent Numerical Value
Beginning	74% and below
Developing	75-79%
Approaching Proficiency	80-84%
Proficient	85-89%
Advanced	90% and above

What should appear in the report card is not the numerical value, but the equivalent level of proficiency, abbreviated as follows:

B for Beginning;

D for Developing;

AP for Approaching Proficiency;

P for Proficient; and

A for Advanced.

At the end of the four quarters, the Final Grade shall be reported as the average of the four quarterly ratings, expressed in terms of the level of proficiency.

Honor students shall be drawn from among those who performed at the Advanced Level. Subsequent guidelines shall be issued as basis for ranking of honors.

(Enclosure No. 2 to DepEd Memorandum No. 158, s. 2011)

PROTOTYPE ASSESSMENT TOOLS AND RUBRICS

Pre-Assessment Tools

In order to find out students' background knowledge and skills, and misconceptions, if any, that might get in the way of new understandings, the prototype tools provided below may be useful. The tools may be translated into Filipino when used in subjects using that language as medium of instruction, or modified to suit specific contexts.

Directions: Fill in the open-ended statements below with information about what you already know (the facts and information), what you can do with the information (skills), what you understand, and what you want to know about the topic:

_____.

What I know about _____:

What I can do in relation to _____:

What I understand about _____:

What I want to know about _____:

The teacher may also use checklists of information that students can tick off to indicate what they already know or can do, or a rating scale to determine students' level of knowledge, skill, or understanding.

Games may also be used to pre-assess students' background knowledge and skills. Key terms, for example, may be jumbled and, as the students put them together, they may be asked to explain what they know or understand about the terms.

Whatever tool the teacher decides to use should always yield critical information that the teacher should process in order to find out how much students already know, what misunderstandings or misconceptions need to be clarified or corrected at the start or during instruction, pre-requisite skills that students need to learn, or learning gaps that need to be bridged along the way or before the lesson begins.

Formative Assessment Tools

Quizzes are the common formative assessment tools that teachers use to check for student understanding. They are short, easy to administer, and can quickly be corrected even by students. The results can be immediately discussed with the students and used to improve teaching and learning. Being developmental in purpose, the results of formative assessments should be fed back immediately to students so they can be used to improve learning.

Formative assessments need not be written all the time. The teacher can check for student understanding in a variety of ways. The teacher's question to the class, "Does this make sense to you?", is a way of checking whether students understand. The students' answer to this question can be validated by the teacher through further questions the purpose of which is to probe for student understanding. The teacher may also validate the students' understanding through focus group discussions with students or informally through conversations with them. Questions that students raise can also be used as indicator of student understanding. Likewise, the quality of student inputs as they participate in the discussion or group work can indicate the breadth and depth of their thinking or understanding.

Games such as puzzles may also be used to check for student understanding. The focus may be the key terms or facts and information that students need to know, but student understanding of these facts and information should be probed by asking students to explain, illustrate through examples, or apply their understanding.

The idea is to use multiple measures of student learning or understanding in order to produce a comprehensive picture or holistic profile of student growth in understanding.

Whatever results are obtained from the formative assessments should be fed back immediately to students. The students, for their part, should do their own self-check and self-track their progress (which can be done through graphs, or maybe a scale to represent growth in learning over time). Peer assessment is encouraged. Students should reflect on the results of teacher assessments, their own, and their peers', and, on this basis, act on the areas that they need to develop further. This is why immediate feedback should be provided to students, for their guidance.

Summative Assessment Tools

The students' attainment of the content standard shall be evaluated using the facets of understanding. The attainment of the performance standard shall be evaluated through authentic performance tasks using GRASPS as model. Actual products and performances

as evidence of transfer of learning or understanding shall also be assessed. A prototype rubric has been provided as scoring guide.

A sample performance assessment in Science using GRASPS is provided below.

Goal: Your goal is to convince the local government unit (LGU) to support your science investigatory project addressing an environmental problem in the community.

Role: You are an environmentalist advocating LGU support for a science investigatory project on an environmental problem in the community.

Audience: You will present your proposal to LGU officials who are looking for a science investigatory project that can be funded.

Situation: The LGU is conducting a search of science investigatory projects that can best address any of the following problems in the community:

1. Fish kill in the river
2. Snail infestation in rice fields
3. Increasing incidence of pulmonary infections among children

Product: A proposed science investigatory project applying the scientific method and addressing an environmental problem in the community

Standard: Your proposal will be judged based on the following:

1. Understanding of the problem
2. Application of the scientific method
3. Cost effectiveness of the solution to the problem

In rating this performance task, the teacher may use as scoring guides the rubric for assessing understanding and the rubric for assessing products/performances.

Rubrics

A. Assessment of Knowledge

Knowledge (15%) -acquisition of information as evidenced by the following:

(8%) Relevance of data/information to the development of understanding

(7%) Adequacy of data/information to firm up and deepen understanding

Relevance of data/information acquired (8%)

8% - Data/information acquired are completely relevant to the development of understanding.

6-7% - Data/information acquired are to a great extent relevant to the development of understanding.

4-5% - Data/information are to some extent relevant to the development of understanding.

2-3% - Data/information are of very little relevance to the development of understanding.

Adequacy of data/information to firm up and deepen understanding (7%)

7% - Data/information are completely adequate to firm up and deepen understanding.

5-6% - Data/information are to a great extent adequate to firm up and deepen understanding.

3-4% - Data/information are to some extent adequate to firm up and deepen understanding.

1-2% - Data/information are very inadequate to firm up and deepen understanding.

B. Skills (25%) -meaning making as evidenced by the student's ability to process and make sense of information, and is assessed based on the following criteria:

(10%) Understanding of Content

(15%) Critical Thinking

Understanding of Content (10%)

Strong (8-10%) – The student understands completely the full content required by the task and can undertake with a great deal of competence all of the following processes:

- Distinguish (whatever is appropriate to the subject) between relevant and irrelevant content/ between fact and fiction/ between fact and opinion/ between fact and hearsay/ between truth and propaganda/ between what is important and unimportant/ between accurate and inaccurate content
- Outline the content at the required level of detail
- Organize the information coherently, logically

Developing (5-7%) – The student understands the minimum content required by the task and can undertake with some competence the following processes:

- Distinguish (whatever is appropriate to the subject) between relevant and irrelevant content/ between fact and fiction/ between fact and opinion/ between fact and hearsay/ between truth and propaganda/ between what is important and unimportant/ between accurate and inaccurate content
- Outline the content at the required level of detail
- Organize the information coherently, logically

Weak (2-4%) – The student understands very little of the minimum content required by the task and has great difficulty undertaking the following processes:

- Distinguish (whatever is appropriate to the subject) between relevant and irrelevant content/ between fact and fiction/ between fact and opinion/ between fact and hearsay/ between truth and propaganda/ between what is important and unimportant/ between accurate and inaccurate content
- Outline the content at the required level of detail
- Organize the information coherently, logically

Critical Thinking (15%)

Strong (13-15%) -The student demonstrates deep analytical processing of information and can perform with a great deal of competence the following processes:

- Interpret; translate; convert, or express the information (such as a set of statistics) into another form or format or transform a textual presentation into a flowchart, diagram, advance organizer, etc.
- Draw insights; see beyond the data; read between the lines
- Reason logically, coherently

Moderately Strong (10-12%) -The student demonstrates fairly analytical processing of information and can perform with some competence the following processes:

- Interpret; translate; convert, or express the information (such as a set of statistics) into another form or format or transform a textual presentation into a flowchart, diagram, advance organizer, etc.
- Draw insights; see beyond the data; read between the lines
- Reason logically, coherently

Developing (7-9%) -The student demonstrates little analytical processing of information and strives to perform the following processes:

- Interpret; translate; convert, or express the information (such as a set of statistics) into another form or format or transform a textual presentation into a flowchart, diagram, advance organizer, etc.
- Draw insights; see beyond the data; read between the lines
- Reason logically, coherently

Weak (4-6%) -The student demonstrates very little analytical processing of information and has great difficulty performing the following processes:

- Interpret; translate; convert, or express the information (such as a set of statistics) into another form or format or transform a textual presentation into a flowchart, diagram, advance organizer, etc.

- Draw insights; see beyond the data; read between the lines
- Reason logically, coherently

Very Weak (1-3%) -The student can barely demonstrate analytical processing of information and cannot perform the following processes:

- Interpret; translate; convert, or express the information (such as a set of statistics) into another form or format or transform a textual presentation into a flowchart, diagram, advance organizer, etc.
- Draw insights; see beyond the data; read between the lines
- Reason logically, coherently

C. Understanding(s) (30%)- as expressed using the six facets of understanding: Explanation, Interpretation, Application, Empathy, Perspective, and Self-knowledge, and are assessed based on the following criteria:

Breadth of understanding (connection to a wide range of contexts)

Depth of understanding (use of insights, reflection)

Strong (26-30%) -The student demonstrates accurate, very extensive, and very deep understanding of the topic/concept through any three of the six facets of understanding-- Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge-- where connection to a wide range of contexts and use of insights and reflection are clearly evident.

Moderately Strong (21-25%) -The student demonstrates accurate, extensive, and deep understanding of the topic/concept through any three of the six facets of understanding-- Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge-- where connection to a wide range of contexts and use of insights and reflection are evident.

Developing (16-20%) -The student strives to demonstrate accurate, extensive, and deep understanding of the topic/concept through any three of the six facets of understanding-- Explanation, Interpretation, Application, Perspective,

Empathy, and Self-Knowledge-- where connection to a wide range of contexts and use of insights and reflection are evident.

Weak (11-15%) -The student can barely demonstrate accurate, extensive, and deep understanding of the topic/concept through any three of the six facets of understanding-- Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge-- where connection to a wide range of contexts and use of insights and reflection are evident.

Very Weak (6-10%) -The student cannot demonstrate accurate, extensive, and deep understanding of the topic/concept through any of the six facets of understanding-- Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge-- where connection to a wide range of contexts and use of insights and reflection are evident.

D. Transfer of understanding to life situations(30%) as demonstrated through

Products- outputs which are reflective of learner's creative application of understanding; and

Performances- skilful exhibition or creative execution of a process, reflective of masterful application of learning or understanding

Strong (26-30%) – The student (or the team) independently demonstrates the ability to create, add value and transfer his/her/their understanding to life situations in the form of products and performances. This means that the product or performance reflects the following attributes:

- The entire process from planning to execution was carried out by the student (or the team), with little or no guidance from the teacher.
- The product or performance is well thought out by the student (or team) from planning to execution. Potential problems have been identified and appropriate remediation has been put in place should problems arise.
- There is evidence of value added by the student (or team) in the execution of the process.

- The product or performance is a demonstration of creative application of enduring understanding in a new or novel context or situation.

Moderately Strong (21-25%) – – The student (or the team) demonstrates the ability to create, add value and transfer his/her/their understanding to life situations in the form of products and performances, but the product or performance can still stand improvement in a number of areas, namely:

- The entire process from planning to execution was carried out by the student (or the team), with some guidance/ coaching from the teacher.
- The product or performance is fairly well thought out by the student (or team) from planning to execution.
- There is some evidence of value added by the student (or team) in the execution of the process. There are attempts at novelty (e.g., formatting, organization, packaging, presentation).
- The product or performance is a demonstration of creative application of enduring understanding, but the context or situation in which the understanding is applied is a little ordinary or common.

Developing (16-20%)- The student (or team) strives to use understanding or learning creatively in producing products or performances as manifested in the following:

- The student or the team attempts to do the task entirely on their own, but seeks the teacher's help for the major part of the process.
- The product or performance has some flaws in the design that the student (or the team) has addressed with some help from the teacher.
- There is little evidence of value added by the student (or team) in the execution of the process. There are limited attempts at novelty (e.g., formatting, organization, packaging, presentation).
- A little creative application of enduring understanding is shown in the product or performance. The context or situation in which the understanding is applied is ordinary or common.

Weak (11-15%)- The student (or team) shows inadequacy in using understanding or learning creatively in producing products or performances. The inadequacy is manifested in the following:

- The entire process from planning to execution could not have been carried out by the student (or the team), without the teacher's guidance and coaching.
- The product or performance is poorly thought out by the student (or team) from planning to execution. There are marked flaws in the design that the student (or the team) is not even aware of.
- There is almost no evidence of value added by the student (or team) in the execution of the process or in the use of understanding or learning.
- Every aspect (e.g., formatting, organization, packaging, presentation) of the product or performance is just a copy of what has been taught in class.

Very Weak (6-10%)- The student (or the team) shows great difficulty in using understanding or learning creatively in producing products or performances. The difficulty is manifested in the following:

- The entire process from planning to execution was poorly carried out by the student (or the team), even with the teacher's guidance and coaching.
- The product or performance is very poorly thought out by the student (or team) from planning to execution. There are many obvious flaws in the design that the student (or the team) has ignored.
- There is no evidence of value added by the student (or team) in the execution of the process. There are no attempts at novelty (e.g., in formatting, organization, packaging, presentation).
- The product or performance does not show creative application of enduring understanding. The context or situation in which the understanding is applied is very ordinary or common.

Sample Report Card

ULAT TUNGKOL SA PAG-UNLAD NG MARKA

Larangan ng Pag-aaral	MARKAHAN				Huling Marka	YUNIT	PASYA
	1	2	3	4			
Filipino	P	P	A	A	A	1.2	Promoted
English	AP	AP	AP	AP	AP	1.5	Promoted
Mathematics	D	AP	AP	AP	AP	1.5	Promoted
Science	D	D	AP	AP	AP	1.8	Promoted
Araling Panlipunan (AP)	AP	AP	AP	AP	AP	1.2	Promoted
CP-Technology and Livelihood Education (CP-TLE)	A	A	A	A	A	1.2	Promoted
MAPEH	B	B	B	D	B		Retained
	D	D	B	B	B		Need not repeat (P/E)
Arts	B	B	D	D	D		
	B	B	D	D	B		
Physical Education	B	B	B	B	B		
	B	B	B	B	B		
Health	P	P	P	P	P		
	P	P	P	P	P		
Edukasyon sa Pagpapahalaga (EAP)						6	Promoted

Legend:
 A (Advanced) 90% and above
 P (Proficient) 85% - 89%
 AP (Approaching Proficiency) 80% - 84%
 D (Developing) 75% - 79%
 B (Beginning) 74% and below

ULAT NG PAGPASOK

Buwan	MARKAHAN											
	Hunyo	Hulyo	Agosto	Setyembre	Oktubre	Nobyembre	Disyembre	Enero	Pebrero	Marso	Abril	Kabuuan
Araw	19	21	22	21	21	20	14	21	21	18		198
Bilang ng araw na may Pasok	19	21	22	21	21	20	14	21	21	18		198
Bilang ng araw na pumasok	0	0	0	0	0	0	0	0	0	0		0
Bilang ng araw na pumasok nang huli	0	0	0	0	0	0	0	0	0	0		0

PAG-UNLAD SA TAGLAY NA MGA PAGPAPAHALAGA AT SALOOBIN

Panuto: Lagyan ng tulong (3) islar (★★★) kung lubhang kasiya-siya ang ipinamalas, dalawang islar (★★) kung kasiya-siya, at isang islar (★) kung dapat pang liwanagin ang mag-aaral.

Mga Kinakaitangang namanid na Pagpapahalaga at saloobin	MARKAHAN			
	1	2	3	4
Kaangkrang Piskal – Nagpamalas ng kasiya-siyang serbi tungo sa pagpapantili ng kaangkupang piskal at mental
Sining – Nagpamalas ng pagkamalikhain sa pagkasagawa ng iba't ibang gawang
Tolerance – Nagpakita ng pagdadang sa pagkakatiba-iba ng mga pamimwala at pag-ay ng tao
Katapatan/Integridad – Nagpakita ng katapatan sa lahat ng pagkakatibay
Disiplina sa Sarili – Nagpamalas ng kusang-loob na maitinag ang angkop na pagkatas sa pagkasagawa ng mga Gawain
Religious Tolerance – Nagpakita ng pagdadang sa pagkakatiba ng relihiyon, tulad ng mga lagar ng pagsamba at mga simbulong banal
Pagsalang sa Karapatang Pantao – Nagpakita ng pagdadang sa pagkakatibay-pantay ng lahat maging amaman ang edad, kasarian, lahi, wika, relihiyon, panimulang political, katipuang panlipunan at kapansanan
Mapayapang Pakikilahok – Nagpamalas ng kasiya-siyang pakikitungo sa kapwa
Pangangalaga sa Kapaligiran – Pinangalagaan ang kapaligiran
Tamang Pagganti ng mga Resorses – Ginamit ang mga resorses sa ekonomikal na paraan
Pagpapahalaga sa Yamang Kultural – Nagpakita ng pagpamalakit sa mga katutubo at kontemporaryong sining at kultura ng Pilipinas
Kalayaan at Panatagutan – Nagpakita ng pag-unawa sa mga pangunahing kaligtan at ang mga katumbas na panatagutan
Mapanangalang Panununo – Nagtagawa ng sariling responsibilidad nang may deklasyon
Pamamansag Pagkakatibay – Nagpamalas ng pakikitas sa sariling bansa sa kabila ng pagkakatiba-iba ng panimulang political at cultural, wika at relihiyon