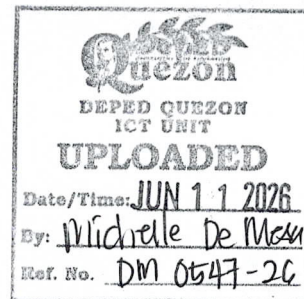




Republic of the Philippines
Department of Education
Region IV-A
SCHOOLS DIVISION OF QUEZON PROVINCE



09 June 2026

DIVISION MEMORANDUM

No. 0547, s. 2026

REVISED GUIDELINES ON CLASSROOM ASSESSMENT, GRADING SYSTEM AND AWARDS AND RECOGNITION FOR THE K TO 12 BASIC EDUCATION PROGRAM

To: Assistant Schools Division Superintendents
CID and SGOD Chiefs
Education Program Supervisors
Public Schools District Supervisors
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. Attached herewith is DepEd Order No. 015, s. 2026 titled “Revised Guidelines on Classroom Assessment, Grading System and Awards and Recognition for the K to 12 Basic Education Program”, for your guidance and reference.
2. Immediate dissemination and strict compliance with this Memorandum is directed.


ROMMEL C. BAUTISTA, CESO V
Schools Division Superintendent

cid-ims-wfg/rqn/06/09/2026



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Republic of the Philippines
Department of Education

JUN 04 2026

DepEd ORDER
No. 015, s. 2026

**REVISED GUIDELINES ON CLASSROOM ASSESSMENT, GRADING SYSTEM,
AND AWARDS AND RECOGNITION FOR THE K TO 12 BASIC
EDUCATION PROGRAM**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. In line with the implementation of Republic Act No. 10533 (Enhanced Basic Education Act of 2013) and pursuant to the rollout of the Revised Kindergarten to Grade 10 (K to 10) Curriculum and the Strengthened Senior High School (SSHS) Curriculum, the Department of Education (DepEd) issues the enclosed **Revised Guidelines on Classroom Assessment, Grading Systems and Awards and Recognition for the Revised K to 12 Basic Education Curriculum**.
2. Classroom assessment plays a crucial role in addressing concerns in assessment practices by providing accurate, timely evidence of learner progress and guiding teachers in adjusting instruction to meet varied learning needs. It also ensures transparency in grading and directly influences how learners are evaluated and recognized for awards based on curriculum standards.
3. These Guidelines shall be implemented starting school year 2026–2027 in all public elementary and secondary schools nationwide, consistent with the phased implementation of the revised curriculum.
4. Non-DepEd schools are encouraged to adopt these Guidelines. They may modify the Guidelines in accordance with their institutional Philosophy, Vision, and Mission, subject to approval by the appropriate DepEd regional office.
5. Special programs may issue supplementary guidelines to address their unique assessment needs, provided these remain consistent with the core principles of these Guidelines.
6. This Order repeals DepEd Order (DO) No. 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program) and DO No. 36, s. 2016 (Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program). Further, these Guidelines shall remain in full force and effect unless subsequently amended, modified, rescinded, or repealed by the Department. All other existing DepEd Orders, Memoranda, rules and regulations, guidelines, and other

related issuances or parts thereof that are inconsistent with the provisions of this Order are repealed, rescinded, or modified accordingly.

7. This Order shall take effect upon its approval, issuance, and fifteen (15) days after its publication in the Official Gazette or a newspaper of general circulation and filing with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UPLC), Diliman, Quezon City.

8. For more information and inquiries, all concerned may contact the **Office of the Undersecretary for Learning Systems** through the **Bureau of Learning Delivery-Office of the Director**, 4th Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at bld.od@deped.gov.ph or at telephone numbers (02) 8536-6540 or 8537-4347.

9. Immediate dissemination of and strict compliance with this Order is hereby directed.



SONNY ANGARA
Secretary

Encl.:
As stated

References:
DepEd Order (Nos. 36, s. 2016 and 8, s. 2015)
DepEd Memorandum No. 074, s. 2025



To be indicated in the Perpetual Index
under the following subject

ASSESSMENT
BASIC EDUCATION
ELEMENTARY EDUCATION
LEARNERS
POLICY

PRIZES OR AWARDS
PROGRAMS
SCHOOLS
SECONDARY EDUCATION
TEACHERS



(Enclosure to DepEd Order No. 015, s. 2026)

**REVISED GUIDELINES ON CLASSROOM ASSESSMENT, GRADING SYSTEM,
AND AWARDS AND RECOGNITION FOR THE K TO 12
BASIC EDUCATION PROGRAM**

I. Rationale

1. The implementation of the Revised Kindergarten to Grade 10 (K to 10) Curriculum and the Strengthened Senior High School (SHS) Curriculum necessitates corresponding improvements in classroom assessment, grading, and recognition practices. As the curriculum prioritizes essential learning competencies, foundational skills, and 21st-century competencies, assessment must be fully integrated into daily teaching and learning as a continuous process that supports competency development, guides instructional decisions, and ensures inclusive and equitable learner progression.
2. Classroom assessment plays a central role in improving learning outcomes. Formative assessment enables teachers to identify learning gaps, provide timely feedback, adjust instruction, and support learner progress. Assessment data shall also inform instructional planning and learner support across governance levels.
3. This Order addresses persistent challenges in grading and recognition practices, including grade inflation, overreliance on transmutation, inconsistent promotion standards, and the limited use of assessment evidence to inform instruction. These issues weaken the credibility and developmental purpose of grades and highlight the need for fair, transparent, and evidence-based assessment practices.
4. Building on existing DepEd issuances, such as DepEd Order (DO) No. 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program); DO No. 31, s. 2020 (Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan); and DO No. 36, s. 2016 (Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program), this Order revises and harmonizes classroom assessment, grading system, and awards and recognition practices across Key Stages. It promotes developmentally appropriate, learner-centered, and evidence-based approaches through the use of authentic and performance-based assessment tasks, the systematic use of multiple sources of evidence of learning, and active learner participation in assessment processes to support holistic development and ensure that learner progress is reported accurately, fairly, and meaningfully.

II. Scope and Coverage

5. These guidelines on classroom assessment, grading systems, and awards and recognition shall apply to **all public schools** implementing the Revised K to 10 Curriculum and the Strengthened SHS Curriculum beginning **School Year (SY) 2026–2027**. This Order provides guidance on assessment practices across all Key Stages and covers both formative and summative components of classroom-based assessment.
6. **Private schools, state universities and colleges (SUCs), local universities and colleges (LUCs), and Philippine Schools Overseas (PSOs)** offering basic

education programs are encouraged to adopt these guidelines. Any adaptation shall take into account contextual considerations and be consistent with the institutional policies, philosophy, vision, and mission, subject to approval of the appropriate DepEd Regional Office (RO) or the authorized office for PSOs.

III. Definition of Terms

7. The following terms are operationally defined in accordance with the intent of these guidelines:
 - a. **Academic Deliberations** – An end-of-school-year (EOSY) process where schools review learners' academic performance and determine their status, including promotion, retention, graduation, awards, and interventions, based on records and established policies.
 - b. **Back Subject** – A previously failed learning area that a conditionally promoted learner retakes in the succeeding term or SY alongside next-level subjects to complete required competencies and obtain a passing grade.
 - c. **Checkpoint Assessment** – A non-high-stakes diagnostic assessment administered at key stage transition points to determine learners' readiness and inform instructional support; it is not used as a basis for promotion decisions.
 - d. **Class Days** - The total number of days allocated for teaching and learning from the start of Term 1 to the end of Term 3 under the Three-Term School Calendar.
 - e. **Classroom Assessment** – A continuous process of collecting, analyzing, and interpreting evidence of learner performance to support learning and inform instruction, including both formative and summative assessment.
 - f. **Descriptive Grading System** – A qualitative approach that uses performance descriptors and narrative feedback, instead of numerical grades to describe learners' progress, strengths, and areas for improvement; adopted for Key Stage 1 (KS1).
 - g. **Developmentally Appropriate Practice (DAP)** – An approach to teaching and assessment that aligns with learners' developmental stages, considers individual differences, and responds to social and cultural contexts.
 - h. **ESRU Model** - A formative assessment process involving the stages of Elicit, Student Response, Recognize, and Use (ESRU), through which teachers gather and use evidence of learning to adjust instruction and support learners.
 - i. **Examinations** - Assessments collectively referring to the Summative Tests (STs) and Term Examination (TE) administered within the term to measure learner achievement and understanding of competencies.
 - j. **Final Grade (FG)** – The computed average of all term grades in a learning area at the end of SY, rounded to the nearest whole number.
 - k. **Formative Assessment** – A continuous process during instruction that includes assessment for learning (used by teachers to monitor progress

and adjust teaching) and assessment as learning (where learners engage in self- and peer assessment and reflection) to improve learning outcomes.

- l. **Initial Grade (IG)** – The computed raw grade based on weighted scores (WSs) from all summative assessment components prior to transmutation.
- m. **Instructional Days** - The actual number of days within a term or SY during which teaching and learning activities for a specific learning area are conducted.
- n. **Integrative Assessment** - An approach where a single performance task integrates multiple competencies or learning areas, enabling learners to demonstrate holistic understanding and application of learning.
- o. **Learner's Progress Report / Learner's Performance Report** – The official document (SF9) used to communicate learner performance to parents or guardians. For KS1, it emphasizes descriptive, developmentally appropriate feedback. For Key Stage 2 (KS2), Key Stage 3 (KS3), and Key Stage 4 (KS4), it presents achievement through term grades, final ratings, and aligned descriptors.
- p. **Learning Action Cell (LAC)** – A school-based continuing professional development strategy functioning as a professional learning community (PLC), where teachers collaboratively reflect, identify learner needs, and implement instructional improvements.
- q. **Numerical Grading System** – A quantitative method of reporting learner performance using numerical values that represent mastery of learning standards; applied from KS2 to KS4.
- r. **Remedial Intervention** – Targeted instructional support for learners who have difficulty meeting expected competencies, initiated within the term to address learning gaps and strengthen understanding.
- s. **Summative Assessment** – Assessment conducted at the end of a learning period to evaluate achievement against standards, including Written or Oral Works (WWs), Product/Performance Tasks (PTs), and Examinations (EXs).
- t. **Summative Test (ST)** – A form of summative assessment administered twice within a term to measure achievement of specific competencies within a defined instructional period.
- u. **Summer Remedial Class (SRC)** – A structured instructional program conducted after FG computation for learners who failed in at most two learning areas, providing focused remediation to address learning gaps.
- v. **Term Examination (TE)** – A summative assessment administered at the end of each term, typically during the final week of the instructional block, to measure achievement of covered learning standards.
- w. **Term Grade (TG)** – The grade assigned at the end of each term based on all summative assessment results within that period, rounded to the nearest whole number.

- x. **Three-Term School Calendar** – A school calendar organized into three academic terms per SY.
- y. **Transmutation Table** – A reference chart used to convert the IG into a transmuted grade for reporting purposes.
- z. **Transmuted Grade** – The reported grade after applying the transmutation table to the initial grade.
- aa. **Zero-Based Grading System** – A system in which the computed grade is reported directly without transmutation or grade conversion, to be implemented from KS2 to KS4 beginning SY 2027–2028.

IV. Policy Statement

- 8. DepEd recognizes assessment as a core component of teaching and learning. Assessment shall primarily serve to improve instruction, provide meaningful feedback, and support continuous learner growth, with the goal of ensuring that all learners achieve the expected learning standards.
- 9. The Order further strengthens the implementation of DAP across Key Stages. Assessment, grading, awards, and recognition shall be aligned with learners' developmental stages and responsive to differences in readiness, learning needs, and capacities, promoting equitable and meaningful learning progression.
- 10. These guidelines are anchored in DepEd's commitment to fairness, transparency, and equity. Grades and promotion decisions shall be based on clear criteria, sufficient and valid evidence, and consistent standards to ensure that reported achievement accurately reflects learner performance.
- 11. As a learner-centered institution, DepEd shall promote learner agency and inclusion. Assessment practices shall encourage reflection, self-regulation, and ownership of learning, while ensuring responsive and inclusive support for diverse learners.
- 12. Finally, this Order affirms that assessment results shall guide remediation, enrichment, accommodations, and learner support across all Key Stages.

V. Classroom-based Assessment

- 13. Classroom-based assessment shall be an integral part of teaching and learning, consisting of formative and summative components that support learner progress, guide instruction, and evaluate the achievement of learning standards. It shall align with curriculum standards and essential learning competencies and generate valid evidence of what learners know and are able to do.

A. Formative Assessment

- 14. **Formative assessment shall be embedded in daily instruction.** Teachers shall integrate assessment before, during, and after instruction, making it a natural and continuous part of every lesson rather than a separate activity. Evidence of learning shall consistently inform instructional decisions, including what to teach next, how to teach it, and which learners require additional support or enrichment.

15. **Formative assessment shall be used to monitor learning progress but shall not be used for grade computation.** Its primary purpose is to improve learning. Teachers shall ensure that formative assessment provides learners and parents or guardians with timely, specific, and actionable feedback that supports continuous progress.
16. **Teachers shall apply formative assessment processes,** such as the ESRU cycle, to gather evidence of learning and adjust instruction accordingly. Refer to Annex A for supplemental guidance.
17. **Teachers shall facilitate learners' active participation in the formative assessment process** by integrating strategies such as goal-setting, self- and peer-assessment, reflection, and progress tracking. These practices, which reflect assessment as learning, develop metacognition, self-awareness, and learner agency, and shall be applied in a developmentally appropriate manner across Key Stages.

Key Stage	Developmental Principle	Samples of Formative Tasks/Practices
KS1 (Kindergarten–Grade 3)	Developmentally appropriate, play-based, experiential, and progressively structured child-centered learning	Observation-based practices (e.g., anecdotal notes, narrative documentation); dramatic play and manipulative tasks; oral interactions (e.g., show-and-tell); drawing, labeling, sorting, and role-play; guided demonstrations; feedback through modeling and prompts
KS2 (Grades 4–6)	Gradual introduction of structure and learner agency	Learning logs and journals; simple rubrics with success criteria; guided peer and self-assessment; reflection prompts; exit tickets, quick quizzes, scaffolding, and timely feedback
KS3 (Grades 7–10)	Emphasis on critical thinking and reasoning	Analytical writing, debates, problem-solving tasks, formative checkpoints, and structured peer feedback
KS4 (Grades 11–12)	Real-world application and disciplinary rigor	Authentic tasks (e.g., draft proposals, critiques); portfolios and project drafts; feedback and revision cycles; peer review and self-assessment; research reflections

Table 1. Developmentally Appropriate Formative Practices Across Key Stages

18. Formative assessment shall be developmentally appropriate and responsive to learner needs across Key Stages. Teachers may adapt formative assessment strategies based on learners' developmental levels, instructional goals, and learning contexts.

B. Summative Assessment

19. **Summative assessment shall evaluate learner achievement at defined points in the curriculum, such as the end of a lesson sequence or term.** Written/Oral Works (WWs), Product/Performance Tasks (PTs), and Examinations (EXs), where applicable, shall provide varied and sufficient evidence of learning across knowledge, skills, and values. Results shall be systematically recorded and used to report learner achievement. Table 2 provides the types of summative assessments.

Summative Assessment	Description
WWs	Tasks that require learners to demonstrate understanding through written and spoken responses (e.g., essays, journals, written reports, structured presentations, etc.). These cover a range of cognitive processes and serve as foundational tasks that scaffold and contribute to PTs.
PTs	Tasks that measure learners' ability to apply knowledge and skills in authentic contexts (e.g., projects, portfolios, investigations, culminating presentations, etc.). These emphasize integration of concepts and higher-order thinking.
EXs	Assessments administered at key points within the term, namely STs and TE, with coverage distributed progressively to support the cumulative evaluation of learning. These shall not be used as the sole basis for determining learner achievement.

Table 2. Types of Summative Assessment

20. **Summative assessment shall be reasonable, manageable, and purposeful.** Schools and teachers shall prioritize assessment quality over quantity, avoiding assessment practices that result in excessive checking, unnecessary documentation, or assessment overload.
21. Teachers shall maintain a balanced range of summative assessment evidence each term. Table 3 provides the approximate range and guidance for the use of WWs, PTs, and EXs across Key Stages.
22. For Kindergarten, assessment shall not be organized by discrete learning areas but shall follow an integrated and developmentally appropriate approach, consistent with the *Tracking Our Progress* framework. *Tracking Our Progress: Kindergarten!* is a comprehensive assessment guide that helps teachers use developmentally appropriate, authentic, and practical assessment tools, making progress tracking meaningful for Kindergarten learners, and includes brief discussion guides for parent-teacher conferences. Assessment shall prioritize holistic development, particularly socio-emotional development, as well as foundational language, literacy, and numeracy skills, and shall primarily use observational, oral, performance-based, and narrative forms of evidence rather than formal written testing.
23. For Grades 1–3, summative assessment shall remain integrated, manageable, and developmentally appropriate. Recommended assessment quantities shall serve as flexible guidance rather than rigid requirements. Formal written examinations shall be limited and developmentally appropriate.

24. For Grades 4–12, teachers handling specific learning areas shall be guided by the approximate assessment ranges indicated in Table 3 to ensure sufficient evidence of learning while maintaining manageable assessment pacing and avoiding assessment overload. These ranges are intended as flexible guidance and shall not be interpreted as fixed compliance requirements.

Summative Assessment	Recommendations for Grades 1-3	Recommendations for Grades 4-12
WWs	Teachers have the discretion on the quantity of sufficient assessments needed to gather evidence while ensuring a manageable amount to avoid assessment overload	3-5 WWs (per learning area, per term)
PTs		2-3 PTs (per learning area, per term)
EXs		2 STs and 1 TE (per learning area, per term)

Table 3. Recommended Number of Summative Assessments

25. Teachers may use a single assessment task as evidence across multiple learning areas, where appropriate, to support integrated and thematic learning. For example, PTs may be designed to assess a single learner output or performance across multiple learning areas, using learning-area-specific rubrics aligned with their respective learning competencies. Refer to Annex B for sample integrative assessment models
26. Examinations such as the STs and TE shall be **teacher-made, competency-aligned, and based on the lessons actually covered**. STs and TE shall be administered at key points within the term to support cumulative evaluation of learning. The first ST shall generally cover lessons from the first fifteen (15) instructional days of the term and shall be administered around the 16th instructional day, while the second ST shall cover lessons from the next 15 instructional days and may be administered around the 32nd instructional day. The TE shall be administered during the final instructional days of the term and shall primarily cover competencies taken after the second ST, while also including selected critical or least-mastered competencies from earlier parts of the term.
27. The **number of test items for TE** per Key Stage is presented in Table 4 and shall be guided by the teacher's Table of Specifications (TOS), with total points varying based on item type.
28. In KS1, no TE shall be administered in Kindergarten. In Grades 1 to 3, TEs may be administered only for selected competencies that are best assessed through written or structured responses, provided that learners have had sufficient practice and that the assessment is short and low-pressure. TEs shall not be used for competencies better demonstrated through performance or behavior, nor when sufficient evidence has already been gathered through other assessments.
29. STs, administered after approximately fifteen (15) days of instruction, shall be aligned with intended learning competencies and designed to be developmentally appropriate and manageable within the allotted time of the learning area. As a general guide, the number of items in each **ST shall not exceed half of the total items in the TE** specified in Table 4.

Key Stage	Term Examination Provision	Number of Items*
KS1 (Kindergarten)	No TE	Not applicable
KS1 (Grades 1 to 3)	May be administered for a selected learning area, if developmentally appropriate	Minimal and teacher-determined
KS2 (Grades 4–6)	Required; cumulative assessment aligned with competencies	40 items
KS3 (Grades 7–10)	Required; includes higher-order thinking skills	50 items
KS4 (Grades 11–12)	Required; competency-based and discipline-specific	60 items

*Refers to the no. of test items; total points may vary based on item type & shall be guided by the TOS.
 Table 4. Term Examination Provision per Key Stage

30. **All learners with disabilities** shall be provided with **appropriate assessment accommodations** to ensure equitable access to classroom assessment. These may include adjustments in time, format, setting, and response modes. Schools shall ensure that accommodations are planned, documented, and consistently implemented, in coordination with parents or guardians and relevant specialists, and aligned with existing and forthcoming DepEd policies on inclusive education.

C. Ethical Use of Artificial Intelligence and Technology in Assessment

31. The Department recognizes the growing use of artificial intelligence (AI) tools by learners and teachers. This Order adopts and shall be guided by DO No. 3, s. 2026 (Foundational Guidelines on Artificial Intelligence in Basic Education). The use of digital tools, including AI, shall uphold the integrity of assessment and shall be governed by the following principles:
- Authenticity of evidence – Outputs shall reflect the learner’s own work, thinking, and performance.
 - Alignment with learning intent – AI use shall not compromise intended learning outcomes.
 - Transparency and disclosure – Permitted AI use shall be explicitly declared.
 - Equity and access – Assessment shall not disadvantage learners due to unequal access to AI tools.
 - Data privacy and protection – Personally identifiable learner data shall not be uploaded to AI platforms, in accordance with DepEd data privacy policies.
32. Homework shall support practice, retrieval, and preparation for learning. When used as summative evidence, teachers shall apply authenticity checks such as in-class follow-up tasks, oral questioning, supervised checks, or demonstrations.
33. WWs completed outside class shall include **measures to ensure authenticity**, such as drafts, notes, proper citation of sources (including AI

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tools), and in-class validation. Tasks shall require **contextualized and applied reasoning** to minimize overreliance on AI-generated outputs.

34. PTs shall emphasize **authentic application and process**, using staged components such as planning, drafting, revision, and reflection. Teachers may conduct **in-class validation** (e.g., demonstrations or oral defense) to confirm learner ownership and understanding.
35. TEs and other supervised assessments shall be **AI-prohibited**, except when authorized for accessibility or approved purposes. Teachers may use **digital and AI tools** for assessment design and analysis, guided by professional judgment and policy.
36. To ensure clarity and consistency, teachers shall classify assessment tasks according to the following AI use categories:

Category	Use Cases	Implementation Notes
Prohibited AI Use in Assessment	Tasks requiring independent recall, reasoning, or performance (e.g., EXs, supervised assessments, in-class writing)	AI use is not allowed; unauthorized use may constitute academic misconduct, subject to school policies
Limited AI Use in Assessment	Tasks requiring learner thinking and contextual application	AI may support grammar, translation, vocabulary, brainstorming, and initial research; not for generating full outputs; AI use must be disclosed (tools and prompts)
Guided AI Use in Assessment	Complex tasks requiring higher-order thinking (e.g., analysis, problem-solving)	Recommended for KS3–KS4; learners must demonstrate ownership and reasoning; AI use must be documented, including interactions with the tool

Table 5. AI use among Learners in Assessment Tasks

37. To ensure **data privacy**, teachers shall not input personal learner data or official DepEd documents into AI platforms. Any use of AI shall be **disclosed and documented**.
38. Schools shall ensure that assessment design does not disadvantage learners due to unequal access to devices, connectivity, or AI tools. Where AI use is permitted, equivalent non-AI pathways shall be provided. Teachers shall ensure that AI-assisted outputs shall not receive undue advantage in grading and that assessment remains fair and equitable. Unauthorized or prohibited use of AI shall be governed by DO No. 3, s. 2026 and other relevant policies on academic integrity and responsible AI use.

Category	Teacher Use
Prohibited AI Use in Assessment	Determining FGs; replacing professional judgment; bypassing curriculum alignment; evaluating outputs without validation
Limited AI Use in Assessment	Grammar and language polishing; drafting test items or prompts; brainstorming assessment ideas; translating competencies into rubrics
Guided AI Use in Assessment	Generating alternative assessment versions; differentiating tasks; drafting feedback (subject to teacher validation and review)

Table 6. AI Use by Teachers in Assessment Designs

VI. Grading System

39. The revised grading system introduces differentiated approaches across the four Key Stages of basic education, aligned with the pedagogical intent and developmental benchmarks of the Revised K to 10 and Strengthened SHS Curricula. These adjustments ensure that grading serves as a meaningful tool for supporting learning, rather than merely a measure of academic ranking.

A. Grading System for KS1

40. **For KS1 (Kindergarten to Grade 3), a descriptive grading system shall be implemented** to reflect learners' developmental progress and support foundational learning. Descriptive (non-numeric) grades shall be used in reporting learner performance through the Progress Report. Table 7 presents the descriptive grading system for Kindergarten, while Table 8 presents the descriptive grading system for Grades 1 to 3.

Letter Grade	Descriptor	General Description
CO	Consistent (<i>Palagiang Naipapakita</i>)	Consistently demonstrates the expected competency; actively participates in activities; works independently; may exceed expectations in some areas
DV	Developing (<i>Umuusbong</i>)	Demonstrates the competency inconsistently; participates with minimal supervision; shows progress with continued practice
BG	Beginning (<i>Nagsisimula</i>)	Rarely demonstrates the expected competency; participates with close supervision; requires sustained guidance and support

Table 7. Kindergarten Descriptive Grading

41. Teachers shall use a range of evidence, including observations, anecdotal records, learner outputs, and rubric-based assessments, to evaluate learner growth across domains, with narrative summaries emphasizing learner strengths, emerging competencies, and clear next steps for improvement. Refer to Annex C for additional details on descriptive grading and assessment for KS1.

Letter Grade	Descriptor	General Description
A	Advancing (<i>Namumukod-tangi</i>)	Consistently demonstrates advanced skills, understanding, and values beyond expectations; performs with confidence, accuracy, and independence
B	Benchmarking (<i>Napamamalas</i>)	Demonstrates expected skills, understanding, and values at grade level with consistency; performs tasks accurately and independently
C	Connecting (<i>Natutungo</i>)	Demonstrates foundational skills, understanding, and values; applies learning in familiar tasks with minimal guidance
D	Developing (<i>Napauunlad</i>)	Demonstrates partial understanding and inconsistent application of skills and values; requires targeted support and regular practice to improve performance
E	Emerging (<i>Nagsisimula</i>)	Beginning to demonstrate basic skills, understanding, and values; requires intensive support and close guidance

Table 8. Grade 1 to 3 Descriptive Grading

42. Assessment, evaluation, and rating procedures for Kindergarten shall strictly follow the *Tracking Our Progress: Kindergarten! (A Comprehensive Assessment Guide for Teachers)*, which can be accessed through the following link: <https://tinyurl.com/KinderAssessmentGuide>. This guide shall serve as the primary reference to ensure that assessment practices are authentic, realistic, and developmentally appropriate, and to prevent the use of inappropriate or test-like assessment methods.
43. Class records shall be maintained primarily as qualitative documentation. When numerical equivalents are required for system-level reporting, these may be derived from class records; however, numerical grades shall not replace descriptive reporting for parents or guardians.

B. Grading System of Key Stages 2 to 4

44. **For KS2 to KS4, the numerical grading system shall remain in place**, with grades computed from WWs, PTs, and EXs, using assigned weights specific to each learning area. Greater emphasis shall be given to PTs as primary evidence of learners' understanding, application, and higher-order skills. Table 9 presents the weighted components per learning area for KS2 and KS3, and Table 10 for KS4.

Learning Area / Subject Group	WWs	PTs	EXs
English, Filipino, Mathematics, Science, Araling Panlipunan (AP), Good Manners and Right Conduct (GMRC) / Values Education (VE)	20%	50%	30%
Edukasyong Pantahanan at Pangkabuhayan (EPP) / Technology and Livelihood Education (TLE), and Music, Arts, Physical Education, and Health (MAPEH)	20%	60%	20%

Table 9. Weight of the Components for Each Learning Area in KS2 to KS3

45. Within the EXs component, ST1 shall account for 30%, ST2 for 30%, and the TE for 40% of its assigned weight.
46. For SHS subjects, assessment components shall be adjusted as follows:
- For Field Exposure, Arts Apprenticeship, and Creative Production**, the EXs component shall consist only of a TE, with no STs, and shall carry the full 15% weight.
 - For SHS Research Electives, Design and Innovation, and Work Immersion**, there shall be no EXs component. WWs (40%) shall serve as progressive summative evidence (e.g., quizzes, documentation, matrices, tools, portfolios), while PTs (60%) shall focus on major outputs (e.g., research proposals, manuscripts, oral presentations).
 - For Work Immersion**, WWs (20%) shall refer to learner portfolios (including documentation and consolidated outputs from workplace tasks), while PTs (80%) shall correspond to industry-based evaluations or grades provided by the workplace supervisor.
47. Detailed specifications shall be provided in the implementation guidelines of the Strengthened SHS Curriculum.

Learning Area / Subject Group	WWs	PTs	EXs
SHS Core Subjects, Other SHS Academic Electives	20%	50%	30%
SHS Field Exposure, Arts Apprenticeship, Creative Production and Innovation	15%	70%	15%
SHS Arts, Sports, and Health and Wellness Electives	20%	60%	20%
SHS Research Electives and Design and Innovation	40%	60%	-
SHS TechPro Electives	15%	65%	20%
SHS Work Immersion	20%	80%	-

Table 10. Weight of the Components for Each Learning Area in KS4

48. For **SY 2026–2027**, an **adjusted transmutation table** shall be applied as a transition toward a zero-based grading system (refer to Annex D). Initial Grades (IGs) shall be computed based on the weighted summative components, where a raw grade of 70 corresponds to a transmuted passing grade of 75, and the table shall be applied uniformly across applicable grade levels.
49. For **SHS Grade 12**, which has not yet implemented the Strengthened SHS Curriculum for SY 2026–2027, the weights in DO No. 8, s. 2015 shall apply together with the adjusted transmutation table.
50. **Beginning SY 2027–2028, a zero-based grading system** shall be implemented for **KS2 to KS4**. Term Grades (TGs) shall be based directly on computed IGs **without transmutation**, with **75 as the minimum passing grade**.

51. **Numerical grades shall be accompanied by qualitative descriptors** aligned with learning standards to clarify learners' level of proficiency and inform instructional decisions and learner support.
52. The **Final Grade (FG)** in each learning area shall be computed as the average of the TGs, rounded to the nearest whole number. An **FG of 75 or higher** indicates that the learner has met the minimum standards, while learners with an FG below 75 shall receive appropriate remedial intervention or academic support in accordance with this Order.

Numerical Grade	Descriptor	General Description	Instructional Response
90-100	Advancing (<i>Namumukod-tangi</i>)	Consistently demonstrates skills and understanding that meet or exceed standards with independence, flexibility, and depth	Provide enrichment opportunities; encourage leadership, transfer, or peer mentoring
80-89	Benchmarking (<i>Napamamalas</i>)	Demonstrates expected grade-level skills and understanding competently and independently	Encourage deeper application, transfer of learning, and increased independence
75-79	Connecting (<i>Natutungo</i>)	Demonstrates sufficient understanding and application of grade-level standards with occasional guidance and support	Provide guided practice to strengthen consistency, accuracy, and confidence
65-74	Developing (<i>Napauunlad</i>)	Demonstrates partial understanding and inconsistent application of skills, requires targeted support and scaffolding	Provide targeted remediation, scaffolded instruction, and additional opportunities for practice
0-64	Emerging (<i>Nagsisimula</i>)	Does not yet demonstrate foundational skills and understanding; requires intensive support	Implement structured and sustained intervention programs

Table 11. Qualitative Descriptors of Numeric Grades

53. The **General Average (GA)** shall be computed by averaging the FGs in all learning areas taken throughout the SY and shall likewise be expressed as a **whole number**. For KS4, the GA shall be computed using the equivalent units of each subject. Detailed specifications shall be provided in a separate issuance on the implementation of the Strengthened SHS Curriculum.
54. Teachers shall maintain complete and accurate class records to support all grading decisions. These records shall be subject to validation by school heads and instructional supervisors to ensure transparency, consistency, and accountability.

C. Transition Period for KS1

55. The descriptive grading system shall be progressively implemented beginning SY 2026–2027 for Kindergarten to Grade 1, SY 2027–2028 for Kindergarten to Grade 2, and fully adopted by SY 2028–2029 for Kindergarten to Grade 3.

School Year	Grade 1	Grade 2	Grade 3
2026 - 2027	Descriptive	Numerical (adjusted transmutation)	Numerical (adjusted transmutation)
2027 - 2028	Descriptive	Descriptive	Numerical (zero-based)
2028 - 2029	Descriptive	Descriptive	Descriptive

Table 12. KS1 Transition to Descriptive Grading and Transmutation

56. In SY 2026-2027, Grades 2 and 3 shall continue to use the numerical grading system and the adjusted transmutation table. Makabansa shall use the following assessment weights: 20% for WWs, 50% for PTs, and 30% for EXs. All other learning areas shall follow the prescribed weights set out in this Order.
57. In SY 2027-2028, Grade 3 shall continue to use the numerical grading system with zero-based grading.
58. Beginning SY 2028-2029, all KS1 grade levels shall fully transition to the descriptive grading system.

VII. Final Evaluation and Reporting

59. Final evaluation and reporting shall translate the grading system into clear, consistent, and learner-appropriate documentation across all Key Stages.
- a. For KS1, learner performance shall be reflected in the **Learner’s Progress Report (SF 9)** using descriptive indicators and narrative remarks instead of numerical grades. Teachers shall document learners’ progress through qualitative descriptors and brief written feedback that highlight learning progress, behaviors, and areas for support. These remarks shall be attached to SF9 together with suggested next steps for parents and guardians. Refer to Annexes E and F for sample templates.
 - b. For KS2 to KS4, final numerical grades for each learning area shall be recorded in the class record and reflected in the **Learner’s Performance Report (SF 9)**, in accordance with the approved grading system. Grades shall represent learners’ achievement of competencies and may be accompanied by feedback to guide remediation and enrichment. Refer to Annex G for the sample template.
60. Across all Key Stages, schools shall ensure the accuracy, completeness, and timeliness of grading records in accordance with the official school calendar.

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Final evaluation results shall support not only promotion and recognition but also instructional decision-making, learner support, and continuous improvement.

61. At the end of each term, teachers shall submit grades using official DepEd forms and digital systems in accordance with DO No. 6, s. 2025 (Guidelines on the Streamlining of School Forms and Reports Accomplished by Teachers). Teachers shall retain all supporting documents, including assessment tools, rubrics, raw scores, and feedback records, for at least one (1) SY, or longer if required for audit, validation, or appeals. Physical records shall be stored in designated secure cabinets within school premises, while digital records shall be stored in official DepEd systems, networks, or authorized drives. Access to such records shall be controlled, logged, and documented. These records shall be made available upon request, and School Heads shall conduct regular validation of grading practices to ensure accuracy, consistency, and integrity.

VIII. Promotion, Intervention, and Learner Support

62. Promotion, intervention, and learner support shall be guided by the principle that assessment results inform instruction, provide appropriate support, and promote continuous improvement, rather than serve as punitive measures. Schools shall ensure that promotion decisions are supported by systematic interventions and appropriate accommodations across all Key Stages.
63. For KS1, promotion shall be **developmentally appropriate and non-punitive**, focused on strengthening foundational literacy, numeracy, and socio-emotional development. Schools shall prioritize early intervention, flexible pacing, scaffolded instruction, and inclusive support strategies within daily classroom instruction.
64. Promotion decisions shall consider the learner's overall progress, readiness, available assessment evidence, and participation in interventions and support provided by the school. Learners shall not be retained solely based on age, a single assessment result, or academic performance.
65. In cases where a learner demonstrates significant difficulty in foundational literacy, numeracy, or other developmental competencies despite sustained interventions and support, the school, in consultation with the parents or guardians, may recommend retention within the grade level when it is determined to be in the best interest of the learner's development and long-term learning progress.
66. A non-high-stakes Grade 3 checkpoint assessment may be administered to help identify learners needing additional instructional support and shall primarily be used to guide intervention and instructional planning.
67. For KS2 to KS4, including Grades 2 and 3 that are still implementing the numerical grading system during the transition period, learners who do not meet the minimum learning standards shall receive timely, targeted, and documented remediation integrated within instruction. Promotion shall consider **both** achievement **and** participation in required interventions.
 - a. Learners shall be **promoted** upon satisfactorily **passing all learning areas** in the previous grade level.

- b. Learners who fail in at most two (2) learning areas shall undergo Summer Remedial Class (SRC). Summative assessments administered during SRC shall be recorded and computed in the same manner as TGs, resulting in a Remedial Class Mark (RCM). The FG and the RCM shall be averaged to obtain the Recomputed Final Grade (RFG). An RFG of 75 or higher shall indicate passing and shall qualify the learner for promotion.
 - c. Learners who still fail in one or two learning areas after SRC shall be conditionally promoted. They may enroll in higher-level learning areas they have already passed while completing deficiencies as back subjects through School-Initiated Intervention (SII). Only one (1) back subject per term shall be allowed. A passing RFG shall be required to clear each back subject.
 - d. For SHS, failure in a prerequisite subject shall prevent enrollment in higher-level subjects until the learner obtains a passing RFG through SRC or successfully completes the prerequisite as a back subject.
 - e. Learners who fail in more than two (2) learning areas shall be retained in the same grade level.
68. To prevent end-of-year failure, teachers shall provide timely remediation within the term, particularly for learners who consistently perform below expectations in WVs, PTs, and STs. Remedial interventions shall begin as early as Week 5 following the first ST and may be implemented through classroom-based interventions, programs such as ARAL, or other appropriate school-based strategies. Teachers involved in remediation may be covered by the provisions of DO No. 5, s. 2024 (Rationalization of Teachers' Workload and Payment of Teaching Overload).
69. Across all Key Stages, schools shall establish clear intervention and support pathways linked to assessment results, attendance, accommodations, and learner needs.
70. Teachers shall monitor learner attendance and provide timely interventions in coordination with parents or guardians, particularly by the end of Term 1 or when a learner reaches approximately twelve (12) absences. When absences are unavoidable, schools shall provide appropriate remediation and learning support. Learner Progress and Performance Reports issued at the end of each term shall include attendance information.
71. Enrichment activities may also be provided for learners demonstrating early mastery to deepen learning. These shall not affect grades but may be recognized through feedback or other non-grade-based means.

IX. Awards and Recognition

72. Awards and recognition in basic education shall affirm learner growth, integrity, and sustained effort. This Order recalibrates recognition practices to ensure they are developmentally appropriate, aligned with curriculum intent, and supportive of intrinsic motivation, with emphasis on meaningful feedback, equity, and lifelong learning.
73. In **KS1**, no academic awards shall be conferred in line with the **descriptive grading system**. Learner progress shall be communicated through **descriptive assessments and narrative feedback**, avoiding early

competition and labeling. Non-academic recognition, including **Character Traits Awards**, may be given to acknowledge effort, participation, positive behavior, and other developmentally appropriate learner attributes, with emphasis on growth, socio-emotional development, and continuous improvement.

74. During the transition period of Grades 2 and 3, while they are still implementing the numerical grading system, schools may choose to give Academic Excellence Awards and other applicable grade-level awards in accordance with these guidelines.
75. Learners in **KS2 to KS4** who obtain a **GA of 90 or higher**, with **no FG below 80** in any learning area, shall receive the **Academic Excellence Award**. Awardees shall be listed **alphabetically** to promote fairness and minimize competition and **must have no derogatory records or disciplinary cases within the SY**. This recognition affirms consistent performance, responsibility, and balanced achievement.

Award/ Recognition	Description
Leadership Excellence Award	Granted to learner leaders or officers in KS2 to KS4 who demonstrate exemplary leadership qualities such as initiative, responsibility, cooperation, and positive influence in school or community activities. Awardees must have no derogatory records or disciplinary cases within the SY.
Excellence in a <i>Specific Learning Area</i>	Conferred on learners who obtain a FG of 90 or higher and the highest FG in the batch in a particular learning area. For KS2 and KS3, this applies to each learning area; for KS4, to each Core Subject and each elective cluster (minimum of three electives or all available electives in the cluster). In cases of identical highest grades, all qualified learners shall be recognized.
Excellence in: 1. Work Immersion, 2. Field Exposure, and 3. Arts Apprenticeship	Granted to Grade 12 learners who obtain the highest grade in the respective learning areas and are duly endorsed by the industry partner or supervisor.
Excellence in Research	Granted to Grade 12 learners (individuals, pairs, or groups of up to four) who demonstrate excellence in planning and conducting research with practical applications that contribute to innovation, efficiency, or community development.
Excellence in Design and Innovation	Granted to Grade 12 learners (individuals, pairs, or groups of up to four) who demonstrate excellence in designing and implementing innovative solutions that contribute to technological advancement, efficiency, or community improvement.
Special Recognition Awards	Granted to learners who bring honor to the school through distinction in recognized competitions, contests, exhibitions, or similar endeavors at the division, regional, national, or international levels in academic, technical-professional, cultural, or athletic fields.

Table 13. List of Grade-Level Awards and Recognition

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76. Schools may issue a certification of actual academic rank **upon formal written request** to support college applications or other academic requirements.
77. In KS2 to KS4, the following **grade-level awards** shall be conferred in addition to the **Academic Excellence Award**. Table 13 presents the list of other awards. Detailed specifications are provided in Annex H.
78. Detailed guidelines on the criteria, processes, and procedures for awards and recognition, including provisions on the Awards Committee (AC) and grievance mechanisms, are provided in Annex H. Said annex adopts from relevant provisions of DO No. 36, s. 2016, to ensure fair, transparent, and consistent implementation.

X. Implementation Roles and Responsibilities

79. To ensure the effective and consistent implementation of the revised guidelines on classroom assessment, grading system, and awards and recognition, key responsibilities are defined across governance levels—from **schools, Schools Division Offices (SDOs), and ROs, to the Central Office (CO)**. Each level plays a strategic role in supporting teachers, monitoring implementation, ensuring compliance, and promoting continuous improvement aligned with national standards and curricular reforms.

A. Central Office

The DepEd CO, through the Office of the Undersecretary for Learning Systems (OULS), shall ensure alignment of this Order with the Revised K to 10 Curriculum and the Strengthened SHS Curriculum.

- a. The **Bureau of Learning Delivery (BLD)** shall lead the coordination of capacity-building programs, learning resources, and monitoring tools. It shall develop and disseminate assessment support materials, including standards-aligned rubrics, exemplar tasks, and guidance on formative and summative assessment. BLD shall ensure that implementation is aligned with the guidelines. It shall also lead monitoring and evaluation in coordination with the Policy and Planning Service (PPS) and the Monitoring and Evaluation Office (MEO), and collaborate in the revision of school forms, electronic class records, and related templates.
- b. The **Bureau of Curriculum Development (BCD)** shall ensure coherence between learning competencies and intended outcomes and alignment of assessment strategies across Key Stages.
- c. The **Bureau of Learning Resources (BLR)** shall align textbooks, teachers' guides, and instructional materials with the revised assessment standards.
- d. The **National Educators Academy of the Philippines (NEAP)** shall integrate this Order into professional development programs and facilitate capacity-building for school leaders and teachers.
- e. The **Information and Communications Technology Service (ICTS)** shall ensure that digital platforms (e.g., LIS, LRMDS, DepEd Commons) support the requirements of the revised assessment system.
- f. **PPS** and **MEO** shall provide technical assistance in the development of monitoring tools, data analytics, evaluation studies, and the integration of assessment indicators into planning and reporting systems.
- g. All other CO units shall support the dissemination, implementation, monitoring, and sustainability of these guidelines.

B. Regional Office

The RO, through the **Curriculum and Learning Management Division (CLMD)**, shall lead the regional rollout of the revised assessment and grading system across SDOs and shall:

- a. Monitor implementation through school visits, data validation, and performance tracking, and submit corresponding reports to the CO;
- b. Provide feedback to the CO on emerging issues, best practices, and recommendations gathered from the SDOs and schools;
- c. Coordinate with SDOs to ensure access to capacity-building interventions; and
- d. Implement contextualized professional development programs aligned with this Order.

C. Schools Division Office

The SDO, through the **Curriculum Implementation Division (CID)**, shall oversee and support implementation at the school level and shall:

- a. Provide technical assistance on assessment, grading, and awards and recognition practices;
- b. Conduct orientations, training programs, and monitoring activities, and ensure effective stakeholder engagement, including with Local Government Units (LGUs) and partners;
- c. Facilitate contextualization of assessment tasks, particularly performance-based assessments and portfolios; and
- d. Monitor implementation in schools by gathering and analyzing feedback to inform continuous improvement, and submit corresponding reports to the RO or CO, as applicable.

D. School

The school, through the School Head, shall lead the implementation of these guidelines and shall:

- a. Ensure that classroom assessment, grading, and recognition practices are aligned with this Order;
- b. Organize Learning Action Cell (LAC) sessions and other capacity-building activities;
- c. Conduct orientations for learners, parents or guardians, teachers, and community stakeholders;
- d. Monitor the consistent application of grading policies, including transmutation or zero-based grading, as applicable;
- e. Engage learners and parents or guardians by providing clear, timely, and constructive feedback; and
- f. Ensure proper documentation, recording, and reporting of learner assessment and grades in accordance with DepEd standards.

XI. Monitoring, Evaluation, and Support Mechanisms

80. To ensure consistent implementation of the revised assessment and grading, and awards and recognition system, DepEd, through BLD, shall establish clear mechanisms for monitoring, evaluation, and support across all governance levels.

81. Monitoring shall be conducted regularly at the school, division, regional, and national levels by the relevant offices to track implementation fidelity, identify good practices, and address emerging concerns. These may include classroom observations, reviews of learner progress reports and portfolios, and analysis of learner performance data.
82. Evaluation shall focus on the impact of the revised system on teaching and learning. BLD, in coordination with the PPS, MEO, and other relevant units, shall develop tools to assess outcomes, including learner achievement and changes in teacher practices. Feedback shall be gathered through surveys, focus group discussions (FGDs), and stakeholder consultations. Findings from monitoring and evaluation activities shall inform continuous improvement through periodic policy reviews.
83. BLD, in collaboration with relevant offices across governance levels, shall ensure the provision of support mechanisms, including capacity-building programs, technical assistance, resource packages, and digital tools to facilitate the effective implementation of this Order.

XII. Funding Requirements

84. The implementation of this Order shall be charged against available funds, including support for orientations and capacity-building, development of assessment tools and rubrics, the updating of school forms and systems, and monitoring and evaluation activities, subject to existing budgeting, accounting, auditing, and procurement laws, rules, and regulations. Further, the guidelines governing the utilization of funds for the implementation of this Order shall be issued separately.

XIII. Effectivity, Severability, and Transitory Provision

85. This Order shall take effect upon its approval, issuance, and fifteen (15) days after its publication in the Official Gazette or a newspaper of general circulation and filing with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UPLC), Diliman, Quezon City.
86. The transition to the revised assessment, grading system, and awards and recognition system, including the implementation of descriptive grading for KS1 and the phased shift to zero-based grading for KS2 to KS4, shall be carried out in accordance with the provisions set forth in this Order.
87. All existing DOs, Memoranda, rules and regulations, guidelines, and other related issuances or parts thereof which are inconsistent with the provisions of this Order are hereby repealed, rescinded, or modified accordingly.
88. If any provision of these Guidelines, or the application thereof to any person or circumstance, is declared invalid, unconstitutional, or unenforceable by a competent authority, such declaration shall not affect the validity, legality, or enforceability of the remaining provisions, which shall continue to be in full force and effect.

XIV. References

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Annex A

Supplemental Guidelines on the Classroom Assessment

1. This annex provides supplemental guidance on classroom-based assessment to support the implementation of this Order. It outlines practical approaches for integrating formative and summative assessment into daily teaching and learning across all Key Stages.

A. Formative Assessment

2. Teachers shall embed formative assessment within daily instruction through questioning, observation, discussion, learner outputs, and feedback routines. Evidence gathered shall guide instructional adjustments, remediation, enrichment, and learner support. Schools shall support formative assessment practices through collaborative planning, coaching, LAC sessions, and manageable documentation systems.
3. Teachers are encouraged to use the **ESRU Model** to guide formative assessment during lesson delivery. ESRU is a practical and research-based framework for real-time formative assessment introduced by Ruiz-Primo and Furtak (2007). The ESRU cycle reflects how teachers and learners interact during instruction to generate assessment data, interpret learner responses, and improve learning as it happens.

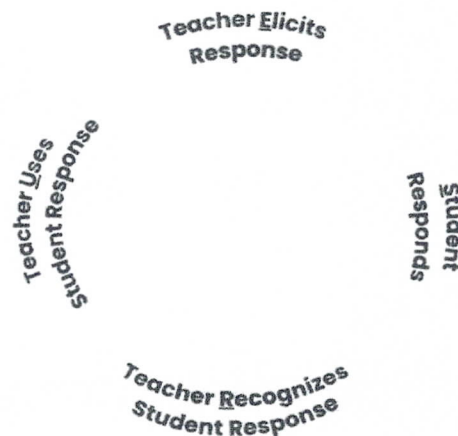


Figure 1. ESRU Model of Formative Assessment

4. The **ESRU cycle** unfolds in four interrelated stages:
 - a. **Elicit** – The teacher prompts students through questions, tasks, or cues to surface their current thinking or understanding.
 - b. **Student Response** – The learner responds verbally, in writing, or through performance.
 - c. **Recognize** – The teacher listens and observes, analyzing the student's response to identify understanding, misconceptions, or developmental needs.
 - d. **Use** – The teacher acts on this information—adjusting instruction, giving feedback, asking follow-up questions, or scaffolding learning appropriately.

5. Formative assessment using the ESRU Model may occur within a single lesson, across a sequence of lessons, or throughout an instructional unit.

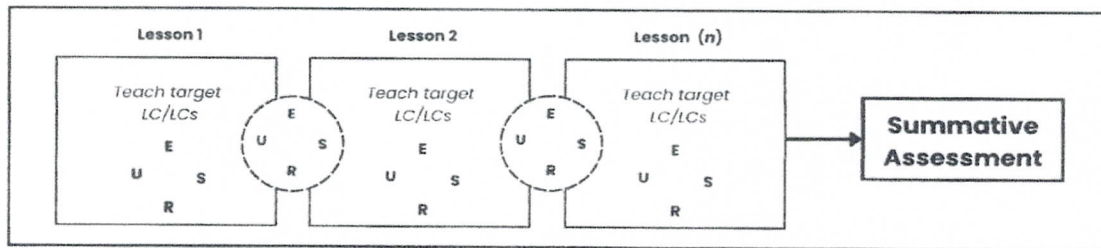


Figure 2. Operationalizing ESRU Across the Teaching Sequence

6. Each instance of formative assessment, whether spontaneous (informal) or planned (formal), shall be documented through observation notes, learner outputs, and teacher reflection logs. The use of ESRU as a thinking framework encourages teachers to see each instructional encounter as an opportunity to assess understanding and support learner growth in real time.
7. This approach positions teachers not only as instructors but also as detectives of learning, observing cues, interpreting responses, and adjusting pathways to guide every learner toward competency. The integration of ESRU ensures that formative assessment is not an afterthought, but the heart of responsive and equitable instruction.
8. Formative assessment shall position learners as active participants in the assessment process. Concretely, teachers shall integrate a range of strategies within lessons, including:
 - a. The use of goal-setting tools at the start of a lesson or unit to clarify learning intentions and personal targets;
 - b. Reflection prompts throughout the lesson (e.g., “What did I understand well today?”, “What helped me succeed?”);
 - c. Self-assessment checklists aligned with success criteria that learners can use to track their own progress;
 - d. Peer assessment routines using sentence stems such as “I noticed...” or “I suggest...” to promote constructive feedback;
 - e. Visual tracking tools like learning walls, behavior charts, or progress dashboards that celebrate incremental achievement.

B. Summative Assessment

9. Summative assessments are planned, standards-based evaluations of learner achievement conducted at defined points in the instructional cycle, such as the end of instructional units or academic terms. Its primary purpose is to determine the extent to which learners have attained the intended learning outcomes as articulated in the Revised K to 10 and Strengthened SHS Curricula. The summative assessments in classroom-based assessment consist of three major components: WWs, PTs, and EXs.
10. To ensure responsiveness to learner needs, summative assessment practices shall be differentiated by Key Stage, taking into account learners’ cognitive development, increasing autonomy, and the evolving role of assessment in instructional and curricular decision-making. Sample summative assessments across key stages are found in Table 1 on the next page. This differentiated approach ensures that summative assessment functions not merely as a measure of achievement, but as a meaningful demonstration of

learning appropriate to each stage of development, while maintaining coherence, rigor, and fairness across the basic education continuum.

11. Across all Key Stages, summative assessments shall remain standards-based, performance-oriented, and aligned with essential learning competencies. Assessment tasks shall go beyond rote recall and require learners to apply, analyze, synthesize, and evaluate knowledge in meaningful and authentic contexts. Integrative and project-based assessments are strongly encouraged, with appropriate scaffolding provided throughout the instructional process to ensure equitable access and learner success.
12. Summative assessment results shall serve multiple purposes, including learner progress reporting, curriculum review, instructional planning, and identification of learners needing support or enrichment. However, summative results shall not be used in isolation for awards, recognition, or high-stakes academic decisions. They shall be interpreted alongside formative evidence, learner reflection, and documented growth over time. Schools are encouraged to implement cross-disciplinary summative tasks that promote collaboration among teachers and integrated learning outcomes, strengthening relevance and coherence across learning areas.

Key Stage	WWs	PTs	EXs	Focus and Guiding Principles
KS1 (Kindergarten to Grade 3)	<ul style="list-style-type: none"> Limited and age-appropriate Emphasize emergent skills Avoid formal testing Narrative-based evidence preferred 	<ul style="list-style-type: none"> Guided demonstrations Drawing, oral sharing, storytelling, role-play Problem-solving with scaffolding Based on familiar, real-life contexts 	<ul style="list-style-type: none"> Optional; if used, must be integrative and non-threatening Preferably hands-on and performance-based Avoid traditional written formats 	<ul style="list-style-type: none"> Developmentally Appropriate Practice (DAP) Emphasis on holistic development, with focus on social and emotional, literacy, and numeracy foundations Narrative feedback and portfolios over scores
KS2 (Grades 4 to 6)	<ul style="list-style-type: none"> Assess conceptual understanding Basic application of skills Spread across the term Avoid over-assessment 	<ul style="list-style-type: none"> Real-life outputs (e.g., posters, reports) Rubric-based scoring Emphasize explanation and reflection Simple projects across subjects 	<ul style="list-style-type: none"> Integrated learning across term Use both selected and constructed response items Maintain age-appropriate complexity 	<ul style="list-style-type: none"> Support transition to structured assessment Build learner independence and communication Promote responsibility for learning
KS3 (Grades 7 to 10)	<ul style="list-style-type: none"> Analytical questions Short constructed responses Problem-solving items Go beyond recall and rote tasks 	<ul style="list-style-type: none"> Authentic, integrative tasks (e.g., investigations, essays, design challenges) Cross-disciplinary projects SOLO taxonomy encouraged 	<ul style="list-style-type: none"> Cumulative assessment Reasoning and abstraction Align with national/international benchmarks 	<ul style="list-style-type: none"> Emphasis on Higher-Order Thinking Skills (HOTS) Promote depth of learning and complex reasoning Encourage scoring calibration and moderation
KS4 (Grades 11 to 12)	<ul style="list-style-type: none"> Support conceptual depth and disciplinary knowledge Aligned with specialization tracks 	<ul style="list-style-type: none"> Capstone projects, research papers Immersion tasks, lab work, entrepreneurial portfolios Use of analytic rubrics and real-world standards 	<ul style="list-style-type: none"> Assess integrated competencies and readiness Must simulate higher education or workplace contexts 	<ul style="list-style-type: none"> Competency-based and performance-driven Prepare learners for future careers or tertiary education Allow co-validation with academic/industry experts

Table 1. Developmental Progression of Summative Assessment Across Key Stages

C. Assessment During Emergencies

13. Assessment during emergencies shall be aligned with the DepEd Guidelines on Learning Continuity in Emergencies, as provided in a separate issuance, and shall be responsive to the level of disruption, as well as the safety, well-being, and readiness of learners. Assessment practices shall remain purposeful, flexible, and supportive of learning, ensuring that decisions are fair, inclusive, and grounded in available evidence of learner performance and well-being. While standards of assessment shall be upheld, necessary adjustments may be made to ensure that learners are not disadvantaged by conditions beyond their control.
14. At the HINAY (Ease-in) level, where disruptions are present, but learning continues with adjustments, assessment shall focus on essential competencies and shall be implemented in a flexible and manageable manner. Formative assessment shall be prioritized and conducted through varied modalities such as online tasks, print or digital modules, learning packets, and guided home-based activities to monitor learners' understanding and provide timely feedback. Summative assessment may still be administered, but shall be limited in number and scope, focusing only on priority competencies within the period. WWs and PTs may be adapted or simplified, and STs may be administered as appropriate, provided that they remain aligned with actual instruction delivered. Grades shall reflect actual learner performance based on available evidence, with teachers exercising professional judgment in consideration of learners' varying access, participation, and learning conditions.
15. At the HINGA (Check-in) level, where learners experience heightened stress and recovery is ongoing, assessment shall prioritize learner well-being, engagement, and readiness to learn. Formative assessment shall take the form of low-stakes or optional activities, such as check-ins, reflections, review tasks, and simple learning engagements that support emotional and cognitive recovery. Feedback shall be supportive, non-evaluative, and developmentally appropriate, focusing on encouragement and re-engagement rather than performance. In place of numerical grading, teachers may provide descriptive or narrative feedback to guide learners' gradual return to regular learning. Summative assessments shall be deferred until the school returns to the HINAY (Ease-in) or HAYO (Continue) level.
16. No assessments shall be conducted at the HINTO (Stop) level, with safety and well-being given priority over academic requirements.

D. Assessment in Flexible Learning Programs

17. Assessment for Flexible Learning Programs (FLP) learners shall adhere to the same purposes, standards, and principles set forth in this Order. Flexible learning arrangements shall not alter the intent of assessment, which is to support learning, provide meaningful feedback, generate valid evidence of competency, and guide instructional decisions. Assessment under FLP shall therefore remain standards-based, learner-centered, and evidence-driven, regardless of learning modality.
18. Formative assessment prescribed in the classroom assessment policy shall be continuously implemented for FLP learners and may be conducted through modality-appropriate strategies such as consultations, guided tasks, learning packets, modular activities, online engagements, or home-based learning

tasks. The use of formative assessment under FLP shall reinforce its role as assessment for and as learning, providing timely feedback and informing instructional adjustments, without being used for grade computation.

19. Summative assessment for FLP learners shall be conducted only in accordance with the provisions of the classroom assessment policy, including the types of summative assessments, grading components, and Key Stage-specific requirements. Where flexible learning arrangements are implemented, summative assessments may be adapted in format or delivery, provided that such adaptations remain aligned with the learning competencies taught and generate valid and sufficient evidence of learning, consistent with assessment standards.
20. In implementing FLP, schools may adapt the delivery, scheduling, or format of assessment tasks to respond to learners' context, access conditions, and learning arrangements. Such adaptations shall not lower learning standards, modify grading rules, or alter assessment weightings, and shall remain consistent with the classroom assessment policy.

Annex B

Support for Teachers on Integrative Assessments as Performance Tasks

- Integrative assessment is an approach that requires learners to apply knowledge, skills, and values from multiple competencies or learning areas in a unified, meaningful task. It emphasizes demonstrating deeper understanding through authentic, performance-based outputs that reflect real-world contexts and interdisciplinary connections. Table 1 below shows examples of integrative assessments for **Grade 4** during the **first term**.

Integrative Assessment Title	Description	Notes to Teachers	Learning Area/s
Kuwento Ko, Lugar Ko	Ang mga mag-aaral ay susulat ng isang maikling anekdota (1–2 talata) tungkol sa isang masayang o makabuluhang karanasan sa kanilang komunidad o sa isang lugar sa Pilipinas. Sa kanilang pagpapahayag, ilalarawan ang katangiang heograpikal ng lugar (hal. may bundok, dagat, ilog, palayan, mainit o maulan ang klima), ipakikita ang isang kilos na nagpapakita ng pagpapahalaga sa sarili (hal. pagtulong, paggalang, pagiging responsable) gayundin gagamitin ang wastong pangungusap at tamang baybay. Pagkatapos, magbabahagi ang mag-aaral ng kanilang kuwento sa klase at magpapakita ng simpleng guhit o larawan ng lugar.	Magbigay ng halimbawa ng maikling anekdota bago ipagawa ang gawain. Maaaring gumamit ng mga gabay na tanong. Hikayatin ang malinaw ngunit simpleng paglalarawan. Iugnay ang talakayan sa pagpapahalaga sa sarili at pagmamalasakit sa kapwa sa paraang angkop sa edad ng mga bata.	Filipino - Pagsulat ng anekdota AP - Katangiang Heograpikal ng Bansa GMRC - Pagpapahalaga sa sarili (Valuing oneself)
Seed to Harvest	Learners document the planting of a locally significant plant that represents the identity of their province through a short procedural text with visuals, explaining the steps from soil preparation to early care, and include a short music and/or art-based component that identifies and reflects the cultural identity of the province (e.g., a brief local song, rhythm, artwork, or visual motif accompanying the presentation). They use time-order words and appropriate grammar while showing understanding of plant care and systems. The output may be a mini-book, poster, or narrated slideshow.	Actual planting may be done individually, by group, or through simulation if space is limited. Scaffold writing with a process template. Differentiation can be done by number of steps, complexity of sentences, or allowing oral narration instead of full written text. Plants shall be known in the province (contextualized).	English/Filipino - Procedural text Science - Plants and Habitat TLE - Agriculture MAPEH (Music and Arts) - Reflecting cultural identity of their province
Selling our Harvest	Simulate selling harvested or imagined produce. They compute costs, income, and profit, and present their results using tables and short explanations. Learners explain how pricing decisions affect earnings.	Use realistic but simple numbers. Spreadsheet tools may be optional. Differentiate by complexity of computation or by pairing learners strategically.	Math - Operations, money TLE - Agriculture English/Filipino - Explanatory text
Garden Design	Learners design a garden plot using triangles and quadrilaterals, labeling sides and angles, and integrate visual elements (e.g., colors, patterns, symbols, and motifs inspired by local arts and crafts that reflect the cultural identity of their province. They calculate the perimeter of each plot and explain why the shapes are suitable for planting areas.	Provide grid paper or manipulatives. For support, limit shapes; for challenge, allow composite figures. Can work as a pair task.	Math - Geometry TLE - Agriculture English/Filipino - oral explanation MAPEH - Arts elements

Table 1. Sample Integrative Assessments in Grade 4 Term 1

2. An integrative assessment rubric serves as an assessment tool for evaluating integrative PTs implemented across multiple learning areas within the same grade level and quarter. It enables teachers from different subjects to collaboratively assess a shared performance task while applying subject-specific rubrics aligned with their respective learning competencies and standards. Through this approach, rubrics function as structured tools that support consistent, transparent, and fair evaluation of learner outputs within integrative assessment. An example illustrating how this rubric may be applied in an integrative task across learning areas is presented in Table 2 below.

- a. **Integrative Assessment Title:** Seed to Harvest (Grade 4 – First Term)
 b. **Learning Areas Integrated:**
 i. **English/Filipino** – Procedural Text (use of time-order words, grammar, clarity of steps)
 ii. **Science** – Plant growth, basic needs of plants, early care
 iii. **TLE (Agriculture)** – Proper planting procedures
 iv. **MAPEH (Music & Arts)** – Cultural identity through creative expression
 c. **Sample Rubric:**

Criteria	Learning Area	Indicators	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Scientific Understanding of Plant Care	Science	Explains soil preparation, planting steps, and early plant care accurately	Demonstrates clear and accurate understanding of plant needs and processes with complete steps	Shows generally accurate understanding with minor gaps	Shows partial understanding; some incorrect or missing steps	Shows limited or incorrect understanding of plant care
Procedural Writing and Language Use	English/Filipino	Uses time-order words, clear steps, and appropriate grammars	Steps are clearly sequenced, uses appropriate time-order words consistently, grammar is correct	Mostly clear sequence; minor grammar errors	Some sequence errors; limited use of time-order words; noticeable grammar errors	Steps unclear; lacks sequence; frequent grammar errors
Application of Agricultural Practices	TLE	Demonstrates proper planting process (actual or simulated)	Correct and complete planting procedures demonstrated	Mostly correct procedures with minor omissions	Incomplete or partially correct procedures	Incorrect or minimal demonstration of planting steps
Cultural Expression and Creativity	MAPEH	Integrates meaningful cultural element (song, rhythm, art, motif)	Creative, meaningful, and clearly reflects provincial cultural identity	Cultural element present and relevant	Cultural element present but weakly connected	Cultural element missing or not connected

Table 2. Sample Integrative Assessment Rubric

3. To ensure a fair, cohesive, and meaningful assessment of integrative PTs, each learning area involved in the activity shall apply its own subject-specific rubric in assessing the same learner output. While the product or performance is shared, scores shall be recorded separately for each subject to reflect the distinct competencies targeted by the respective learning areas. Teachers may prepare or adapt rubric indicators aligned with their specific grade-level standards and learning outcomes, ensuring that the assessment remains relevant and appropriate to their subject.
4. Collaborative planning among subject teachers is strongly encouraged prior to the administration of the performance task to ensure coherence in the design, expectations, and assessment strategies. Likewise, post-assessment discussions should be conducted to calibrate scoring and reflect on the effectiveness of the integrative approach.
5. Schools shall ensure that, during LAC sessions or End-of-Term activities, teachers collaboratively identify and plan possible points of integration or integrative assessments across learning areas for the succeeding term. This structured planning process promotes coherence, alignment of competencies, and meaningful interdisciplinary learning experiences for learners.

Annex C

Guides on Descriptive Grading, Assessment Practices, and Reporting in Key Stage 1

1. This Annex guides KS1 teachers in implementing descriptive grading through manageable, integrated, and developmentally appropriate assessment practices. It explains how teachers may gather evidence, interpret learner progress, provide support, prepare descriptive reports, and make informed instructional or promotion decisions, through a continuous cycle.

Gather evidence	Teachers shall gather evidence through daily instruction, classroom routines, observation, oral responses, learner outputs, play-based activities, guided demonstrations, and integrated PTs.
Provide feedback and support	Teachers shall provide support in response to learner needs, either through feedback, guided practice, differentiation, accommodations, small-group support, or appropriate intervention programs.
Record progress	Teachers shall look for the learner's most consistent level of performance over time. Teachers shall record the learner's progress using the prescribed Performance and Competency Evaluation (PACE) Form and communicate strengths, progress, and next steps through the Learner's Progress Report (SF9).
Decide on promotion and next steps	At the end of the term or school year, teachers shall use accumulated evidence to determine whether the learner is ready to move forward, needs continued support, or may need more time in the grade level.

Table 1. Descriptive Grading and Learner Progress Monitoring Cycle in KS1

Gather Evidence

2. The first step in the KS1 descriptive grading and learner progress monitoring cycle is the systematic gathering of evidence of learning through developmentally appropriate, integrated, and meaningful classroom experiences. This process may be carried out through the following practices:
 - a. Assessment in KS1 shall be integrated into teaching and learning. This approach reinforces that assessment need not interrupt learning. Instead, teachers observe learning as it naturally occurs, using descriptive rubrics, anecdotal records, and developmental indicators to interpret and respond to each learner's progress.
 - b. The process begins with identifying/clustering learning competencies (within and across learning areas), where teachers organize competencies to ensure coherent and developmentally appropriate instruction.
 - c. Teachers are encouraged to design tasks (with aligned rubrics or developmental indicators) that allow learners to demonstrate competencies across multiple learning areas, rather than administering

separate tasks per subject. This approach reduces assessment overload and promotes more coherent and meaningful learning experiences.

- d. Where appropriate, teachers may organize **Assessment Centers** or similar classroom activities where learners rotate through meaningful tasks (or stations) while the teacher observes and records evidence of learning. When implementing Assessment Centers, teachers are encouraged to keep them simple and manageable based on the context.
- e. For example, during a task such as preparing a class “Help Station,” a Grade 1 learner may sort and label items (Mathematics and Language), write simple instructions (Reading and Literacy), practice sharing materials (GMRC), and reflect on the value of helping (Makabansa). The learner experiences the activity as meaningful and engaging, while the teacher systematically gathers evidence across multiple competencies, including those demonstrated through behavior and interaction.
- f. **Decision point: Is the learning evidence sufficient enough to help me identify how I might support the learner?**
 - i. If NO, gather more evidence, consider varied assessment strategies, or consult parents and guardians
 - ii. If YES, teacher may proceed to provide appropriate supports based on evidence

Provide Appropriate Supports

3. The second step in the KS1 descriptive grading and learner progress monitoring cycle is the provision of appropriate supports based on analyzed evidence of learning. Teachers shall interpret learner progress over time and provide responsive instructional support according to the learner’s demonstrated needs and level of readiness through the following approaches:
 - a. Teachers shall analyze evidence over time and interpret learner progress. Early intervention checkpoints can also be analyzed, such as the Comprehensive Rapid Literacy Assessment (CRLA), Rapid Mathematics Assessment (RMA), First Summative Test (ST1), etc. At this stage, teachers review available evidence from instruction, formative assessment, and early assessment results to determine learner progress in foundational skills.
 - b. If the learner shows difficulty or gaps in foundational skills, the teacher proceeds to implement remedial intervention (i.e., ARAL), particularly for learners demonstrating Developing and Emerging levels. These interventions are targeted and responsive, addressing specific learning gaps through strategies such as guided instruction, small-group work, and scaffolded tasks. The teacher also communicates with parents to inform them of the learner’s needs and to engage them in supporting the learner at home. After intervention, instruction continues to monitor progress and provide further support as needed.
 - c. If the learner shows sufficient progress toward grade-level expectations but may still need to improve consistency, such as those mostly demonstrating Connecting levels, teachers may continue regular instruction with further feedback and guided practice.

- d. If the learner shows evidence of readiness, particularly for those demonstrating Advancing and Benchmarking levels, the teacher can provide enrichment, extension, leadership opportunities, or more challenging tasks.
- e. **Decision point: Is there consistent learning evidence?**
 - i. If NO, gather more evidence to be interpreted, analyzed for patterns
 - ii. If YES, teacher can proceed to record progress

Record Progress

- 4. The third step in the KS1 descriptive grading and learner progress monitoring cycle is the systematic recording of learner progress based on accumulated evidence of learning. Teachers shall document learner progress continuously and meaningfully to support accurate reporting, instructional planning, and informed promotion decisions through the following practices:
 - a. Teachers shall record learner progress progressively using the PACE Form or other authorized tools, which should be accomplished as needed and done progressively across the term. Teachers record the learner's most consistent level of performance supported by multiple sources of evidence, including summative assessments, observations, anecdotal records, and behavioral indicators. Recording is continuous and not limited to end-of-term encoding.
 - b. Teachers shall not be required to record every formative interaction or prepare separate narrative reports beyond the prescribed forms. Narrative remarks shall be brief, clear, and useful for parents or guardians.
 - c. **Decision point: Have all targeted learning competencies for the term been sufficiently covered?**
 - i. If NO, teacher determines appropriate strategies (such as moving some competencies into the next term or administering additional activities and assessments), to prevent premature reporting ensuring all learning competencies are adequately taught and assessed
 - ii. If YES, teacher considers the learner's progress documented and can proceed to decide on promotion and next steps at the end of the SY

Deciding on Promotion and Next Steps

- 5. The final step in the KS1 descriptive grading and learner progress monitoring cycle is deciding on promotion and next steps based on a holistic review of learner development and accumulated evidence of learning. Teachers and schools shall use professional judgment and available evidence to determine appropriate learner progression, intervention, and support through the following considerations:
 - a. Promotion decisions in KS1 shall be based on a holistic review of learner progress, readiness, and support provided.

- b. Teachers and schools shall consider the learner's overall progress, readiness, available assessment evidence, and participation in interventions and support provided by the school.
- c. Learners who are ready for the next grade level shall be promoted, with appropriate support or enrichment planned for the next cycle.
- d. Learners who continue to show significant difficulty in foundational literacy, numeracy, or other developmental competencies despite sustained support, may be recommended for strengthened intervention or retention within the grade level, when it is determined to be in the best interest of the learner's development and long-term learning progress.
- e. Promotion, retention, and learner support decisions shall follow Section VIII of this Order.

Descriptive Grading and Conversion to Numerical Grades (For Grades 1 to 3)

- 6. In cases where numerical grades are required for Grade 1 to 3, such as when learners transfer to schools not yet implementing the descriptive grading system, the following **conversion matrix** shall be used. The **equivalent numeric values represent grade ranges and shall not be interpreted as exact computed grades**, but as indicative equivalents aligned with the learner's descriptive performance level:

Descriptive Grade	Equivalent Numeric Grade Range
Advancing	90 - 100
Benchmarking	80 - 89
Connecting	75 - 79
Developing	65 - 74
Emerging	0 - 64

- 7. Conversion to numerical equivalents shall be made only when formally required, and the progress report must clearly indicate that the original basis of the grade was descriptive.

- b. Teachers and schools shall consider the learner's overall progress, readiness, available assessment evidence, and participation in interventions and support provided by the school.
- c. Learners who are ready for the next grade level shall be promoted, with appropriate support or enrichment planned for the next cycle.
- d. Learners who continue to show significant difficulty in foundational literacy, numeracy, or other developmental competencies despite sustained support, may be recommended for strengthened intervention or retention within the grade level, when it is determined to be in the best interest of the learner's development and long-term learning progress.
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Descriptive Grade	Equivalent Numeric Grade Range
Advancing	90 - 100
Benchmarking	80 - 89
Connecting	75 - 79
Developing	65 - 74
Emerging	0 - 64

- 7. Conversion to numerical equivalents shall be made only when formally required, and the progress report must clearly indicate that the original basis of the grade was descriptive.

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Annex D

Guidelines on Numeric Grading System for Key Stage 2 to 4

- For KS2 to KS4, a numeric grading system shall be used. Grades shall be computed based on a weighted scale per learning area, using prescribed components such as WWs, PTs, and EXs.

Grade Components and Steps in Computing Grades

- To ensure fair, transparent, and consistent grading practices across all key stages, the following steps shall be followed when computing learners' FGs:

Step 1: Determine the Total Raw Scores (RS) for Each Component

All raw scores from the different student outputs—WVs, PTs, and EXs (if applicable)—are summed up. This produces the total RS per component.

Step 2: Convert RS to Percentage Scores (PS)

To make the component scores comparable and aligned in scale, the total raw scores are converted into PS using the formula below:

$$\text{Percentage Score (PS)} = (\text{RS}/\text{Highest Possible Score}) \times 100$$

- This step ensures that scores reflect performance proportionally and fairly across various assessments.

Step 3: Compute the Weighted Scores (WS)

Each component's PS is then multiplied by its assigned **weight** based on the subject area guidelines. This reflects the relative importance of each component in the subject. The formula is:

$$\text{WS} = \text{PS} \times \text{Weight (\%)}$$

- WS shall be calculated based on the assigned weight, as follows:

Grade 4 to 10 Learning Areas	WVs	PTs	EXs
English, Filipino, Mathematics, Science, AP, GMRC/VE	20%	50%	30%
EPP/TLE, MAPEH	20%	60%	20%

Table 1. Weight of the Components for Grade 4 to 10

- The grading system for the Strengthened SHS follows a different set of weights for each component, as shown in Table 2.

Component	Core	Academic Electives				TechPro Electives	
		All Other Electives	Arts, Sports, Health and Wellness Electives	Field Experience		All Other Electives	Work Immersion
				Field Exposure, Arts Apprenticeship, Creative Production and Innovation	Research, Design and Innovation		
WVs	20%	20%	20%	15%	40%	15%	20%
PTs	50%	50%	60%	70%	60%	65%	80%
EXs	30%	30%	20%	15%	---	20%	---

Table 2. Weight of the Components for Grade 11 to 12

Step 4: Add All WSs to Get the Initial Grade (IG)

The sum of the WSs across all components becomes the learner's **IG** for the term.

Step 5: Apply the Transmutation Table (if applicable)

For Key Stages using a transmuted grading system (e.g., SY 2026–2027 transition for KS2 to KS4), the IG is then transmuted to a TG using the prescribed **Adjusted Transmutation Table**, where an IG of 70.00 corresponds to a TG of 75, and so on. **The TG shall be written as a whole number.**

6. In the computation of grades, the **EXs** component, which consists of **STs and TE**, shall be distributed as follows: **30% for ST1, 30% for ST2, and 40% for the TE.**
7. Given the applied and performance-based nature of SHS Field Exposure, Arts Apprenticeship, Creative Production, and Innovation, the EXs component shall consist solely of a TE, with no STs, and shall carry the full 15% weight. In SHS Research 1 and 2 and Design and Innovation, WWs (40%) shall cover quizzes and progressive documentation such as Review of Related Literature (RRL) matrices, tool adaptation, and portfolios, while PTs (60%) shall focus on major outputs, including the research proposal, final manuscript, and oral presentation. For SHS Work Immersion, the 20% WWs component shall refer to the learner's portfolio, while the 80% PTs component shall correspond to the industry evaluation or grade provided by the workplace supervisor. Detailed specifications shall be provided in a separate issuance for the implementation of the Strengthened SHS Curriculum.
8. The assessment and grading system for GMRC (KS2) and VE (KS3) shall be divided into three main components: WWs, PTs, and EXs with inclusion of the Cognitive, Affective, and Behavioral domains ensuring a holistic evaluation of learners' knowledge, attitude, and actions. Refer to Table 3 for the weighted components for GMRC and VE.

Component	Weight	Domain	Percent
WWs	20%	Cognitive	10%
		Affective	10%
PTs	50%	Cognitive	10%
		Affective	10%
		Behavioral	30%
EXs	30%	—	30%

Table 3. Weight of the Components weighted for GMRC and VE

Adjusted Transmutation Table (only for SY 2026-2027)

9. To align assessment practices with the goals of quality, equity, and learner-centeredness, an **adjusted transmutation table** shall be adopted for **KS2 to KS4 for SY 2026–2027, including Grades 2 and 3 that are still implementing the numerical grading system.** This serves as a **transition measure** toward the full implementation of a **zero-based grading system**

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starting SY 2027–2028. Refer to Table 4 for the **Adjusted Transmutation Table**.

Initial Grade	Transmuted Grade	Initial Grade	Transmuted Grade
99.50 – 100.00	100	74.72 – 75.89	79
98.32 – 99.49	99	73.54 – 74.71	78
97.14 – 98.31	98	72.36 – 73.53	77
95.96 – 97.13	97	71.18 – 72.35	76
94.78 – 95.95	96	70.00 – 71.17	75
93.60 – 94.77	95	65.34 – 69.99	74
92.42 – 93.59	94	60.67 – 65.33	73
91.24 – 92.41	93	56.01 – 60.66	72
90.06 – 91.23	92	51.34 – 56.00	71
88.88 – 90.05	91	46.67 – 51.33	70
87.70 – 88.87	90	42.01 – 46.66	69
86.52 – 87.69	89	37.34 – 42.00	68
85.34 – 86.51	88	32.68 – 37.33	67
84.16 – 85.33	87	28.01 – 32.67	66
82.98 – 84.15	86	23.35 – 28.00	65
81.80 – 82.97	85	18.68 – 23.34	64
80.62 – 81.79	84	14.01 – 18.67	63
79.44 – 80.61	83	9.35 – 14.00	62
78.26 – 79.43	82	4.68 – 9.34	61
77.08 – 78.25	81	0.00 – 4.67	60
75.90 – 77.07	80		

Table 4. Adjusted Transmutation Table

10. The adjusted transmutation table serves as a mathematical conversion guide that transforms the raw or IGs obtained by learners into transmuted grades within the bounded scale of 60 to 100. It is applied only after the computation of the learner’s IG based on the WSs from the different components of summative assessment. This process ensures a consistent, transparent, and standards-based interpretation of learner performance across contexts.
 - a. Under this revised table, the **minimum IG required to obtain a passing transmuted grade of 75 is 70.00. It applies proportionally distributed intervals to improve differentiation, reduce grade distortion, and enhance the accuracy and interpretability of reported learner performance.** This adjustment reflects the Department’s intent to raise expectations on learner mastery while providing a more realistic and developmentally appropriate calibration of performance. The grade of 75 continues to represent the standard for minimum proficiency, and this revised calibration emphasizes the importance of reaching this raw performance threshold.
 - b. The table is structured such that IGs from 70.00 to 100.00 are proportionally distributed across TGs from 75 to 100 using consistent and calibrated intervals. IGs below 70 are mapped to transmuted grades from 60 to 74, **with 60 as the minimum reportable grade.** This approach maintains a standards-based interpretation of performance

while upholding learner dignity, promoting a growth mindset, and signaling the need for remediation and additional support.

- c. As a transitional mechanism toward the implementation of zero-based grading, this table introduces a higher standard of competency while providing a stable and supportive context for learners to adjust and strengthen their study habits. It reflects a shift from compensatory grading practices toward a system that emphasizes demonstrated achievement, ensuring that reported grades increasingly serve as reliable and credible indicators of learner capability.

- 11. The table below shows a sample computation to attain TG in Science 6 with the adjusted transmutation table.

	Written/Oral Works (20%)							Product/Performance Task (50%)					Summative Tests and Term Exam (30%)							IG	Term Grade	
	1	2	3	4	TOTAL	PS	WS	1	2	TOTAL	PS	WS	ST1	ST2	TE	WS ST1 (30%)	WS ST2 (30%)	WS TE (40%)	PS (ST & TE)			WS (ST & TE)
Highest Possible Score	20	25	20	20	85	100	20%	25	25	50	100	50%	20	20	40	30	30	40	100	30%	100	100
Learner A	17	22	20	15	74	87	17.4%	20	23	43	86	43%	15	18	35	22.5	27	35	84.5	25.4%	85.8	88

Table 5. Sample Computation of TG in Science for KS2

- 12. The learner’s IG is computed by combining the WSs from the three components: WWs (20%), PTs (50%), and STs (30%). Each component is first converted to a PS and then multiplied by its assigned weight to obtain the WS. For the EXs, individual scores are weighted as 30% for ST1, 30% for ST2, and 40% for the TE, and then combined before applying the overall 30% weight. The sum of all WSs yields the **IG**, which is then transmuted using the adjusted transmutation table to determine the final **TG**.

The Zero-Based Grading System

- 13. Beginning SY 2027–2028, DepEd shall implement a **Zero-Based Grading System** for KS2 (Grades 4-6) to KS3 (Grades 7-10). This system discontinues the use of a transmutation table, ensuring that the **computed grade directly corresponds to the TG** reflected in the report card. This shift promotes transparency, accuracy, and alignment between learners’ actual performance and the grades they receive.
- 14. The Zero-Based Grading System enhances **the integrity of classroom assessment** by making the grading process more intuitive and comprehensible for both learners and teachers. It eliminates artificial inflation or compression of scores and encourages learners to monitor their progress more realistically based on actual performance.
- 15. In this system, the TG is computed by aggregating the WSs across the grading components (WWs, PTs, and EXs), following the prescribed weight distribution for each learning area and grade level. **No transmutation or conversion is applied.**

16. The table below shows a sample computation to attain TG using zero-based grading system for Mathematics 7 in KS3.

	Written/Oral Works (20%)						Product/Performance Task (50%)						Summative Tests and Term Exam (30%)						Term Grade		
	1	2	3	TOTAL	PS	WS	1	2	3	TOTAL	PS	WS	ST1	ST2	TE	WS ST1 (30%)	WS ST2 (30%)	WS TE (40%)		PS (ST & TE)	WS (ST & TE)
Highest Possible Score	20	25	20	65	100	20%	25	25	25	75	100	50%	25	20	50	30	30	40	100	30%	100
Learner A	15	22	20	57	87.7	17.5%	20	23	20	63	84	42%	19	16	42	22.8	24	33.6	80.4	24.12%	84

Table 6. Sample Computation of Term Grade in Mathematics for KS3

17. To compute the TG in Mathematics 7, the learner's scores are converted into Percentage Scores (PS) and multiplied by their assigned weights: WWs ($87.7 \times 20\% = 17.5$), PTs ($84 \times 50\% = 42$), and STs ($80.4 \times 30\% = 24.12$), where the EXs (i.e., STs-TE) component is weighted at 30% and internally distributed as 30% for ST1, 30% for ST2, and 40% for the TE. The sum of the WSs yields an **IG of 83.6**, which is rounded to **84** as the **TG**.
18. To ensure fairness and provide a baseline reference in the reporting of grades—especially in cases where learners may have performed poorly despite participation and effort—the **default minimum grade to be reflected in the report card shall be set at 60**. This default grade is meant to signal the need for targeted support and intervention, without prematurely labeling learners as failures, while still upholding accountability in the grading system.


Promotion and Retention

19. Promotion, remediation, conditional promotion, retention, and attendance policies shall follow the provisions under Section VIII of this Order.
20. For learning areas with multiple components such as MAPEH and Mabisang Komunikasyon/Effective Communication, the learner shall be considered to have passed if the FG—computed as the average of the individual components—is 75 or above. Accordingly, even if a learner fails in one component but attains a passing overall or FG, the learner shall still be considered passed.
21. **SRCs shall be conducted as part of the EOSY Intervention Program**, with the specific schedule to be provided in the School Calendar policy issuance. Also, the conduct and implementation of SRC shall be further detailed in a separate DepEd issuance. Upon completion of remediation, the **school shall issue a Certificate of Recomputed Final Grade** to the learner. Refer to Figure 7 below for a sample template of the Certificate of Recomputed Final Grade.


Annex E

Report on Learning and Progress (Kindergarten Progress Report)

The Kindergarten Progress Report Template shall be reproduced by the SDO or school, as applicable, for each enrolled Kindergarten learner. The sample template is presented below.



Republic of the Philippines
Department of Education
Region _____
SCHOOLS DIVISION OFFICE OF _____
District _____
Municipality/City, Province _____



School _____

KINDERGARTEN PROGRESS REPORT
School Year _____

Name _____ LRN _____
 Section _____ Teacher _____ Birthdate _____
 Age of the Child (Beginning of SY) Years _____ Months _____ Age of the Child (End of SY) Years _____ Months _____


This progress report informs parents about their child's learning achievements based on the Kindergarten Curriculum Guide. It provides a summary of the child's performance and indicates their level of progress across different developmental domains every ten (10) weeks of each quarter. The report also helps determine whether additional time and follow-up support are needed for the child to achieve the expected competencies. Each competency is marked as **BG - Beginning**, **DV - Developing**, and **CO - Consistent**.

Competency	Rating			Competency	Rating		
	T1	T2	T3		T1	T2	T3
I. Sensory Perceptual and Motor Development				IV. Language, Literacy, and Communication Development			
1. Identifies external body parts and their functions				A. Listening and Viewing			
2. Identifies ways to care for and protects one's body				1. Identifies familiar environmental sound			
3. Demonstrates gross motor skills (locomotor, non-locomotor)				2. Recalls what happens first, middle and end in a story			
4. Moves body parts as directed				3. Retells story in sequence			
5. Demonstrates fine motor skills (tearing, cutting, rolling, molding with playdough)				4. Follows 1-2 step instructions			
II. Socio-emotional Development				5. Recognizes non-decodable words in and out of context automatically			
1. Identifies and expresses feelings in appropriate ways				6. Recognizes sight words			
2. Recognizes and respect feelings of others				B. Sight Word Recognition			
3. Expresses needs and preferences				7. Identifies first and last name			
4. Behaves appropriately in different situations				8. Identifies classmates, teachers, family member			
5. Participates in classroom routines and activities				9. Identifies familiar objects at home, in school and in the community			
6. Follows classroom and school rules				10. Uses polite greetings and courteous expressions in varied situations			
7. Fulfills classroom responsibilities				11. Relates personal experiences to story events			
III. Cognitive Development				12. Expresses ideas and feelings using phrases and simple sentences			
1. Identifies attributes of objects (color, shape, size)				C. Speaking			
2. Matches objects based on attributes				7. Identifies first and last name			
3. Describes objects based on attributes (shape, color, taste, texture)				8. Identifies classmates, teachers, family member			
4. Classifies objects by a single attribute (color, shape, size)				9. Identifies familiar objects at home, in school and in the community			
5. Reclassifies objects according to multiple attributes				10. Uses polite greetings and courteous expressions in varied situations			
6. Arranges objects according to specific attributes				11. Relates personal experiences to story events			
7. Recognizes, extends and create patterns using concrete objects				12. Expresses ideas and feelings using phrases and simple sentences			
8. Measures size, length, capacity and mass of objects using non-standard measuring tools				D. Reading			
9. Identifies position of objects (in, on, over, under, top, bottom)				Phonological/Phonemic Awareness			
10. Compares quantities of objects (more/less)				13. Orally segment sounds a. syllable b. onset and rime c. phoneme by phoneme			
11. Counts with one-to-one correspondence				Letter Knowledge			
12. Recognizes numerals				14. Identifies uppercase letters			
13. Matches numerals to objects				15. Identifies lowercase letters			
14. Adds and subtracts using concrete objects				16. Matches upper and lowercase letters			
15. Recognizes clock as measure of time (hours and minutes)				Letter Sound Relationship			
16. Shows awareness and care for the natural and physical environment				17. Identifies letter sounds			
17. Talks about participation in cultural and religious activities				18. Matches letters and their corresponding sounds			
18. Shows awareness of the importance of caring for the natural and physical environment through simple practices (e.g., sorting trash, helping to clean up)				E. Comprehension			
19. Predicts outcomes in familiar stories read aloud in class				19. Uses a variety of strategies to gain meaning of leveled texts			
20. Suggests solutions to problems in class activities and stories read aloud in class				20. Uses print and illustrations to make meaning			
				F. Concepts of Print			
				21. Demonstrates book handling skills			
				22. Distinguishes between letters, words, and sentences			
				23. Demonstrates awareness of print (left to right and top to bottom)			
				G. Writing			
				24. Traces/draws/copies shapes, designs, pictures			
				25. Traces/copies/writes name, words			
				26. Writes uppercase and lowercase letters			
				27. Spells sight words			
				28. Spells simple words phonetically			


Annex F

Progress Report Template for Grades 1 to 3

The Learner's Progress Report Template and the Performance and Competency Evaluation (PACE) Form shall be reproduced by the SDO or school, as applicable, for each enrolled learner. The sample template is presented below.



Republic of the Philippines
Department of Education
Region _____
SCHOOLS DIVISION OFFICE OF _____
District _____
Municipality/City, Province _____
School _____



LEARNER'S PROGRESS REPORT (GRADE 1)
School Year _____

LRN _____ Name _____ Sex _____
Grade & Section _____ Adviser _____ Age _____

Dear Parents/Guardians,
This report provides a **descriptive account of your child's learning progress** for each term. It highlights what your child can already do, what they are currently developing, and how they can be further supported.
This report is based on **varied evidence of learning**, including classroom activities, observations, learner outputs, and assessments. It is designed to give a clearer and more meaningful understanding of your child's development rather than relying on numerical or letter grades.

TERM 1 (UNANG TERMINO)

What Your Child Can Do
(Mga Nagagawa)

What Your Child Is Learning To Improve
(Dapat Linangin)

Parent's/Guardian's Signature _____

ATTENDANCE RECORD

Term	Month	No. of School Days	No. of Days Present	No. of Days Absent
1	June			
	July			
	August			
2	September			
	October			
	November			
3	December			
	January			
	February			
		March		
		April		
		TOTAL		

IMPORTANT NOTE TO PARENTS/GUARDIANS

A detailed record of your child's progress across specific learning competencies is attached in the succeeding pages. This includes the monitoring of skills in Reading and Literacy, Language, Mathematics, Good Manners and Right Conduct, and *Makabansa*.
Performance levels used in monitoring:

Letter Grade	Descriptor	Description
A	Advancing <i>(Namumukod nang)</i>	Consistently demonstrates skills and understanding beyond expectations; applies learning independently and confidently.
B	Benchmarking <i>(Napamamalas)</i>	Meets expected learning standards; demonstrates skills and understanding with consistency.
C	Connecting <i>(Natutugon)</i>	Shows developing understanding and skills; requires minimal guidance to meet expectations.
D	Developing <i>(Napatutalad)</i>	Demonstrates emerging skills and understanding; requires regular guidance and support.
E	Emerging <i>(Nagsisimula)</i>	Beginning to demonstrate basic skills; requires close supervision and targeted intervention.

TERM 2 (IKALAWANG TERMINO)

What Your Child Can Do
(Mga Nagagawa)

What Your Child Is Learning To Improve
(Dapat Linangin)

Parent's/Guardian's Signature _____

CERTIFICATE OF TRANSFER

This is to certify that the above named learner has satisfactorily completed the requirements for the grade level indicated.

Admitted to Grade _____
Eligible for Admission to Grade _____
Approved _____

Adviser

School Head

TERM 3 (IKATLONG TERMINO)

What Your Child Can Do
(Mga Nagagawa)

What Your Child Is Learning To Improve
(Dapat Linangin)

Parent's/Guardian's Signature _____

CANCELLATION OF ELIGIBILITY TO TRANSFER

Admitted in: _____ Date _____

School Head

Copy

PERFORMANCE AND COMPETENCY EVALUATION (PACE) FORM

LRN _____

Name _____

Section _____

General Instructions: Teachers shall accomplish this form on a regular basis throughout the term, not as a one-time entry, by recording the learner's level of attainment for each learning competency using the appropriate descriptor: A (Advancing), B (Benchmarking), C (Connecting), D (Developing), or E (Emerging). Entries shall be made in the corresponding term **only after the learner has engaged in a series of formative tasks and activities and has completed a relevant summative assessment.** The assigned level shall be based on sufficient and varied evidence of learning, including learner outputs, observations, anecdotal records, and other assessment results, and shall reflect the learner's most consistent level of performance.

READING AND LITERACY

No.	Learning Competencies	Rating			No.	Learning Competencies	Rating			
		T1	T2	T3			T1	T2	T3	
Phonological Awareness (aracy for literacy)										
1	Chant rhymes and poems.				19	Read sentences with appropriate speed, accuracy, and expression.				
2	Segment a two to three syllable word into its syllabic parts.					Comprehend stories.				
3	Identify rhyming words in nursery rhymes, poems, and chants.					a. Note important details in stories (character, setting, and events)				
4	Say two or three words that rhyme.					b. Sequence events in stories.				
5	Identify initial sounds (vowels, consonants, and semi-vowels, if any).					c. Infer the character's feelings and traits.				
Phonics and Word Study (sounds to words)										
6	Produce the sound of the letters of L1				20	d. Predict possible ending.				
7	Identify the letters in L1.					e. Relate story events to one's experience.				
8	Isolate sounds (consonants and vowels) in a word (beginning and/or ending).					f. Identify cause and effect of events.				
9	Substitute individual sounds in simple words to make new words.					g. Identify problem and solution in stories.				
10	Sound out words accurately					Comprehend informational text.				
Vocabulary and Word Knowledge (words)										
11	Use vocabulary referring to self, family, school, community, and environment.				21	a. Note significant details in informational texts (list and describe)				
	Identify words with different functions (naming and describing words)					b. Identify problem and solution.				
12	a. words that label persons, places, things, animals, actions, situations, ideas, and emotions				22	Narrate one's personal experiences.	a. oneself and family			
	b. words that describe persons, places, things, animals, actions, situations, ideas, and emotions						b. school			
							c. community			
13	Read high-frequency words accurately for meaning.				23	Use own words in retelling myths, legends, fables, and narrative poems. Express ideas about	a. oneself			
14	Read content-specific words (Math, Makabansa, and GMRC) accurately for meaning.						b. school			
15	Write words legibly and correctly.						c. community			
Book and Print Knowledge (book knowledge & print awareness)										
16	Recognize environmental print (symbols).				24	Respond creatively to texts (myths, legends, fables, and narrative poems).				
17	Recognize the parts of the book (cover page, title page, etc.).									
18	Recognize proper eye movement skills in reading: left to right, top to bottom, and return sweep.									

Note: Each colored square represents a language macro skill. Refer to the legend to identify the skill, and write the learner's rating directly on the colored square for each term.

LEGEND:

Listening	Copying and Guided Writing in response to Comprehension Questions
Speaking	
Reading	

LANGUAGE

No.	Learning Competencies	Rating			No.	Learning Competencies	Rating		
		T1	T2	T3			T1	T2	T3
Language for Interacting with Others									
1	Talk about one's personal experiences.				10	Participate in and contribute to group oral language activities (e.g., singing, chanting, <i>sabayang bigkas</i>).			
	a. oneself					Language for Developing and Expressing Ideas			
	b. school					11	Notice the features (e.g., sounds, intonation, signs) of their first language and other languages in familiar contexts.		
2	c. community				12	Recognize how a change in intonation (volume, pitch) and body language can change the meanings of utterances/expressions.			
	Participate in classroom interactions using verbal and non-verbal responses.					a. Recognize the difference between statements, questions, commands and exclamations.			
	a. Respond to teacher's instructions					b. Respond to change of tones and cues through facial expressions, gestures and actions.			
3	Interact purposefully and participate in conversations and discussions, in pairs, in groups, or in whole-class discussions.				13	Recognize how language reflects cultural practices and norms.			
	a. Make requests					a. Share about the language(s) spoken at home			
	b. Offer information					b. Share words and phrases in their language			
4	c. Communicate needs				14	c. Notice how local names of streets, places and landmarks have origins in their language.			
	d. Clarify information					Interacting with Texts			
	e. Seek help					15	View and listen to a range of texts for enjoyment and interest.		
5	f. Take part in or take turns in conversation or discussion				16	Recognize icons and symbols in various texts found in familiar contexts (e.g., printed and digital texts, books, magazines, environmental print).			
	Use common and socially acceptable expressions (e.g., greetings, leave-taking)					a. Engage with or respond to a range of texts.			
	a. Use simple and appropriate personal greetings					b. View or listen to spoken texts			
6	b. Use familiar terms of address				17	c. Identify a variety of purposes for viewing and listening to texts			
	c. Greet and respond appropriately to greetings					a. Discuss what is interesting or entertaining in a text			
	Share confidently thoughts, preferences, needs, feelings, and ideas with peers, teachers, and other adults.					b. Express personal preferences			
7	Express ideas using a variety of symbols (e.g., drawings, emojis, scribbles)				18	c. Express personal preferences			
	a. oneself					Creating Texts			
	b. school					19	Record and report ideas and events using some learnt vocabulary.		
8	c. community				20	a. Note and report main points			
	Use words to represent ideas and events.					b. Sequence up to key three (3) key events			
	a. words that represent people, animals and objects, locations (naming words)					c. Relate ideas or events to one's experience			
9	b. words that represent activities and situations (action words)				21	Use own words in retelling information from various texts (e.g., legends, fables, and jokes).			
	c. words that represent qualities or attributes (describing words)					a. Draw and discuss information or ideas from a range of texts (e.g., stories, images)			
	Use high frequency and content-specific words					a. Note and describe main points (e.g., main characters and events)			
10	a. oneself				22	b. Sequence up to key three (3) key events			
	b. school					c. Infer the character's feelings and traits			
	c. community					d. Predict possible endings			
11	Use language to express connections between ideas				23	e. Relate ideas or events to one's experience			
	a. Express compare and contrast					Note: Each colored square represents a language macro skill. Refer to the legend to identify the skill, and write the learner's rating directly on the colored square for each term.			
	b. Express cause and effect					LEGEND			
12	c. Use time words to relate ideas				Listening Speaking 				

MATHEMATICS

No.	Learning Competencies	Rating
Term 1		
Number and Algebra		
1	Count up to 100 (includes counting up or down from a given number and identifying a number that is 1 more or 1 less than a given number)	
2	Read and write numerals up to 100	
3	Recognize and represent numbers up to 100 using a variety of concrete and pictorial models (e.g., number line, block or bar models, and numerals)	
4	Compare two numbers up to 20.	
5	Order numbers up to 20 from smallest to largest, and vice versa	
6	Describe the position of objects using ordinal numbers: 1st, 2nd, 3rd, up to 10th.	
7	Compose and decompose numbers up to 10 using concrete materials	
8	Illustrate addition of numbers with sums up to 20 using a variety of concrete and pictorial models and describes addition as "counting up," and "putting together."	
9	Illustrate by applying the following properties of addition, using sums up to 20: a. the sum of zero and any number is equal to the number b. changing the order of the addends does not change the sum	
10	Solve problems (given orally or in pictures) involving addition with sums up to 20.	
Measurement and Geometry		
11	Identify simple 2-dimensional shapes (triangle, rectangle, square) of different size and in different orientation.	
12	Compare and distinguish 2-dimensional shapes according to features such as sides and corners	
13	Compose and decompose triangles, squares, and rectangles	
14	Measure the length of an object and the distance between two objects using non-standard units	
15	Compare lengths and distances using non-standard units	
16	Solve problems involving lengths and distances using non-standard units	
Term 2		
Number and Algebra		
1	Order numbers up to 100 from smallest to largest, and vice versa	
2	Counts by 2s, 5s and 10s up to 100	
3	Determine: a. the place value of a digit in a 2-digit number	
4	b. the value of a digit	
5	c. the digit of a number, given its place value	
6	Decompose any 2-digit number into tens and ones	
7	Add numbers by expressing addends as tens and ones (expanded form)	
8	Add numbers with sums up to 100 without regrouping, using a variety of concrete and pictorial models for: a. 2-digit and 1-digit numbers b. 2-digit and 2-digit numbers	
9	Solve problems (given orally or in pictures) involving addition with sums up to 100 without regrouping	
10	Illustrate subtraction involving numbers up to 20 using a variety of concrete and pictorial models and describes subtraction as "taking away."	
11	Find the missing number in addition or subtraction sentences involving numbers up to 20	
12	Write an equivalent expression to a given addition or subtraction expression (e.g., $2+3 = 1+4$; $10-5 = 6-1$).	
13	Solve subtraction problems (given orally or in pictures) where both numbers are less than 20	
14	Subtract numbers where both numbers are less than 100 using concrete and pictorial models, without regrouping: a. 2-digit minus 1-digit numbers b. 2-digit minus 2-digit numbers	
15	Subtract numbers by expressing minuends and subtrahends as tens and ones (expanded form), without regrouping	
Data and Probability		
16	Collect data in one variable through a simple interview.	
17	Present data in a pictograph without a scale.	
18	Interpret a pictograph without a scale	
19	Organize data in a pictograph without a scale into a table.	
Term 3		
Number and Algebra		
1	Determine the next term/s in a repeating pattern (patterns could use rhythmic properties, visual elements in the arts,)	
2	Create repeating patterns using objects, images, or numbers.	
3	Illustrate $1/2$ and $1/4$ as parts of a whole	
4	Compare $1/2$ and $1/4$ using models	
5	Count halves and quarters.	
6	Recognize coins (excluding centavo coins) and bills up to ₱100 and their notations	
7	Determine the value of a number of bills and/or a number of coins (excluding centavo coins) up to ₱100	
8	Compare different denominations of peso coins (excluding centavo coins) and bills up to ₱100.	
9	Solve 1-step problems (given orally or in pictures) involving addition of money where the sum is up to ₱100, or subtraction of money where both amounts are less than ₱100.	
Measurement and Geometry		
10	Identify the position of objects moved in half turn or in quarter turn, in clockwise or in counter-clockwise direction, given an initial facing direction.	
11	Read and write time by the hour, half hour, and quarter hour using an analog clock	
12	Give the days of the week and months of the year in the correct order	
13	Determine the day and month of the year using a calendar.	
14	Solve problems involving time (hour, half hour, quarter hour, days in a week, and months in a year)	

LRN _____

Name _____

Section _____

GOOD MANNERS AND RIGHT CONDUCT (GMRC)

No.	Nililinaag na Pagpapahalaga	Performance Standard	Rating
Term 1			
1	Tiwala sa Sarili (<i>Self Confidence</i>)	Naipakikita ang tiwala sa sarili sa pamamagitan ng paggamit ng mga batayang impormasyon sa mga angkop na sitwasyon.	
2	Pagsung Totoo (<i>Sincerity</i>)	Naipapakita ang pagiging totoo sa pamamagitan ng mabuting pakikipag-ugnayan sa kapwa.	
3	Tivnga (<i>Persistence</i>)	Naipakikita ang pagiging matiyaga sa pamamagitan ng palagiang pagtatabi ng mga naipong pera sa aikansiya o mga gamit sa lagayan.	
4	Madasalin (<i>Prayerful</i>)	Naipakikita ang pagiging madasalin sa pamamagitan ng wastong kilos at salita sa pananalangin.	
5	Mapagpasalamat (<i>Gratitude</i>)	Naipakikita ang pagiging mapagpasalamat sa pamamagitan ng pag-lingat ng mga yamang mula sa kapaligiran.	
6	Magalang (<i>Respectful</i>)	Naipakikita ang pagiging magalang sa pamamagitan ng mga angkop na kilos na nagbibigay halaga sa mga karapatang tinatamasa bilang bata.	
7	Kalinisan (<i>Cleanliness</i>)	Naipakikita ang kalinisan sa pamamagitan ng palagiang pagsunod sa mga alituntunin sa paghahinis ng katawan ayon sa gabay ng pamilya, tagapangalaga, o nakatatanda.	
Term 2			
1	Magalang (<i>Respectful</i>)	Naipakikita ang pagiging magalang sa pamamagitan ng wastong pagtugon sa mensahe ng kapwa.	
2	Responsible (<i>Responsible</i>)	Naipakikita ang pagiging responsible sa pamamagitan ng pakikisa sa mga munting gawain sa pamayanan ayon sa sariling kakayahan.	
3	Matulungin (<i>Helpful</i>)	Naipakikita ang pagiging matulungin sa pamamagitan ng pagtulong sa mga gawain ng pamilya sa tahanan ayon sa kakayahan.	
4	Matulungin (<i>Helpful</i>)	Naipakikita ang pagiging matulungin sa nakatatanda sa pamamagitan ng mga gawain makatutulong at makapagbibigay-ginhawa sa kanila nang may pagsasaalang-alang sa ligtas na paraan.	
5	Madasalin (<i>Prayerful</i>)	Nakapagsasanay sa pagiging madasalin sa pamamagitan ng pakikilahok sa pananalangin ng pamilya.	
6	Kalinisan (<i>Cleanliness</i>)	Naipakikita ang kalinisan sa pamamagitan ng pakikibahagi sa mga gawain ng pangangalaga sa kapaligiran.	
7	Masunurin (<i>Obedient</i>)	Naipakikita ang pagiging masunurin sa pamamagitan ng pagtalima sa mga mabuting gawi ng pamilyang Pilipino.	
8	Tiwala sa Sarili (<i>Self Confidence</i>)	Naipakikita ang tiwala sa sarili sa pamamagitan ng pagsasagawa ng mga gawain na nakabubuti sa sarili at sa kapwa bilang bahagi ng tagubilin ng pamilya.	
9	Mapagbigay (<i>Generosity</i>)	Naipakikita ang pagiging mapagbigay sa pamamagitan ng kusang-loob na pagbabahagi ng anumang mayroon siya.	
Term 3			
1	Magalang (<i>Respectful</i>)	Naipakikita ang pagiging magalang sa pamamagitan ng pagtalima sa mga tagubilin at alituntunin ng paaralangan.	
2	Kalinisan (<i>Cleanliness</i>)	Naipakikita ang kalinisan sa pamamagitan ng palagiang pagpapaulan sa kapwa-bata ng wastong pagpapanatili ng kaayusan at kalinisan ng kapaligiran.	
3	Mapagresbihisakit (<i>Compassion</i>)	Naipakikita ang pagiging mapagbigay sa pamamagitan ng kusang-loob na pagbabahagi ng anumang mayroon siya.	
4	Mapagbigay (<i>Generosity</i>)	Naipakikita ang pagiging mapagbigay sa pamamagitan ng kusang-loob na pagbabahagi ng anumang mayroon siya.	
5	Mabuting Mamamayan (<i>Good Citizenship</i>)	Nakapagsasanay sa pagiging mabuting mamamayan sa pamamagitan ng kusang-loob na pagtulong sa pamilya sa mga gawain pampamayanan.	
6	Magalang (<i>Respectful</i>)	Nakapagsasanay sa pagiging magalang sa pamamagitan ng angkop na kilos sa iba't ibang gawain panrehiyon o panunwala sa pamayanan.	
7	Mapagmalasakit (<i>Compassion</i>)	Naipakikita ang pagiging mapagmalasakit sa pamamagitan ng panghihikayat sa kapwa na maktisa sa mga simpleng gawain ng pangangalaga ng kapaligiran.	
8	Pagmamahal sa Bayan (<i>Love of Country</i>)	Naipakikita ang pagiging makabansa sa pamamagitan ng palagiang pagsunod sa mga panuntunan para sa mga sagsag ng bayan.	



MAKABANSA

No.	Learning Competencies	Rating
Term 1		
1	Nalalarawan na ang bawat tao ay may iba't ibang: a. Katangiang Pisikal b. Pangangailangan c. Interes at Kakayahan	
2	Naipaliwanag ang karapatan at tungkulin ng bawat bata.	
3	Napahahalagahan ang indibidwalidad ng bawat tao.	
Term 2		
1	Naipaliwanag ang konsepto ng pamilya batay sa bumubuo nito tulad ng two-parent, solo parent, extended family, at iba pa.	
2	Naipaliwanag ang papel at tungkulin ng mga kasapi ng pamilya.	
3	Napahahalagahan ang papel at tungkulin ng mga kasapi ng pamilya.	
Term 3		
1	Nalalahad ang mga batayang impormasyon tulad ng pangalan, pinagmulan, laki at lawak, kinatotooan, at kwento ng sariling paaralan.	
2	Naipaliwanag ang tungkulin ng mga taong bumubuo sa paaralan tulad ng punong-guro, guro, doctor, nars, dyanitor, mag-aaral at iba pa.	
3	Natutukoy ang kahalagahan ng mga palatandaan at estruktura mula sa tahanan patungo sa paaralan.	
4	Napahahalagahan ang sariling paaralan bilang bahagi ng pamayanan.	
5	Natutukoy ang iba pang kasapi ng pamayanan na umaagapay sa pamilya at paaralan.	
6	Naipaliwanag ang papel ng mga kasapi ng kinabibilangang pamayanan.	
7	Napahahalagahan ang papel ng mga kasapi ng kinabibilangang pamayanan.	

Annex G

Performance Report Template for Grades 4 to 12

The Grade 4 to 12 Performance Report Template shall be reproduced by the SDO or school, as applicable, for each enrolled learner. The sample template is presented below. This template may also be used for Grades 2 and 3 during the SYs in which the numerical grading system is still being implemented.

	Republic of the Philippines Department of Education Region _____ SCHOOLS DIVISION OFFICE OF _____ District _____ Municipality/City, Province _____ School _____		ATTENDANCE RECORD									
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Month</th> <th style="width: 70%;">No. of Class Days</th> <th style="width: 20%;">Total</th> </tr> </thead> <tbody> <tr> <td>No. of Days Present</td> <td></td> <td></td> </tr> <tr> <td>No. of Days Absent</td> <td></td> <td></td> </tr> </tbody> </table>	Month	No. of Class Days	Total	No. of Days Present			No. of Days Absent		
Month	No. of Class Days	Total										
No. of Days Present												
No. of Days Absent												
LEARNER'S PERFORMANCE REPORT School Year _____			TEACHER'S COMMENTS/REMARKS									
Name _____ Age _____ Sex _____ LRN _____ Grade _____ Section _____ Track (SHS only) _____			Term 1 _____ Term 2 _____ Term 3 _____									
Dear Parents, This Performance Report shows the ability and progress your child has made in the different learning areas as well as his/her core values. The school welcomes you should you desire to know more about your child's progress.												
LEARNING PROGRESS AND ACHIEVEMENT												
Learning Areas	TERM			Final Grade	Remarks							
	1	2	3									
Filipino												
English												
Mathematics												
Science												
Araling Panlipunan (AP)												
GMRC / Values Education												
EPP / TLE												
MAPEH												
Music and Arts												
Physical Education and Health												
	General Average											
PERFORMANCE DESCRIPTORS												
Grading Scale	Description	Remarks										
90-100	Advancing	Passed										
80-89	Benchmarking	Passed										
75-79	Connecting	Passed										
65-74	Developing	Failed										
0-64	Emerging	Failed										
CERTIFICATE OF TRANSFER												
This is to certify that the above-named learner has satisfactorily completed the requirements for the grade level indicated. Admitted to Grade _____ Eligible for Admission to Grade _____ Approved _____ _____ Adviser _____ School Head												
CANCELLATION OF ELIGIBILITY TO TRANSFER												
Admitted in: _____ Date: _____ _____ School Head												

Sample templates for the Grade 11 Academic Track and TechPro Track are presented below. The specific details on the number of elective subjects to be taken per term shall be provided in a separate policy on the Strengthened SHS Curriculum.

Grade 11 - Academic Track

Subjects	TERM			Final Grade	Remarks
	1	2	3		
Core Subjects					
Effective Communication / Mabisang Komunikasyon					
<i>Effective Communication</i>					
<i>Mabisang Komunikasyon</i>					
General Mathematics					
General Science					
Life and Career Skills					
Pag-aaral ng Kasaysayan at Lipunang Pilipino					
Elective Subjects					
Academic Elective 1					
Academic Elective 2					
Academic Elective 3					
General Average					

Grade 11 - TechPro Track

Subjects	TERM			Final Grade	Remarks
	1	2	3		
Core Subjects					
Effective Communication / Mabisang Komunikasyon					
<i>Effective Communication</i>					
<i>Mabisang Komunikasyon</i>					
General Mathematics					
General Science					
Life and Career Skills					
Pag-aaral ng Kasaysayan at Lipunang Pilipino					
Elective Subjects					
TechPro Elective 1					
General Average					

SHS Grade 12 - Academic Track

Subjects	TERM			Final Grade	Remarks
	1	2	3		
Elective Subjects					
Academic Elective 4					
Academic Elective 5					
Academic Elective 6					
Academic Elective 7					
Academic Elective 8					
Academic Elective 9					
Academic Elective 10					
Academic Elective 11					
Academic Elective 12					
General Average					

Annex H

Supplemental Guidelines on Awards and Recognition

1. In support of this Revised Guidelines on Classroom Assessment, Grading, and Awards and Recognition, schools shall implement a learner-centered, competency-based, and developmentally appropriate system of awards and recognition. This emphasizes holistic learner development, recognizes diverse forms of achievement, and ensures that awards are based on clear criteria, sufficient evidence, and authentic demonstration of competencies, rather than solely on numerical grades.

Classroom Awards

2. **Classroom Awards** are given to KS1 learners in each **class or section** to recognize meaningful progress. These may be granted at the end of the SY by the adviser and/or learning area teachers.
 - a. The **Character Traits Award** shall be granted at the end of each academic term to Kindergarten to Grade 3 learners based on the descriptive grading. These awards shall recognize learners' demonstrated values, positive learning behaviors, participation, and growth, aligned with developmentally appropriate standards and the DepEd core values. The purpose is to affirm learners' desirable traits and acknowledge meaningful improvement in behavior and disposition toward learning. **Teachers may contextualize the titles or descriptors** of these awards to suit the needs of their learners and community, provided that they remain aligned with the DepEd core values.
 - i. To ensure consistency while maintaining flexibility, recognition shall be limited to five (5) core awards.
 - ii. At the end of the SY, a **Certificate of Merit** shall be given to each learner that reflects the GMRC competency they most improved/excelled in throughout the SY. The articulation of the award shall use language that can be understood and appreciated by the learner receiving the award.
 - b. The **Perfect Attendance Award** shall be given to KS1 learners who have incurred no absences for the entire term, as reflected in School Form 2 - Learners Daily Official attendance records.

Grade Level Awards

3. In **KS2 to KS4**, the following **grade-level awards** shall be conferred upon learners to recognize diverse forms of achievement and holistic development.
4. **Academic Excellence Award** shall be granted to learners in Grade 4 to 12 who attain a GA of at least 90, with no FG lower than 80 in any learning area. Awardees shall be listed alphabetically to promote fairness and minimize undue competition. Eligible learners must have no derogatory records or recorded disciplinary cases within the SY. This award recognizes consistent academic performance, responsibility, and well-balanced achievement.

- a. The **Leadership Excellence Award** shall be granted to learner leaders or officers in KS2, KS3, and KS4 who demonstrate exemplary leadership qualities, such as initiative, responsibility, cooperation, and the ability to positively influence others in school activities, clubs, organizations, or community engagements.
- i. To qualify, the learner must have no failing grades in any learning area, no derogatory records or disciplinary cases within the SY, and must be a class officer or an active member or officer of a recognized school club, team, or organization.
 - ii. Evaluation shall be based on the following criteria: (1) motivational and communication skills (40%); (2) planning and organizational ability (40%); and (3) meaningful contribution to the school and/or community (20%). Only learners who obtain at least ninety percent (90%) of the total rating, as determined using the school's approved rubric, shall be considered awardees.
- b. **Excellence in a Specific Learning Area** is awarded to learners who demonstrate outstanding performance in a particular learning area. This recognition shall be conferred on the learner in each batch who obtains the highest FG in the specified learning area, provided that the grade is not lower than 90. For KS2 and KS3, the award shall be given in each learning area, while for KS4, it shall be given in each Core Subject and in each cluster of electives, provided that the learner has taken at least three electives within the cluster, or all electives offered by the school within that cluster when fewer than three are available. In cases where two or more learners attain the same highest FG, multiple awardees shall be recognized.
- c. **Excellence in Work Immersion, Field Exposure, and Arts Apprenticeship** is awarded to graduating SHS learners who obtain the highest grade in each of these respective areas and are duly endorsed by the industry partner or workplace supervisor. Awardees must have received a high performance or efficiency rating from both the direct supervisor and the subject teacher, reflecting diligence, consistency, and quality of performance throughout the immersion or apprenticeship. They must also have attained an outstanding academic rating of at least 90 in Work Immersion, Field Exposure, or Arts Apprenticeship, as reflected in the report card, based on their performance and outputs during the program
- d. **Excellence in Research** is awarded to Grade 12 graduating learners who have taken Research 1 and 2. Eligible learners—whether individuals, pairs, or groups of not more than four members—must have led the planning and execution of a research project that advances the potential applications of technology or generates findings that contribute to improved efficiency, productivity, and quality of life within the school and/or community. Table 1 outlines the evaluation criteria for Excellence in Research.

Criteria for Excellence in Research Award	Weight
FG from Research	20%
Research Output (Usefulness/Significance of Research—its contribution to the school and/or community or to the existing body of knowledge)	35%
Research Output (Rigor—soundness of methodology, including research design, data collection, and data analysis)	30%
Research Presentation and Defense	15%

Table 1. Evaluation Criteria for the Excellence in Research Award

- e. **Excellence in Design and Innovation** is awarded to Grade 12 graduating learners who have taken Design and Innovation 1 and 2. Eligible learners—whether individuals, pairs, or groups of not more than four members—must have led the planning and development of an innovation that applies technology to create practical solutions, prototypes, or systems that address real-world needs and improve efficiency, productivity, and quality of life within the school and/or community. Table X outlines the evaluation criteria for Excellence in Design and Innovation:

Criteria for Excellence in Design and Innovation Award	Weight
FG from Design and Innovation	20%
Innovation Output (Usefulness/Significance of the Innovation—how it addresses a real community need, relevance to the local context)	30%
Innovation Output (Originality—novel execution of an idea or application of existing innovations to a different context or sector)	20%
Innovation Output (Feasibility—cost-effectiveness, efficiency, practicality, and environmental safety)	20%
Innovation Presentation and Demonstration	10%

Table 2. Evaluation Criteria for the Excellence in Design and Innovation Award

- f. The **Special Recognition Awards** shall be granted to learners who bring honor to the school by achieving distinction in competitions, contests, exhibitions, or other significant endeavors at the **regional, national, or international levels** across academic, technical-professional, cultural, or athletic fields. These awards recognize learners who have represented and/or won in DepEd-recognized activities and have demonstrated exemplary performance in their respective areas.
- i. In addition to the awards specified in this Order, schools may provide appropriate recognition to learners who have contributed to the school's distinction and reputation. The certificates, medals, trophies, and/or plaques received by

learners from such activities shall be used to publicly affirm and acknowledge their achievements, which may be conferred during flag ceremonies or school recognition programs.

- ii. Awards given by external sponsors, partners, or donors shall be regulated by the school and must comply with DepEd policies. Such awards shall be consistent with the DepEd Vision, Mission, and Core Values, and shall be appropriately named after the trait, value, or achievement recognized, or after an esteemed person who is deceased.
5. Learners in Grades 2 and 3 that are still implementing the numerical grading system shall likewise be eligible for Academic Excellence Awards and other applicable grade-level awards.
6. Awardees shall receive certificates, medals, and/or plaques, bearing the official school and/or DepEd seal, in accordance with prescribed standards. **All major awards shall be accompanied by a gold medal**, while other forms of recognition may be conferred through certificates or plaques, as appropriate.
 - a. The medal shall bear the **DepEd seal** and shall conform to the following specifications: **diameter of 6 centimeters, weight of 30 grams, and a ribbon with a width of 1 inch in gold color**. Schools shall ensure that all award materials are of appropriate quality, accuracy, and dignity, consistent with the prestige of the recognition.
 - b. Certificates indicating the specific award shall be given to all awardees, with careful attention to accuracy, proportion, and completeness of details, including the **date and venue of the awarding ceremony**.
7. Schools shall coordinate with **external sponsors, partners, and donors** to ensure that any additional awards comply with these guidelines and remain consistent with DepEd standards. All awards shall be supported by **clear criteria and rubrics**, as prepared or adopted by the AC, to ensure fairness, transparency, and alignment with policy objectives.

The Awards Committee

8. Each school shall organize an **Awards Committee (AC)** at the beginning of the SY for each grade level. In small schools, only one (1) AC may be organized. The committee shall be composed of **at least three (3) qualified members** from the teaching staff, including a guidance counselor or designated teacher, and shall maintain an odd number of members. The chairperson may be a teacher, department head, grade-level chairperson, or curriculum head. Members of the AC must not be related within the second degree of consanguinity or affinity to any candidate for awards.
9. The AC shall be responsible for establishing the processes and timelines for nominations and selection of awardees, and for developing and approving criteria and rubrics aligned with this Order. It shall ensure that all procedures are fair, transparent, and evidence-based, and that these are clearly communicated to learners, parents, and other stakeholders (see Table 3 for the overview of processes). Throughout the process, the AC shall ensure that all evaluation results are properly documented, and that any concerns or

issues raised are addressed promptly in accordance with established guidelines.

Timeline	Actions of the AC
Beginning of SY until Term 1 (May to August)	AC shall establish the processes, timelines, and criteria for each award, develop the corresponding rubrics, and secure approval from the School Head.
	AC shall communicate the processes, timelines, and criteria to learners, parents, and other stakeholders during the opening period or not later than the end of Term 1. Communication may be done through face-to-face orientation, written notices, publication, or other appropriate means, with due acknowledgment or conformance from parents or guardians.
Middle of Term 3 (February)	Class advisers or club moderators shall identify and endorse qualified nominees based on the minimum requirements set in this policy.
	AC shall validate submitted documents and portfolios.
End of Term 3 (March)	AC shall conduct the Academic Deliberations to evaluate and deliberate on all candidates using the approved criteria and rubrics. Results of the evaluation shall be reviewed, finalized, and submitted to the School Head for approval.
	AC shall announce the final list of awardees to the school community, observing provisions on data privacy. This can be through formal notice duly acknowledged by the parents/guardians.

Table 3. Process and Timelines for the AC

10. The AC shall validate the authenticity of submitted documents and learner portfolios, deliberate on the qualifications of candidates based on approved criteria, and recommend the final list of awardees to the School Head or Principal for approval. It shall also communicate the results of the evaluation to stakeholders and recommend appropriate actions on any issues or concerns arising from the awards process.
11. In the evaluation of candidates, the AC shall use SF9 - Learner's Progress Report Card and SF10 - Learner's Permanent Academic Record, as primary references for Academic Excellence Awards, and verified portfolios of documents (e.g., certificates, awards, reports, and relevant evidence) for other awards. All deliberation results shall be properly documented, signed by the members of the committee, and certified by the School Head or Principal.
12. The School Head shall approve the final list of awardees upon the recommendation of the AC. In cases where the School Head is related within the second degree of consanguinity or affinity to any candidate, he or she shall inhibit from the process, and approval shall be made by the next ranking official.
13. All records and documents related to the awards shall be properly filed and maintained in the school for reference, and copies shall be submitted to the

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appropriate SDO, as required. The AC, in coordination with the School Head, may also assign appropriate roles to awardees during recognition or graduation ceremonies.

Filing and Resolution of Protests

14. Any protest regarding the results of the awards shall be filed by the learner, with the parent or guardian, to the School Head within five (5) working days from the announcement of awardees. The School Head shall act on the protest within two (2) working days from filing, taking into consideration the recommendations of the AC. All actions taken shall be properly documented.

ANNEX I**Quick Reference to Abbreviations**

Abbreviations	Meaning
AC	Awards Committee
AI	Artificial Intelligence
AP	Araling Panlipunan
ARAL	Academic Recovery and Accessible Learning Program
BCD	Bureau of Curriculum Development
BLD	Bureau of Learning Delivery
BLR	Bureau of Learning Resources
CID	Curriculum Implementation Division
CLMD	Curriculum and Learning Management Division
CO	Central Office
CRLA	Comprehensive Rapid Literacy Assessment
DAP	Developmentally Appropriate Practice
DepEd	Department of Education
DO	DepEd Order
EOSY	End-of-School-Year
EPP	Edukasyong Pantahanan at Pangkabuhayan
ESRU	Elicit – Student Response – Recognize – Use
EXs	Examinations
FG	Final Grade
FGD	Focus Group Discussion
FLP	Flexible Learning Program
GA	General Average
GMRC	Good Manners and Right Conduct
HOTS	Higher-Order Thinking Skills
ICTS	Information and Communications Technology Service
IG	Initial Grade
KS	Key Stage
KS1	Key Stage 1
KS2	Key Stage 2
KS3	Key Stage 3
KS4	Key Stage 4
LAC	Learning Action Cell
LGU	Local Government Unit
LIS	Learner Information System
LRMDS	Learning Resource Management and Development System
LUCs	Local Universities and Colleges
MAPEH	Music, Arts, Physical Education, and Health
MEO	Monitoring and Evaluation Office
NEAP	National Educators Academy of the Philippines
OULS	Office of the Undersecretary for Learning Systems
ONAR	Office of the National Administrative Register
PACE	Performance and Competency Evaluation Form
PLC	Professional Learning Community
PPS	Policy and Planning Service
PS	Percentage Score
PSOs	Philippine Schools Overseas
PTs	Product/Performance Tasks
RCM	Remedial Class Mark
RFG	Recomputed Final Grade
RMA	Rapid Mathematics Assessment
RO	Regional Office
RRL	Review of Related Literature

SDO	Schools Division Office
SF9	School Form 9
SF10	School Form 10
SHS	Senior High School
SII	School-Initiated Intervention
SRC	Summer Remedial Classes
ST	Summative Test
SUCs	State Universities and Colleges
SY	School Year
TE	Term Examination
TG	Term Grade
TLE	Technology and Livelihood Education
TOS	Table of Specifications
VE	Values Education
WWs	Written/Oral Works
WS	Weighted Score