Republic of the Philippines
Department of Education

SEP 0 5 2012

DepEd ORDER
No. 73 , s. 2012

GUIDELINES ON THE ASSESSMENT AND RATING OF LEARNING OUTCOMES UNDER THE K TO 12 BASIC EDUCATION CURRICULUM

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division/City Superintendents
Heads, Public and Private Elementary and Secondary Schools

1. Effective School Year (SY) 2012-2013, the standards-based assessment and rating system shall be implemented to support the progressive roll-out starting with Grades 1 and 7 of the K to 12 Basic Education Curriculum in public and private elementary and secondary schools nationwide.

2. The guidelines for the assessment and rating of learning outcomes are contained in the following enclosures:

Enclosure No. 1	:	General Guidelines for the Assessment and Rating of Learning Outcomes
Enclosure No. 2	:	Prototype Rubrics for the Different Levels of Assessment
Enclosure No. 3	:	Prototype Formative and Summative Assessment Tools
Enclosure No. 4	:	Sample Assessment Matrices for Grade 7 Learning Areas
Enclosure No. 5	:	Guidelines for Assessing Learning Outcomes for Grade 1
Enclosure No. 6	:	Sample Assessment Matrices and Rubrics for Grade 1
Enclosure No. 7	:	Sample Report Card (Grades 1 and 7)

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

BR. ARMIN A. LUISTRO FSC
Secretary

Encls.: As stated
Reference: DepEd Order: No. 31, s. 2012
To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT
CURRICULUM
ELEMENTARY EDUCATION
POLICY
RATINGS
SCHOOLS
SECONDARY EDUCATION

R-Rhea/DO-Guidelines on the Assessment..
August 14, 2012

(Enclosure No. 1 to DepEd Order No. 73, s. 2012)

GENERAL GUIDELINES FOR THE ASSESSMENT AND RATING OF LEARNING OUTCOMES

A. Philosophy

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

B. Nature and Purpose of Assessment

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

C. Levels of Assessment

The attainment of learning outcomes as defined in the standards shall be the basis for the quality assurance of learning using formative assessments. They shall also be the focus of the summative assessments and shall be the basis for grading at the end of instruction.

The learning outcomes are defined by level: knowledge; process or skill; understanding; and products and performances. These levels shall be the outcomes reflected in the class record and shall be given corresponding percentage weights as follows:

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

The levels of assessment are defined as follows:

1. ***Knowledge*** - the substantive content of the curriculum, the facts and information that the student acquires
2. ***Process*** – skills or cognitive operations that the student performs on facts and information for the purpose of constructing meanings or understandings

3. ***Understandings*** - enduring big ideas, principles and generalizations inherent to the discipline, which may be assessed using the facets of understanding or other indicators of understanding which may be specific to the discipline
4. ***Products/Performances*** - real-life application of understanding as evidenced by the student's performance of authentic tasks

D. Use of Multiple Measures

The assessment of student performance does not specify such factors as quizzes, participation, projects, periodical tests, and homework, but considers these as tools or measures for the different levels of assessment. The following are some of the tools for the different levels of assessment:

1. The assessment at the knowledge level should answer the questions: What do we want students to know? How do we want them to express or provide evidence of what they know?

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

2. The assessment at the process or skills level should answer the questions: What do we want students to do with what they know? How do we want them to provide evidence of what they can do with what they know?

   This level may be assessed by asking learners to outline, organize, analyze, interpret, translate, convert, or express the information in another form or format; draw analogies; construct graphs, models, flowcharts and mind maps or graphic organizers; or transform a textual presentation into a diagram. They may also be asked to draw or paint pictures, or do role plays to represent or express creatively their sense of the facts and information. Assessment, in this regard, may focus on how logically, analytically, or critically students make sense of or process the information, or use it.

   There are skills or processes that are germane to specific subject areas, which the teacher is in a better position to assess by using the appropriate tool or

technology. Listening to a dialogue to get details, for example, is a skill that the language teacher may assess by playing a recorded conversation and asking students to process what they have heard by listing down the details. In TLE or Tech-Voc, students may be asked to demonstrate the appropriate and safe use of hand tools after being taught the use of such tools.

3. The next level of assessment focuses on the meanings or understandings that students themselves make or develop. Assessment at this level should answer the questions: What do we want students to understand? How do we want them to provide evidence of their understanding?

   The assessment should be able to draw from the students the meaning or meanings they have made or their own understanding, which may be expressed using any of the facets of understanding (e.g. explain, interpret, apply, give perspective, show empathy, and self-knowledge) or any other appropriate manifestation of understanding as applied in specific subject areas.

4. The highest level of assessment focuses on the products or performances which students are expected to produce through authentic performance tasks. The assessment at this level should answer the question: What product(s) or performance(s) do we want students to produce as evidence of their learning or understanding? Or, How do we want them to provide evidence that they can use or transfer their learning to real-life situations?

   Products or performances should be reflective of what we want students to be able to do with their learning. They are evidence of what we want students to tell us or demonstrate to us about the use in real life that they can make of what they have learned in our subjects. Being able to make a diorama, for example, is not a product or performance that we would expect our students to tell us they have learned in Araling Panlipunan.

   The teacher shouldn't prescribe how students will express or provide evidence of their learning or understanding. Students should be given the freedom to express their learning in appropriate ways. For example, doing advocacy for a legitimate cause is a product or performance that we would expect our students in Araling Panlipunan to be able to do as a demonstration of their understanding of poverty among agricultural settlers. But the teacher doesn't have to prescribe how doing advocacy should be expressed or demonstrated.

A good model for assessment at this level is GRASPS (McTighe and Wiggins, 2005). An example using GRASPS is provided in the Enclosure on Prototype Formative and Summative Assessment Tools.

E. Use of Feedback

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

F. Levels of Proficiency

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

a. **Beginning (B)** - The student at this level struggles with his/her understanding; prerequisite and fundamental knowledge and/or skills have not been acquired or developed adequately to aid understanding.
b. **Developing (D)** - The student at this level possesses the minimum knowledge and skills and core understandings, but needs help throughout the performance of authentic tasks.
c. **Approaching Proficiency (AP)** - The student at this level has developed the fundamental knowledge and skills and core understandings and, with little guidance from the teacher and/or with some assistance from peers, can transfer these understandings through authentic performance tasks.
d. **Proficient (P)** - The student at this level has developed the fundamental knowledge and skills and core understandings, and can transfer them independently through authentic performance tasks.
e. **Advanced (A)** - The student at this level exceeds the core requirements in terms of knowledge, skills and understandings, and can transfer them automatically and flexibly through authentic performance tasks.

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

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

The equivalent level of proficiency as abbreviated below shall appear in the report card:

B for Beginning;
D for Developing;
AP for Approaching Proficiency;
P for Proficient; and
A for Advanced.

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

G. Promotion and Retention

Promotion and retention of students shall be by subject. Students whose proficiency level is Beginning (**B**) at the end of the quarter or grading period shall be required to undergo remediation after class hours so that they can immediately catch up as they move to the next grading period. If by the end of the school year, the students are still at the Beginning level, then they shall be required to take summer classes.

(Enclosure No. 2 to DepEd Order No. 73, s. 2012)

PROTOTYPE RUBRICS FOR THE DIFFERENT LEVELS OF ASSESSMENT

A. Knowledge (15%)

Knowledge or information acquired by the student may be assessed based on relevance and adequacy:

Relevance of data/information acquired	8%	**Adequacy** of data/information to firm up and deepen understanding	7%
Data/information acquired are completely relevant to the development of understanding.	8%	Data/information are completely adequate to firm up and deepen understanding.	7%
Data/information acquired are to a great extent relevant to the development of understanding.	6-7%	Data/information are to a great extent adequate to firm up and deepen understanding.	5-6%
Data/information are to some extent relevant to the development of understanding.	4-5%	Data/information are to some extent adequate to firm up and deepen understanding.	3-4%
Data/information are of very little relevance to the development of understanding.	2-3%	Data/information are very inadequate to firm up and deepen understanding.	1-2%

B. Skills (25%)

Skills as evidenced by the student's ability to process and make sense of information, and may be assessed based on the following criteria:

Understanding of Content (10%)	10%	Critical Thinking	(15%)
The student understands completely the full content required by the task and can undertake with a great deal of competence processes such as the following: • Distinguish (whatever is appropriate to the subject) between relevant and irrelevant content; between fact and fiction; between fact and opinion; between fact and hearsay; between truth and propaganda; between what is important and unimportant; between accurate	Strong (8-10%)	The student demonstrates deep analytical processing of information and can perform with a great deal of competence processes such as the following: • Interpret; translate; convert, or express the information (such as a set of statistics) into another form or format or transform a textual presentation into a flowchart, diagram, advance organizer, etc. • Draw insights; see beyond the data; read	Strong (13-15%)

and inaccurate content, etc. • Outline the content at the required level of detail • Organize the information coherently, logically • Demonstrate or perform a procedure (e.g., experiment, investigate, construct . . ., use. . ., make. . ., etc.)		between the lines • Reason logically, coherently	
		The student demonstrates fairly analytical processing of information and can perform with some competence processes such as the following: • Interpret; translate; convert, or express the information (such as a set of statistics) into another form or format or transform a textual presentation into a flowchart , diagram, advance organizer, etc. • Draw insights; see beyond the data; read between the lines • Reason logically, coherently	Moderately Strong (10-12%)
The student understands the minimum content required by the task and can undertake with some competence processes such as the following: • Distinguish (whatever is appropriate to the subject) between relevant and irrelevant content; between fact and fiction; between fact and opinion; between fact and hearsay; between truth and propaganda; between what is important and unimportant; between accurate and inaccurate content, etc. • Outline the content at the required level of detail • Organize the information coherently, logically • Demonstrate or perform a procedure (e.g., experiment, investigate, construct . . ., use. . ., make. . ., etc.)	Developing (5-7%)	The student demonstrates little analytical processing of information and strives to perform processes such as the following: • Interpret; translate; convert, or express the information (such as a set of statistics) into another form or format or transform a textual presentation into a flowchart , diagram, advance organizer, etc. • Draw insights; see beyond the data; read between the lines • Reason logically, coherently	Developing (7-9%)
The student understands very little of the minimum content required by the task and has great difficulty undertaking processes such as the	Weak (2-4%)	The student demonstrates very little analytical processing of information and	Weak (4-6%)

following: • Distinguish (whatever is appropriate to the subject) between relevant and irrelevant content; between fact and fiction; between fact and opinion; between fact and hearsay; between truth and propaganda; between what is important and unimportant; between accurate and inaccurate content, etc. • Outline the content at the required level of detail • Organize the information coherently, logically • Demonstrate or perform a procedure (e.g., experiment, investigate, construct . . ., use. . ., make. . ., etc.)		has great difficulty performing processes such as the following: • Interpret; translate; convert, or express the information (such as a set of statistics) into another form or format or transform a textual presentation into a flowchart , diagram, advance organizer, etc. • Draw insights; see beyond the data; read between the lines • Reason logically, coherently	
		The student can barely demonstrate analytical processing of information and cannot perform processes such as the following: • Interpret; translate; convert, or express the information (such as a set of statistics) into another form or format or transform a textual presentation into a flowchart , diagram, advance organizer, etc. • Draw insights; see beyond the data; read between the lines • Reason logically, coherently	Very Weak (1-3%)

C. Understanding(s) (30%)

Understanding as expressed using any three of the six facets of understanding: Explanation, Interpretation, Application, Empathy, Perspective, and Self-knowledge, or any other discipline-based manifestation or indicator of understanding. The facets are explained (adapted from the paper, "Understanding by Design Framework in the Philippines" by McTighe and Grant Wiggins, p.5) as follows: When students understand they can

- **explain** concepts, principles, and processes by putting them in their own words, teaching them to others, justifying their answers and showing their reasoning;
- **interpret** by making sense of data, text, and experience through images, analogies, stories and models;

- **apply** by effectively using and adapting what they know in new and complex contexts;
- demonstrate **perspective** by seeing the big picture and recognizing different points of view;
- display **empathy** by perceiving sensitively and putting one's self in someone else's shoes;
- have **self-knowledge** by showing meta-cognitive awareness, using productive habits of mind and reflecting on the meaning of the learning and experience.

Understanding may be assessed based on the following criteria:

Breadth of understanding (connection to a wide range of contexts) and d*epth of understanding* (use of insights, reflection)

Indicators	30%
The student demonstrates very accurate, very extensive, and very deep understanding of the topic/concept through any three of the six facets of understanding-- Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge—or any other indicator of understanding, where connection to a wide range of contexts and use of insights and reflection are clearly evident.	Strong 26-30%
The student demonstrates accurate, extensive, and deep understanding of the topic/concept through any three of the six facets of understanding-- Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge—or any other indicator of understanding, where connection to a wide range of contexts and use of insights and reflection are evident.	Moderately Strong 21-25%
The student strives to demonstrate accurate, extensive, and deep understanding of the topic/concept through any three of the six facets of understanding-- Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge—or any other indicator of understanding, where connection to a wide range of contexts and use of insights and reflection are evident.	Developing 16-20%
The student can barely demonstrate accurate, extensive, and deep understanding of the topic/concept through any three of the six facets of understanding-- Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge—or any other indicator of understanding, where connection to a wide range of contexts and use of insights and reflection are evident.	Weak 11-15%

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

D. Transfer of understanding (30%)

Transfer of understanding to life situations may be assessed as demonstrated through the following:

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

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

Indicators	30%
The student (or the team) independently demonstrates the ability to create, add value and transfer his/her/their understanding to life situations in the form of products and performances. This means that the product or performance reflects the following attributes: • The entire process from planning to execution was carried out by the student (or the team), with little or no guidance from the teacher. • The product or performance is well thought out by the student (or team) from planning to execution. Potential problems have been identified and appropriate remediation has been put in place should problems arise. • There is evidence of value added by the student (or team) in the execution of the process. • The product or performance is a demonstration of creative application of enduring understanding in a new or novel context or situation.	Strong 26-30%
The student (or the team) demonstrates the ability to create, add value and transfer his/her/their understanding to life situations in the form of products and performances, but the product or performance can still stand improvement in a number of areas, namely: • The entire process from planning to execution was carried out by the student (or the team), with some guidance/ coaching from the teacher. • The product or performance is fairly well thought out by the student (or team) from planning to execution. • There is some evidence of value added by the student (or team) in the execution of the process. There are attempts at novelty (e.g., formatting, organization, packaging, presentation).	Moderately Strong 21-25%

• The product or performance is a demonstration of creative application of enduring understanding, but the context or situation in which the understanding is applied is a little ordinary or common.	
The student (or team) strives to use understanding or learning creatively in producing products or performances as manifested in the following: • The student or the team attempts to do the task entirely on their own, but seeks the teacher's help for the major part of the process. • The product or performance has some flaws in the design that the student (or the team) has addressed with some help from the teacher. • There is little evidence of value added by the student (or team) in the execution of the process. There are limited attempts at novelty (e.g., formatting, organization, packaging, presentation). • A little creative application of enduring understanding is shown in the product or performance. The context or situation in which the understanding is applied is ordinary or common.	Developing 16-20%
The student (or team) shows inadequacy in using understanding or learning creatively in producing products or performances. The inadequacy is manifested in the following: • The entire process from planning to execution could not have been carried out by the student (or the team), without the teacher's guidance and coaching. • The product or performance is poorly thought out by the student (or team) from planning to execution. There are marked flaws in the design that the student (or the team) is not even aware of. • There is almost no evidence of value added by the student (or team) in the execution of the process or in the use of understanding or learning. • Every aspect (e.g., formatting, organization, packaging, presentation) of the product or performance is just a copy of what has been taught in class.	Weak 11-15%
The student (or the team) shows great difficulty in using understanding or learning creatively in producing products or performances. The difficulty is manifested in the following: • The entire process from planning to execution was poorly carried out by the student (or the team), even with the teacher's guidance and coaching. • The product or performance is very poorly thought out by the student (or team) from planning to execution. There are many obvious flaws in the design that the student (or the team) has ignored. • There is no evidence of value added by the student (or team) in the execution of the process. There are no attempts at novelty (e.g., in formatting, organization, packaging, presentation). • The product or performance does not show creative application of enduring understanding. The context or situation in which the understanding is applied is very ordinary or common.	Very Weak 6-10%

(Enclosure No. 3 to DepEd Order No. 73, s. 2012)

PROTOTYPE FORMATIVE AND SUMMATIVE ASSESSMENT TOOLS

A. Pre-Assessment Tools

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

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

What I know about _____:

_____

_____

_____

What I can do in relation to_____:

_____

_____

_____

What I understand about_____:

_____

_____

_____

What I want to know about _____:

The teacher may also use checklists of information that students can tick off to indicate what they already know or can do, or a rating scale to determine students' level of knowledge, skill, or understanding. Games may also be used to pre-assess students' background knowledge and skills. Key terms, for example, may be jumbled and, as the students put them together, they may be asked to explain what they know or understand about the terms.

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

B. Formative Assessment Tools

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

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

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

The idea is to use multiple measures of student learning or understanding in order to produce a comprehensive picture or holistic profile of student growth in understanding. Whatever results are obtained from the formative assessments should be fed back immediately to students. The students, for their part, should do their own self-check and self-track their progress (which can be done through graphs or maybe a scale to represent growth in learning

over time). Peer assessment is encouraged. Students should reflect on the results of teacher assessments, their own, and their peers', and, on this basis, act on the areas that they need to develop further. This is why immediate feedback should be provided to students, for their guidance.

C. Summative Assessment Tools

The students' attainment of the content standard may be evaluated through authentic performance tasks. One model that may be used for this purpose is GRASPS (McTighe and Wiggins, 2005). Actual products and performances as evidence of transfer of learning or understanding shall also be assessed. A prototype rubric has been provided as scoring guide.

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

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

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

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

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

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

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

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

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

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

(Enclosure No. 4 to DepEd Order No. 73, s. 2012)

SAMPLE ASSESSMENT MATRIX FOR STUDENTS

MATHEMATICS – GRADE 7
(Sample Assessment Matrix)

Content Standard: The learner demonstrates understanding of the key concepts of scientific notations.
Performance Standard: The learner applies scientific notation in different fields proficiently.

<table>
<tr><th>Levels of Assessment</th><th>What will I assess?</th><th>How will I assess?</th><th>How will I score?</th></tr>
<tr><td>Knowledge (15%)</td><td>LC*: Express very large and very small numbers in scientific notation.</td><td>Paper and Pencil Exercise
(See attached)</td><td>• Every correct answer is given 1 point based on Accuracy</td></tr>
<tr><td colspan="4">Note to the teacher: You can explore other instances and authentic tasks/experience of students where scientific notation is applied.
How to compute:
Example 1. Learner's Score - 8
Number of Items - 10
8 ÷ 10 = 0.8
0.8 x 100 x 0.15 = 12.000</td></tr>
<tr><td>Process/Skills (25%)</td><td>LC: Explain the process/ procedures in expressing very large and very small numbers in scientific notation.</td><td>Oral/Written Group Activity

<u>SET A</u>

<table>
<tr><th>Column I
Decimal Form</th><th>Column II
Scientific Notation</th></tr>
<tr><td>150</td><td>1.5×10^2</td></tr>
<tr><td>2,400</td><td>2.4×10^3</td></tr>
<tr><td>77.4</td><td>7.74×10^1</td></tr>
<tr><td>12,800,000</td><td>1.28×10^7</td></tr>
<tr><td>5,973,600,000,000,000,000,000,000</td><td>5.9736×10^{24}</td></tr>
<tr><td>92,337,852</td><td>9.2337852×10^7</td></tr>
</table>
</td><td>• Use the rubric for pair/group presentation below (see attached). The highest possible score is 8 points.</td></tr>
</table>

LC* - Learning Competencies

Process/ Skills (25%)

SET B

Column I	Column II
Decimal Form	**Scientific Notation**
0.000000000000 0000000000000 267803909	$2.67803909 \times 10^{-26}$
0.000000000000 0000000000000 535607818	$5.35607818 \times 10^{-26}$
0.000000001	1×10^{-9}
0.001	1×10^{-3}

Let students observe the numbers in Column I and Column II of Set A and Set B then, answer the following questions:

- How do the numbers in each pair compare?
- How are the numbers in Column I expressed?
- How are the numbers in Column II expressed?
- Where do you find the decimal point?
- Discuss your findings with your partner/groupmates.
- When do you say that a number is expressed in scientific notation?
- Complete this statement: *A number is expressed in scientific notation if* _____

Pair/Group Presentation Rubric

The teacher will use this rubric to evaluate each group's presentation. Students can look at this rubric so they may understand what they are being graded on. The Group Presentation Rubric will be combined with the Teammate Participation Rubric to determine the final grade for the project.

CRITERIA	4	3	2	1
Clarity of Explanation	Explanation is tightly focused and relevant; presentation contains accurate information with no factual errors	Explanation is adequately focused and relevant; major facts are accurate and generally complete.	Explanation would benefit from more focus; presentation contains some factual errors or omissions.	Explanation lacks relevance or focus; presentation contains multiple factual errors or omissions.
Logical Sequence of the Process/ Procedure	Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise.	Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable	Some ideas not presented in proper order; transitions are needed between some ideas; some parts of presentation may be wordy or unclear.	Ideas are not presented in proper order; transitions are lacking between major ideas; several parts of presentation are wordy or unclear.

Note to the teacher: You can refer to the questions in the **knowledge level** to assess the learners in the process/skills level in order to see the connectivity and alignment. You can have the option to use generic rubric or specific rubric where the lesson is indicated.

How to compute:

Example 1. Learner's Score – 7
Highest Score – 8

$7 \div 8 = 0.875$
$0.875 \times 100 \times 0.25 =$ **21.875**

<table>
<tr>
<td>Understanding (30%)</td>
<td>Understanding that big and small quantities can be expressed conveniently in scientific notation.</td>
<td>
Problem Solving

Let students explain their understanding of the problem, how they arrived at their solution and what principles guided them.

Directions: Solve the following and express the answers in scientific notation. Show all solutions.

1. A watch ticks four times every second. How many ticks will it make in a day?
2. The sun is approximately 1.5 x 1011 m from Earth. How far from the Earth is the nearest star if it is approximately 300,000 times as far as the sun?
3. A person's heart beats approximately 72 times per minute. How many times does a heart beat in an average lifetime of 75 years?
Note: Assume all years have 365 days.
4. Biologists use the micrometer or the micron to measure short lengths. One micrometer is equal to 0.001 millimeter. If a cell is 47 micrometers long, what is its length in millimeter?
</td>
<td>
• Use the rubric for Problem Solving below. The possible highest score is 12 points.
<table>
<tr><th>Points</th><th>Criteria</th></tr>
<tr><td>3</td><td>• Explained the problem, performed the correct operation/s, and got the correct answer.</td></tr>
<tr><td>2</td><td>• Explained the problem, performed the correct operation/s, and got an incorrect answer</td></tr>
<tr><td>1</td><td>• Attempted to solve the problem, performed an incorrect operation/s and got an incorrect answer.
• Got the correct answer, but no solutions/wrong solution.</td></tr>
</table>
</td>
</tr>
<tr>
<td colspan="4">
Note to the teacher: In this level, understanding is drawn from the learners based on the activities in the previous levels (knowledge and process/skills). You can have the option to use generic rubric or specific rubric where the lesson is indicated.
How to compute:
Example 1. Learner's Score - 11
Highest Score - 12
11 ÷ 12 = 0.92
0.92 x 100 x 0.30 = 27.500
</td>
</tr>
</table>

<table>
<tr>
<td>Product/
Performance
(30%)</td>
<td>Use scientific notation in real life situations.</td>
<td>Problem Posing/Formulation

Formulate three (3) intellectually challenging situations where scientific notation can be applied in real life.</td>
<td>• Use the rubric for Problem Solving below. The possible highest score is 18 points

Rubric on Problem Posing/Formulation
<table>
<tr><th>Rubrics Score</th><th>Descriptors</th></tr>
<tr><td>6</td><td>Poses a more complex problem with2 or more correct possible solutions and communicates ideas unmistakably, shows in-depth comprehension of the pertinent concepts and/or processes and provides explanations wherever appropriate.</td></tr>
<tr><td>5</td><td>Poses a more complex problem and finishes all significant parts of the solution and communicates ideas unmistakably, show in-depth comprehension of the pertinent concepts and/or processes.</td></tr>
<tr><td>4</td><td>Poses a problem and finishes all significant parts of the solution and communicates ideas unmistakably, shows in-depth comprehension of the pertinent concepts and/or processes.</td></tr>
<tr><td>3</td><td>Poses a problem and finishes most significant parts of the solution and communicates unmistakably, shows comprehension of major concepts although neglects or misinterprets less significant ideas or details.</td></tr>
<tr><td>2</td><td>Poses a problem and finishes some significant parts of the solution and communicates unmistakably but shows that there are gaps on his theoretical comprehension</td></tr>
<tr><td>1</td><td>Poses a problem but demonstrates minor comprehension, not being able to develop an approach.</td></tr>
</table></td>
</tr>
<tr>
<td colspan="4">Note to the teacher: You may modify the rubrics as desired.
How to compute:
Example 1. Learner's Score - 16
Highest Score - 18
16 ÷ 18 = 0.89
0.89 x 100 x 0.30 = 26.670</td>
</tr>
</table>

Final Computation:

Levels of Assessment	Percentage Score
Knowledge	12.000
Process/Skills	21.875
Understanding	27.500
Product/Performance	26.670
Total Percentage Score	**88.045**
Level of Proficiency	**P (Proficient)**

KNOWLEDGE LEVEL

Pen and Paper Exercise

Direction: Rewrite the encircled or underlined numbers in scientific notation. Number them as they appear.

Classroom Trivia

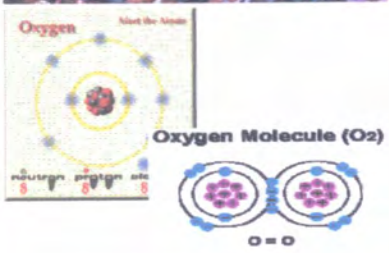
Do you know that...

The height of the Tsunami that hit Japan in 2011 was approximately 77.4 ft.

In 2010, DENR confiscated 12 800 000 board feet of illegally-cut and transported forest product.

The mass of the Earth is 5 973 600 000 000 000 000 000 000 kg.

The NSO said that based on the 2010 Census of Population and Housing, the Philippines population, which is 92,337,852, is higher by 15.83 million compared to the 2000 population of 76.51 million. In 1990, the total population was 60.70 million.



The mass of one oxygen atom is 0.00000000000000000000000000267803909 kg.

The mass of a single oxygen molecule is 0.00000000000000000000000000535607818 kg.

Access type	Typical Cycle Time	Cycle time (s)	Scaled Cycle Time	Typical Capacity
Avoided IO	Zero	Zero	Zero	-
CPU clock	1 nanosecond	0.000000001	second	-
CPU register	10 nanoseconds	1×10^{-8}	10 seconds	Few bytes
CPU cache	100 nanoseconds	1×10^{-7}	100 seconds	32K – 1 MB
Memory	1 microsecond	1×10^{-6}	17 minutes	256GB
Flash Memory	100 microseconds	1×10^{-4}	28 hours	1 TB
Flash Disk	1 millisecond	0.001	278 hours	10TB
Rotating Disk	10 milliseconds	1×10^{-2}	4 months	100TB
Tape	10 seconds	$1 \times 10^{+1}$	3 centuries	Petabytes

(Enclosure No. 4 to DepEd Order No. 73, s. 2012)

SCIENCE – GRADE 7

(Sample Assessment Matrix)

Topic: Concentration of Solutions

Content Standard: The learner demonstrates understanding of solutions and ways of describing their concentrations.
Performance Standard: The learner prepares useful solutions.

Levels of Assessment	What will I assess?	How will I assess?	How will I score?
Knowledge (15%)	LC*: Describe the types of solutions according to concentration	Written Test (See attached test)	One point for each correct answer
Note to the teacher: Other authentic tools can be used to assess learner's knowledge			
Process/ Skills (25%)	LC: Analyze solutions in different concentrations	Performance Task: Laboratory Activity (See attached instructions)	See attached Scoring Guide
Note to the teacher: You may transform the rubric into more specific one as desired.			
Understanding (30%)	Understanding the usefulness of preparing solutions in varied concentrations	Using illustration to draw understanding on different concentrations of solutions (See attached instructions)	See attached Scoring Guide
Product/ Performance (30%)	Prepare useful solutions	Performance Task: Prepare useful solution (See attached instructions)	See attached Scoring Guide
Note to the teacher: The performance tasks can be done in many ways depending on the needs and exposure of the learners.			

*LC : Learning Competency

KNOWLEDGE

Written Test

Sandra bought a *litro* pack powdered juice drink. According to the directions, the juice can be prepared by mixing the *litro* pack powdered juice with a liter of water. What kind of solutions will Sarah make if she will follow the ratios below?

1. **One liter pack of powdered juice + two liters of water**

2. **One liter pack of powdered juice + one liter of water**

3. **two liter pack of powdered juice + one liter of water**

Computation:
total points = 15 (5 points for each correct answer)
Score (total number of correct answers)/ total points x 100 x.15
Example:
13 / 15 x 100 x .15 = 13

PROCESS/ SKILL

Performance Task: Laboratory Activity

Activity 1: Juice It Up !

Objective

Prepare juice drink in varied concentration.

Materials

3 transparent cups
3 spoons
Drinkable water
Powdered juice

Procedure

1. Have the group member meeting and plan out the role of each member in the activity.
2. Label each cup as A, B and C.
3. Pour 250 mL water in each cup.
4. Add unequal amount of powdered juice in each cup. Make sure that you measure the amount of powdered juice you put into the water.
5. Stir the mixtures then observe what happens to the juice particles.
6. Describe each set up. Which of the following set up do you think is the saturated solution? Why?
7. Validate your answer by asking a classmate to taste the prepared juices.
8. Let a representative present the group findings to the class.

Standard	Excellent (5)	Good (3)	Fair (1)
Ability to analyze	The analysis of the difference of the concentration of solutions is well-organized and understandable.	The analysis of the difference of the concentration of solutions is generally-organized but needs more details for better understanding.	The analysis done is difficult to understand. The learner has little idea on the analysis of concentration of solution.
Correctness of analysis	The analysis done is free from errors.	The analysis done is almost free from errors.	There are several errors in the analysis.
Content knowledge	The information given is precise and accurate.	The information given is appropriate but needs more elaboration.	The information given is unclear.

Computation:

total points = 15

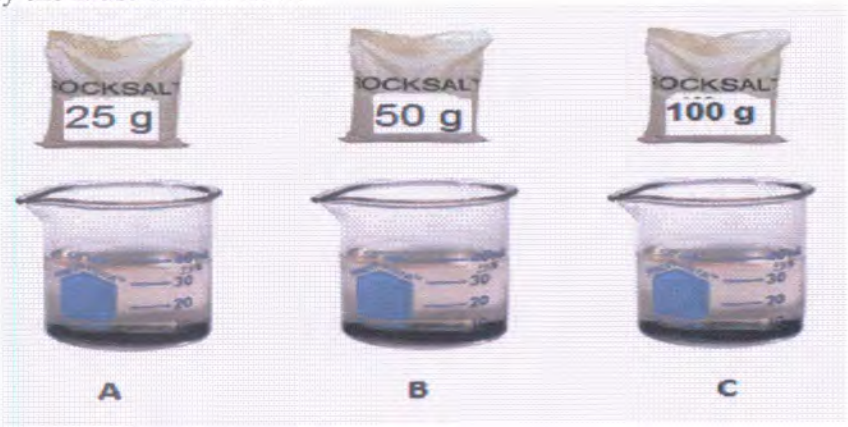
Score (total number of correct answers)/ total points x 100 x.15

Example:

13 / 15 x 100 x .25 = 21.66

UNDERSTANDING

Directions: Study the illustration below.



Which of the following combinations is the supersaturated solution? Justify your answer. Explain the usefulness of understanding how to prepare solutions in different concentrations. Use the space below for your answer.

_____
_____
_____
_____
_____

Standard	Excellent (5)	Good (3)	Fair (1)
Explanation	Clearly describes different concentration of solution.	Partly describes the different concentrations of solution.	Has difficulty describing the different concentration of solution.
Interpretation	Creates analogies to express understanding on different concentration of solution.	Use familiar examples to express understanding on different concentration of solution.	Has difficulty interpreting the illustration.
Self-knowledge	Superior level of recognition on the usefulness of preparing varied concentrations of solutions in life.	Appropriate amount of recognition on the usefulness of preparing varied concentrations of solutions in life.	Needs a significant effort in recognizing the usefulness of preparing varied concentrations of solutions in life.

Computation:
Perfect score: 15
Total Score / perfect score x 100 x .30
Example:
12 / 15 x 100 x .30 = 24

PRODUCT / PERFORMANCE

Performance Task: Preparation of useful solutions (e.g. natural fruit juice drink, pesticide, health drink/supplement etc.)

Performance Task
Barangay Luntian is celebrating its 50th anniversary with the theme "Kalikasan Ko, Mahal Ko''. The barangay captain called for a council meeting to discuss the preparations for the program. As a councilor, you are asked to take charge of the preparation of "Natural Beverage" for the guests. This healthful drink should promote your locally produced fruits or vegetables as well as health and wellness. On your next council meeting, you will present your plan for the preparation of the drink and let the council member do the taste testing. The council members will rate your drink based on the following criteria:

- **Practicality**
- **Preparation**
- **Availability of materials**
- **Composition of solution (drink)**

Criteria	**Score**				**Weight**	**Rating**
	4 (25)	3 (18.75)	2 (12.50)	1 (6.25)		
Practicality	The solution can be used most of the time	The solution can be used from time to time	The solution can be used occasionally	The solution can be used rarely.	25%	
Preparation	Easy to prepare.	The preparation is moderately easy.	Difficult to prepare.	Very difficult to prepare.	25%	
Availability of materials/ingredients	Materials are available in the locality whole year round.	Materials are available in the locality most of the time.	Materials are seasonal in the locality.	Materials available in some provinces only.	25%	
Component of the solutions	The solution is tasty and the amounts of solute and solvent complement each other.	The solution is tasty but the amount of solute is a bit more than what is needed.	The solution is good enough but solvent used has exceeded the solute dissolved.	The solution needs more planning in terms of the amounts of solute and solvent to be used.	25%	
					Total Score	

Computation:
Perfect Score = 100
Score / total points x 100 x .30
Example:
75/100 x 100 x .30 = 22.5

SAMPLE COMPUTATION

Level of Assessment / Percentage	**Computation**	**Score**
Knowledge (15%)	7 / 10 x 100 x .15 = 10.5	**10.5**
Process / Skill (25%)	13 / 15 x 100 x .25 = 21.66	**21.66**
Understanding (30%)	12 / 15 x 100 x .30 = 24	**24**
Product / performance (30%)	75/100 x 100 x .30 = 22.5	**22.5**
Total		**78.66**
Level of Proficiency		**Developing**

(Enclosure No. 4 to DepEd Order No. 73, s. 2012)

ENGLISH - GRADE 7
(Sample Assessment Matrix)

Domain: Oral Language and Fluency
CONTENT STANDARD: The students demonstrate oral language proficiency and fluency in various social contexts
PERFORMANCE STANDARD: (Q1) The learner proficiently renders rhetorical pieces

LEVEL OF ASSESSMENT	What will I assess? (Competencies)	How will I assess? (Tool)	How will I score? (Rubrics)
Knowledge (15%)	• Identify the speech event, interlocutors, and objective of the talk • Recognize differences in voice levels a speech patterns • Identify attitudes and feelings signaled prosodic patterns	**Paper and Pencil Test** See attached sample **Note to the Teacher**: You can use other tools to measure students' knowledge on the use of prosodic patterns.	Based on accuracy one point is given for every correct answer. **How to compute:** Example Student's Score - 10 No. of Items - 15 $10 \div 15 = 0.66$ $0.66 \times 100 \times .15 = \mathbf{10}$
Process/Skills (25%)	• Observe the right syllable stress patterr different categories • Observe the use of the rising-falling intonation, rising intonation, and the combination of both intonation patterns in utterances • Demonstrate how prosodic patterns affect the understanding of the message	Aural-Oral Production See attached sample **Note to the Teacher:** You can use improvised dialogs or passages from written texts and other similar texts to assess the students in this level.	Please see attached sample generic rubrics for process and skills. You can use a specific rubric where the skills taught are indicated. **How to compute:** Example Student's Score – 20 No. of Items - 25

			$20 \div 25 = 0.8$ $0.8 \times 100 \times .25 = \mathbf{20}$
Understanding (30%)	• Understand that the prosodic patterns are reflections of the speaker's attitude, thought and feelings	**Scene Simulation** (sample) • Ask students to discuss the process of using the correct prosodic patterns in various social contexts **Note to the Teacher:** You can use various tools to assess their understanding.	Please see attached sample Rubrics for understanding. **How to compute:** Example Student's Score – 18 No. of Items - - 20 $18 \div 20 = 0.9$ $0.9 \times 100 \times .30 = 27$
Product/Performance (30%)	• Use the correct prosodic patterns *(stress, intonation, phrasing, pacing, tone etc.)* in rendering various speech acts or in oral reading activities.	**Conversational Fluency** (sample) • Storytelling • Declamation • Oration • Readers Theater • Chamber Theater • Dialog Improvisation	Please see attached sample Rubrics for product/ performance **How to compute:** Example Student's Score – 20 No. of Items - 25 $20 \div 25 = 0.8$ $0.8 \times 100 \times .30 = 24$

Final Computation

LEVELS OF ASSESSMENT	PERCENTAGE SCORE
Knowledge	10.00
Process/ Skills	20.00
Understanding	27.00
Product/Performance	24.00
Total Percentage Score	**81.00**
Level of Proficiency	**AP (Approaching Proficiency)**

Attachment

Sample Test Items

Knowledge Level - 15%

A. Listen to a panel of speakers. As you listen find out the answers to these questions:
   1. What is the speech event?
   2. Where is it taking place?
   3. Who are the speakers?
   4. What is their objective?
   5. Who are the listeners?

B. Listen to the recorded speech/sentences. Write the words where the speaker's voice rises or falls. Write your answers in the appropriate column.

Speaker's Voice Rises In	Speaker's Voice Falls In

C. Identify the feelings and attitudes being evoked in the taped conversation. Identify at least 5.

Process/Skills - 25%

Aural-Oral Production (The perfect score is 10)

D. Stress the following words correctly

1.	Cheerfulness	6.	many
2.	shyness	7.	oversized
3.	show-off	8.	teenage
4.	often	9.	towards
5.	between	10.	agree

E. Conversation Production (The perfect score is 8)
Directions: Read the dialog orally with a partner observing correct prosodic patterns.

Student 1: I' going to the Sports Emporium this afternoon. Would you like to come along?
Student 2: No, thanks! I haven't got time for it. Are you going to buy anything, or just window shop?
Student 1: I'm going to buy a swimming outfit: a swimming cap, a bathing suit and a beach towel.

F. Refer to the dialog on **Task E** to illustrate the different intonation patterns. (The perfect score is 7)

ORAL PRODUCTION TEST (KNOWLEDGE)					
DIMENSIONS	**1- Poor More Practice Needed**	**2- Satisfactory Still Work to be Done**	**3- Progressing Making Improvements**	**4 -Outstanding You have made it!**	
Expression And Volume	• Reads with little expression or enthusiasm in voice • Reads words just to get them out • Not trying to make text souud like natural language. • Reads in quiet voice.	• Reads with some expressions in voice • Begins to use voice to make text sound like natural language in some areas of the etxt, but not others. • Still reading in aquiet voice.	• Sounds like natural langauge throughout most of the reading. • Sometimes slips into reading without expression. • Voice volume is pretty good throughout the text.	• Reads with excellent expression and enthusiasm throughout the whole text. • Sounds like natural language-like the reader is talking • Uses different expressions while reading • Uses different volume to match the interpretation of passage.	
Phrasing	• Reads in dull voice • Can't hear phrases • Mostly word-by-word reading	• Uses many two and three-word phrases making the reading sound choppy. • Does not use stress and intonation on the right ends of sentences and clauses.	• A mixture of run-ons , mid sentence pauses for breath, and may have some choppiness. • Puts stress/intonation on most of the right words.	• Uses excellent phrasing, mostly in clause and sentence units.	
Smoothness	• Long pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	• Some "rough spots" in text with long pauses, hesitations, etc.	• Has few breaks in smoothness because of difficult words and/or sentence structures.	• Smooth reading with some breaks , but the difficult words and sentence structures are corrected by the reader.	
Pace	• Slow and laborious (sounds hard)	• Moderately slow	• Uneven mixture of fast and slow reading	• Sounds mostly like a conversation.	

DIALOG / CONVERSATION COMPLETION RUBRIC (Process)

	Needs Practice/ With Assistance (7pts)	Good most of the time (14 pts)	Skilled/ Independent (20 pts.)	Total Score
At the start of the conversation	• Forgets to look at the other person • Forgets how to initiate a conversation • Doesn't pause to allow other person to talk • Stands/sits too close or far away • Interrupts other person while they are conversing	• Looks at the peson he is talking to • Initiates conversation greeting or question • Pauses to allow person to respond • Stands about an arm's length away	• Looks at the person he is talking to • Initiates the conversation with a greeting or question • Pauses to allow the other person to answer • Stands about an arm's length away • Waits until the other person stops talking before adding information	
During the conversation	• Forgets to maintain eye contact during teh conversation • Forgets to use the other person's name during the conversation • Forgets to stay on	• Maintains eye contact during the conversation • Uses the other person's name during the conversation • Stays on the same topic	• Maintains eye • contact during the conversation • Uses the other person's name during the conversation • Stays on the same topic	

	the same topic • Forgets to add more information about the topic • Forgets to take turns	• Adds more information about the topic • Takes turns even if only adding a nod	• Adds more information about the topic • Takes turns even if only adding a nod • Uses appropriate facial expressions and body language. • Employs the proficient use of prosodic patterns throught the information-exchange	
At the end of the conversation	• Doesn't allow the other person to talk • Doesn't use closing sentence during topic termination • Doesn't compliment the other person • Doesn't use a handshake	• Makes sure each person had teh chance to speak • Uses a good terminating expression to end the conversation • Compliments the other person	• Makes sure each person had teh chance to speak • Uses a good terminating expression to end the conversation • Compliments the other person • Uses a handshake	
Score				

CONVERSATIONAL FLUENCY (Product/Performance)

	Beginning (1)	Developing (2)	GOOD (3)	VERY GOOD (4)	EXCELLENT (5)	SCORE
Clarity 10%	All questions and answers were awkward and incomprehensible	Questions and answers were awkward and incomprehensible at times	Questions and answers were awkward at times but understandable	Questions and answers were clear and comprehensible most of the time	Questions and answers were clear and comprehensible	
Voice/ Non verbal Communication 20%	Pronunciation, inflection, and/or expression confused communication	Some communication problems arose due to unclear pronunciation and/ or lack of inflection and/or expression	No serious problems arose, but better pronunciation, inflection, and/or non verbal communication could have made communication more efficient	Very good pronunciation, inflection and expressions but sometimes forgot to use non-verbal clues	Pronunciation was clear and inflection and expressions were used to enhance communication	
Fluency 30%	Much effort was required to maintain the conversation. There were many long pauses.	Some effort was required to mainatin the conversation. There were few long pauses.	Some minor difficulties in maintaining the conversation were evident.	Can maintain the conversation with ease and confidence	Student acted as facilitator, helping the conversation flow and develop.	
Comprehension 20%	Student was unable to comprehend questions. Questions needed to be reapeated or rephrased.	The student showed little comprehension of questions. Questions had to be repeated.	The student understood most of what was asked.	The student understood the questions asked and answered almost all the them	The student fully understood the questions asked and answered all of them.	
Content 20%	Did not ask appropriate question for information, no response to question	Asked some inappropriate questions for information or answered question with limited answers	Gave appropriate questions for survey information but responses were limited in content	Ask appropriate questions and elaborated responses	Gave appropriate questions and good content in responses to questions	

(Enclosure No. 4 to DepEd Order No. 73, s. 2012)

FILIPINO – GRADE 7
HALIMBAWA NG DISENYO NG PAGTATASA/PAGMAMARKA
(SAMPLE ASSESSMENT MATRIX)

Kakayahan *(domain)* – **Pag-unawa sa Napakinggan**
Pamantayang Pangnilalaman *(Content Standard):* Naipamamalas ng mga mag-aaral ang pag-unawa sa paksa ng akdang napakinggan
Pamantayan sa Pagganap para sa Aralin *(Performance Standard):* Ang mga mag-aaral ay nakasusulat ng talata na may kaugnayan sa paksa ng akdang napakinggan

Antas ng Pagtatasa *(Levels of Assessment)*	**Ano ang tatasahin?** *(What will I assess?)*	**Paano ito tatasahin?** *(How will I assess?)*	**Paano ito mamarkahan?** *(How will I score?)*
Kaalaman (15%)	**LC:** Nakapagsasagawa ng pananaliksik na may kaugnayan sa paksa ng akdang pakikingggan	Pangkatang Pag-uulat	Mamarkahan ang mga nasaliksik na impormasyon batay sa mga pamantayan: a) kahalagahan ng mga impormasyon b) kasapatan ng mga impormasyon c) kaugnayan ng mga impormasyon sa aralin (Kalakip ang gabay na rubriks sa pagmamarka)

Antas ng Pagtatasa *(Levels of Assessment)*	**Ano ang aking tatasahin?** *(What will I assess?)*	**Paano ko ito tatasahin?** *(How will I assess?)*	**Paano ko ito mamarkahan?** *(How will I score?)*
Proseso/Kakayahan(25%)	**LCs:** • Nakapagbabahagi ng mga nasaliksik na impormasyon • Nakapag-uugnay ng mga nasaliksik na impormasyon sa paksa ng akdang pakikinggan • Nakapag-uugnay ng ilang pangyayari sa kasalukuyan na may kaugnayan sa akdang napakinggan • Nakatutukoy ng ilang akda o awitin na may pagkakatulad sa paksa ng akdang napakinggan	Malayang Talakayan	Mamarkahan ang proseso/ kakayahan ng mga mag-aaral batay sa mga pamantayan: a) pag-unawa sa nilalaman b) may mapanuri/ kritikal na pag-iisip c) paraan ng paglalahad (Kalakip ang gabay na rubriks sa pagmamarka)

Antas ng Pagtatasa *(Levels of Assessment)*	**Ano ang aking tatasahin?** *(What will I assess?)*	**Paano ko ito tatasahin?** *(How will I assess?)*	**Paano ko ito mamarkahan?** *(How will I score?)*
Pag-unawa (30%)	Nauunawaan ng mag-aal na ang pag-unawa na anumang akdang pakikinggan/pinakikinggan ay may mahahalagang paksa na maaaring maiugnay sa ilang sitwasyon sa kasalukuyan o buhay ng tao.	Dugtungang Pagsasalaysay (Pagpapabigay ng ilang sitwasyon sa kasalukuyan na may kaugnayan sa paksa ng akdang napakinngan)	Mamarkahan ang pag-unawa ng mga mag-aaral batay sa mga pamantayan: a) may malalim na pag-unawa b) may kakayahang iugnay sa iba't ibang konteksto ang naunawaan mula sa aralin c) wasto ang pagkaunawa (Kalakip ang gabay na rubriks sa pagmamarka)

Antas ng Pagtatasa *(Levels of Assessment)*	**Ano ang aking tatasahin?** *(What will I assess?)*	**Paano ko ito tatasahin?** *(How will I assess?)*	**Paano ko ito mamarkahan?** *(How will I score?)*
Produkto/Pagganap (30%)	LC: Nakasusulat ng talatang nagsasalaysay ng ilang pangyayari sa kasalukuyan na may kaugnayan sa paksa ng akdang napakinggan	Pagpapasulat ng talatang nagsasalaysay (narrative)	Tatasahin ang ginawang produkto/pagganap ng mga mag-aaral batay sa mga pamantayan: a) may kaugnayan sa paksa ng akdang napakinggan b) maayos ang pagkakabuo ng simula, gitna at wakas c) sumusunod sa mga tuntunin sa pagsulat ng talata (Kalakip ang gabay na rubriks sa pagmamarka)

A. Pagtataya sa isasagawang pag-uulat batay sa mga pamantayan: (Kaalaman – 15%)

a) Kahalagahan ng mga impormasyon (5%)

5% - ang mga nasaliksik na impormasyon ay lubhang mahalaga upang lubos na maunawaan ang aralin

3-4% - ang mga nasaliksik na impormasyon ay mahalaga upang maunawaan ang aralin

2% - ang mga nasaliksik na impormasyon ay di- gaanong mahalaga sa pag-unawa ng aralin

1% - ang mga nasaliksik na impormasyon ay hindi mahalaga dahil walang kaugnayan sa aralin

b) Kasapatan ng mga impormasyon (5%)

5% - sapat at maayos na sanggunian ang mga nasaliksik na impormasyon

3-4% - sapat lamang ang mga nasaliksik na impormasyon

2% - di-gaanong sapat ang mga nasaliksik na impormasyon

1% - kulang na kulang ang mga nasaliksik na impormasyon

c) Kaugnayan ng mga impormasyon sa aralin (5%)

5% - may malaking kaugnayan sa aralin ang mga impormasyon at may mga tiyak na halimbawa

3-4% - may kaugnayan sa aralin ang mga impormasyon

2% - may mga impormasyong walang kaugnayan sa aralin

1%- walang kaugnayan sa aralin ang mga impormasyon

B. (Proseso/Kakayahan – 25%)

1. Pagtataya sa isasagawang malayang talakayan/ interaksiyong-pangklase batay sa mga pamantayan (indibidwal): (15%)

pag-unawa sa nilalaman (7%)

7% - Lubos na nauunawaan ang nilalaman ng aralin at naisasagawa nang buo ang tiwala sa sarili ang sumusunod na proseso:

- naiisa-isa ang mahahalagang impormasyon/pangyayari sa tinalakay na aralin
- maayos na napagsusunod-sunod ang mahahalagang impormasyon/pangyayari sa tinalakay na aralin
- naipaliliwanag nang buong linaw ang mahahalagang impormasyon/pangyayari sa tinalakay na aralin
- nakabubuo ng balangkas ng mahahalagang impormasyon/pangyayari sa tinalakay na aralin
- naihahambing ang mahahalagang impormasyon/pangyayari sa tinalakay na aralin sa ibang asignatura/disiplina
- nakapagbibigay ng mga makabuluhang halimbawa na may kaugnayan sa aralin
- nakabubuo ng buod o sinstesis ng tinalakay na aralin

4-5% - nauunawaan ang nilalaman ng aralin at naisasagawa ang sumusunod na proseso:

- naiisa-isa ang mahahalagang impormasyon/pangyayari sa tinalakay na aralin
- napagsusunod-sunod ang mahahalagang impormasyon/pangyayari sa tinalakay na aralin
- naipaliliwanag ang mahahalagang impormasyon/pangyayari sa tinalakay na aralin
- nakapagbibigay ng mga halimbawa na may kaugnayan sa aralin

2-3% - di lubos nauunawaan ang nilalaman ng aralin ngunit naisasagawa ang sumusunod na proseso:

- naiisa-isa ang mahahalagang impormasyon/pangyayari sa tinalakay na aralin
- hindi sapat ang pagpapaliwanag ng mga impormasyon/pangyayari sa tinalakay na aralin
- nakapagbibigay ng mga halimbawa ngunit hindi lahat ay may kaugnayan sa aralin

1% - hindi nauunawaan ang nilalaman ng aralin at walang nagawa sa alinman sa mga binanggit na proseso

a) <u>may mapanuri/kritikal na pag-iisip (8%)</u>

8% - naipamamalas ang kakayahang suriin ang mga nakuhang impormasyon sa aralin at naisasagawa ang sumusunod na proseso:

- nabibigyan ng sariling pakahulugan ang mga nakuhang impormasyon sa aralin
- may kakayahang baguhin/isalin sa sa sarili at masining na paraan ang mga nakuhang impormasyon
- napangangatuwiranan ang ginawang pagbabago/pagsasalin ng mga nakuhang impormasyon
- nasusuri at naipaliliwanag ang mga tagong kahulugan ng mga nakuhang impormasyon
- naiuugnay ang ng mga nakuhang impormasyon sa buhay/kasalukuyang sitwasyon
- nakapagbibigay ng mga makatotohanan at napapanahong halimbawa kaugnay ng aralin

6-7% - naipamamalas ang kakayahang suriin ang mga nakuhang impormasyon sa aralin at naisasagawa ang sumusunod na proseso:

- nabibigyang-kahulugan ang mga nakuhang impormasyon sa aralin
- may kakayahang baguhin/isalin sa masining ngunit hindi sariling paraan ang mga nakuhang impormasyon
- naipaliliwanag kahulugan ng mga nakuhang impormasyon
- naiuugnay ang ng mga nakuhang impormasyon sa buhay/kasalukuyang sitwasyon
- nakapagbibigay ng mga makatotohanan at napapanahong halimbawa kaugnay ng aralin

4-5% - naipamamalas ang kakayahang suriin ang mga nakuhang impormasyon sa aralin at naisasagawa ang sumusunod na proseso:

- nabibigyang-kahulugan ang mga nakuhang impormasyon sa aralin
- naipaliliwanag kahulugan ng mga nakuhang impormasyon
- naiuugnay ang ng mga nakuhang impormasyon sa buhay/kasalukuyang sitwasyon
- nakapagbibigay ng mga halimbawa kaugnay ng aralin

2-3% - walang gaanong kakayahang suriin ang mga nakuhang impormasyon sa aralin at naisasagawa ang sumusunod na proseso:

- nabibigyang-kahulugan ang mga nakuhang impormasyon sa aralin
- naipaliliwanag kahulugan ng mga nakuhang impormasyon

1% - walang kakayahang suriin ang mga nakuhang impormasyon sa aralin at walang naisagawa sa alinman sa nabanggit na proseso

2. Pangkatang/Kolaboratibong Gawain (10%)
(Maaari ring gamitin ang rubriks para sa indibidwal na pagataya.)

Paraan ng paglalahad (10%)

3% - masining at sariling-likha ang ginawang pag-uulat

2% - masining ang ginawang pag-uulat

1% - simple lang ang ginawang pag-uulat

C. Pag-unawa (30%)

1. Markahang Pagsusulit – 15% (Iminumungkahing ang ibibigay na markahang pagsusulit ay susukat sa pag-unawa ng mga mag-aaral gamit ang 6 Facets of Understanding o Bloom's Taxonomy)
2. Malayang Talakayan/Interaksiyong Pangklase (15%) (Maaaring gamitin ang rubriks para rito.)

D. Produkto/Pagganap (30%)
Halimbawa: Pagtataya sa pangwakas na gawain (dula-dulaan) batay sa sumusunod na pamantayan (15%):

a. (produkto) Iskrip (7%)

7% - orihinal, napapanahon, makatotohanan, taglay ang lahat elemento ng iskrip na pandulaan, angkop ang pagkakalapat ng sound effects at musika

5-6% - orihinal, napapanahon, taglay kulang ng isang elemento ng iskrip na pandulaan, angkop ang pagkakalapat ng *sound effects* at musika

3-4% - hindi orihinal, masining, kulang ng dalawang elemento ng iskrip na pandulaan, gumamit ng sound effects at musika ngunit hindi naman angkop

1-2% - hindi orihinal, kulang ng dalawang elemento ng iskrip na pandulaan, hindi nilapatan ng sound effects at musika

b. <u>(pagganap) Pagsasadula (8%)</u>

8% - masining, angkop ang mga kasuotan, angkop ang mga kagamitan at "props" (total theatre)

6-7% - masining, angkop ang mga kasuotan, angkop ang mga kagamitan at "props"

4-5% - masining, angkop ang mga kasuotan, kulang ang mga kagamitan at %props"

2-3% - isinadula lamang ang isa sa mga akdang tinalakay

1% - hindi naitanghal ang isinulat na iskrip

<u>Paunawa</u>: Ang natitirang 15% ay maaaring gamitin sa pagmamarka/ pagtataya ng iba pang produkto/pagganap na isasagawa ng mga mag-aaral matapos ang bawat aralin. 5% ang ibibigay para sa pagpapasulat ng talata.

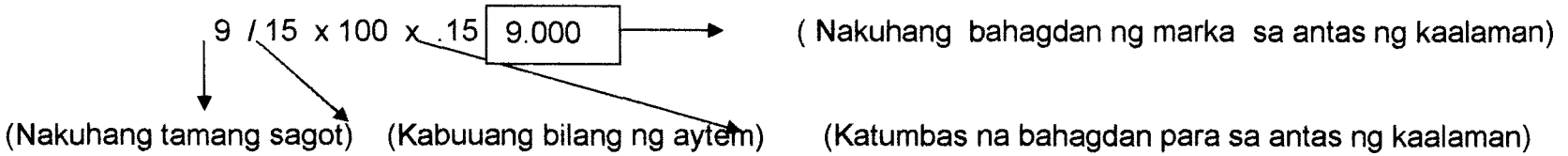
(Enclosure No. 4 to DepEd Order No. 73, s. 2012)

Araling Panlipunan Gr 7(Mga Saksi ng Kasaysayang Pilipino)
Halimbawa ng Disenyo ng Pagtatasa / Pagmamarka
(*Sample Assessment Matrix*)

Pamantayang Pangnilalaman : Naipamamalas ng mag-aaral ang pag-unawa sa katotohanan ng mga pangyayari mula sa sinaunang pamayanan hanggang sa pagtatag ng Patakarang Kolonyal ng España sa Pilipinas sa pamamagitan ng pagsusuri sa pagbabago, pag-unlad at pagpapatuloy gamit ang mga pili at may kredibilidad na primaryang sanggunian.

Pamantayan sa Pagganap: Ang mag-aaral ay kritikal na nakapagsusuri sa katotohanan ng anumang pangyayaring may kinalaman sa pagbabago, pag-unlad at pagpapatuloy gamit ang mga pili at may kredibilidad na primaryang sanggunian.

Antas ng Pagtataya ***(Level of Assessment)***	**Ano ang aking tatasahin?** ***(What Will I Assess?)***	**Paano ito tatasahin?** ***(How will I Assess ?)***	**Paano ito Mamarkahan?** ***(How will I score ?)***
Kaalaman (15%)	**L.C*:** Nakikilala ang mga pagbabago, pag-unlad at pagpapatuloy ng lipunang Pilipino mula sa Sinaunang Panahon hanggang sa pagtatag ng Patakarang Kolonyal ng Espa□a gamit ang mga pili at may kredibilidad na primaryang sanggunian	Paggamit ng T-Tsart ng Impormasyon *(Tignan ang kalakip na halimbawa ng T-Tsart)*	May katumbas na isang punto ang bawat pangungusap. May 5 na hinihingi sa T-tsart ng pagbabago, pag-unlad at pagpapatuloy ng lipunang Pilipino mula sa nailaang primaryang sanggunian. Kaya may 15 puntos sa kabuuan

Paunawa sa Guro: Kinakailangan ng guro na maglaan ng isang may kredibilidad na primaryang sanggunian na pagkukunan ng mga mag- aaral ng sagot para sa T-Tsart. Samantala, ang pagtataya dito ay isang mungkahi lamang. Hinihikayat ang guro na mag-isip at gumamit ng iba pang angkop na paraan o kagamitan sa pagtataya ng kaalaman.			
Paano magkompyut?: Sa pagkuha ng bahagdan sa bawat antas ng pagtataya, sundin ang ibinigay na proseso sa halimbawa. Halimbawa:  			
Proseso/ Kakayahan (25 %)	L.C: Nasusuri ang katotohanan ng mga pangyayaring may kinalaman sa pagbabago, pag-unlad at pagpapatuloy ng lipunang Pilipino mula sa Sinaunang Panahon hanggang sa pagtatag ng Patakarang Kolonyal ng Espa□a gamit ang mga pili at may kredibilidad na primaryang sanggunian	Paggamit ng H- PERSIA Tsart *(Tignan ang kalakip na mas malaking halimbawa ng H PERSIA-tsart)*	May 3 H- PERSIA Tsart. Ang bawat kolumn ay nangangailangan ng 6 anim na sagot na may katumbas na isang punto ang bawat isa. Kaya may kabuuang 72 puntos

Paunawa sa Guro: Sa ganitong pagtataya ay kinakailangang ipasaalang-alang ng guro sa mga mag-aaral ang kanilang mga natutunan sa lipunang Pilipino mula sa Sinaunang Panahon hanggang sa Patakarang Kolonyal ng España gamit ang mga pili at may kredibilidad na primaryang sanggunian. Samantala, ang pagtatayang nailagay dito ay isang mungkahi lamang. Hinihikayat ang guro na mag-isip at gumamit ng iba pang angkop na paraan o kagamitan sa pagtataya ng proseso/ kakayahan.

Paano magkompyut?: Sa pagkuha ng bahagdan sa bawat antas ng pagtataya, sundin ang ibinigay na proseso sa halimbawa.

Halimbawa:

50 / 72 x 100 x .25 = 17.361% → (Nakuhang bahagdan ng marka sa antas ng proseso/ kakayahan)

(Nakuhang tamang sagot) (Kabuuang bilang ng aytem) (Katumbas na bahagdan para sa antas ng proseso/kakayahan)

Pag-unawa (30%)	Nauunawaan na ang pagpapatibay ng katotohanan ng mga pangyayari ay bunga ng kritikal na pagsusuri sa pagbabago, pag-unlad, pagpapatuloy gamit ang mga pili at may kredibilidad na primaryang sanggunian	Paggamit ng D- PAPA Tsart *(Tignan ang kalakip na mas malaking halimbawa ng D- PAPA Tsart)*	Ang bawat sagot sa bawat kolum ay may nakalaang puntos. Mayroon itong kabuuang 35 puntos.

Paunawa sa guro: Ang mga primaryang sanggunian sa bawat *row* ng D- PAPA Tsart ay mungkahi lamang at maaaring palitan ng mas angkop na pagtataya. Bigyan pansin ang nakalaang puntos sa bawat kolum. Samantala, ang pagtatayang nailagay dito ay isang mungkahi lamang. Hinihikayat ang guro na mag-isip at gumamit ng iba pang angkop na paraan o kagamitan sa pagtataya ng pag-unawa.

Paano magkompyut?: Sa pagkuha ng bahagdan sa bawat antas ng pagtataya, sundin ang ibinigay na proseso sa halimbawa.

Halimbawa : 34 / 35 x 100 x .30 = 29.142 % → (Nakuhang bahagdan ng marka sa antas ng pag-unawa)

(Nakuhang tamang sagot) (Kabuuang bilang ng aytem) (Katumbas na bahagdan para sa antas ng pag-unawa)

Produkto/ Pagganap (30%)	Nakapagsasagawa ng kritikal na pagsusuri sa katotohanan ng mga pangyayari na may kinalaman sa pagbabago, pag-unlad at pagpapatuloy gamit ang mga pili at may kredibilidad na primaryang sanggunian	Pagsasagawa ng kritikal na pagsusuri (iminumungkahing bigyan ng opsyon ang mag-aaral kung paano ipamamalas ang kakayahang magsuri, Halimbawa: gamit ang *position statement/ argumentative essay/debate* atbp.) sa katotohanan ng pangyayari na may kinalaman sa pagbabago, pag-unlad at pagpapatuloy gamit ang mga pili at may kredibilidad na primaryang sanggunian *(Tignan ang kalakip na rubrik sa pagsusuring kritikal)*	Ang pagmamarka sa 5 pamantayan ay 1-5. Ang *perfect score* ay 25 puntos

Paunawa sa guro: Sa pagtataya ay bigyang-tuon ang mismong pagsasagawa ng kritikal na pagsusuri na maaaring ipamalas ng mga mag-aaral sa iba' ibang paraan. Anumang paraan ang gagamitin, ang mahalaga ay mataya ang kakayahang magsuri at hindi ang paraang ginamit upang maipamalas ito. Hinihikayat ang guro na mag-isip at gumamit ng iba pang angkop na paraan o kagamitan sa pagtataya ng produkto/pagganap .

Paano magkompyut?: Sa pagkuha ng bahagdan sa bawat antas ng pagtataya, sundin ang ibinigay na proseso sa halimbawa.

Halimbawa:

22 / 25 x 100 x .30 = 26.400 → (Nakuhang bahagdan ng marka sa antas ng produkto/ pagganap)

(Nakuhang tamang sagot) (Kabuuang bilang ng aytem) (Katumbas na bahagdan para sa antas ng produkto/ pagganap)

* LC- *Learning Competency*

Final Computation :

Level of Assessment	***Percentage Score***
Knowledge (Kaalaman) 15 %	*9.000*
Process/ Skill (Proseso/ Kakayahan) 25%	*17.361*
Understanding (Pag-unawa) 30%	*29.142*
Product/ Performance (Produkto/ Pagganap) 30 %	*26.400*
Total Percentage Score	***81.903***
Descpritive Rating	***AP- Approaching Proficiency***

Pagtataya sa Kaalaman

Panuto: Punan ng kinakailangang impormasyon na hango sa nakalaan at may kredibilidad na primaryang sanggunian ang sumusunod na T-Tsart (Kabuuan: 15 puntos)

Primaryang Sanggunian : Sipi ng Tungkol sa Kumbersyon ni Rajah Humabon (na nasa *First Voyage Around the World by Antonio Pigafetta*) at sa sipi tungkol sa sagot nina Gobernado Heneral Guido de Lavezaris at mga opisyal at Encomendero sa *" Opinion"* ni Padre de Martin de Rada)

T-Tsart

Pagbabago		**Pag-unlad**		**Pagpapatuloy**	
Impormasyon	**Hinuha sa Impormasyon**	**Impormasyon**	**Hinuha sa Impormasyon**	**Impormasyon**	**Hinuha sa Impormasyon**
1.	4.	1.	4.	1.	4.
2.		2.		2.	
3	5.	3.	5.	3.	5.

Pagtataya sa Proseso/ Kakayahan

Panuto: Punan ng kinakailangang impormasyon ang 3 H- PERSIA Tsart mula sa mga natutuhan sa lipunang Pilipino ng Sinaunang Panahon hanggang sa pagtatag ng Patakarang Kolonyal ng Espa□a gamit ang mga pili at may kredibilidad primaryang sanggunian. Ang bawat kolum ay may anim na sagot na kung saan may katumbas na isang punto ang bawat isa. Kaya ang bawat isang tsart ay may 24 na puntos. Sa kabuuan ay may 72 puntos.

H- PERSIA Tsart

H- PERSIA	Ano ang pangunahing umunlad?	Paano ito nakaapekto sa lipunang Pilipino?	Ano ang kanilang naging reaksiyon dito ?	Ano ang naging kahalagahan nito sa kanila ?
Heograpiya				
Politikal Diplomatiko				
Relihiyon				
Sosyal/ Panlipunan				
Intelektuwal/ Teknolohiya				
Artistiko Kultural				

H- PERSIA	Ano ang pangunahing nagbago?	Paano ito nakaapekto sa lipunang Pilipino?	Ano ang kanilang naging reaksiyon dito?	Ano ang naging kahalagahan nito sa kanila?
Heograpiya				
Politikal/ Diplomatiko				
Relihiyon				
Sosyal/ Panlipunan				
Intelektuwal/ Teknolohiya				
Artistiko Kultural				

H- PERSIA	Ano ang pangunahing nagpatuloy ?	Paano ito nakaapekto sa lipunang Pilipino?	Ano ang kanilang naging reaksyon dito ?	Ano ang naging kahalagahan nito sa kanila ?
Heograpiya				
Politikal/ Diplomatiko				
Relihiyon				
Sosyal/ Panlipunan				
Intelektuwal/ Teknolohiya				
Artistiko Kultural				

Pagtataya sa Pang-unawa

Panuto :Tukuyin ang pangunahing pagbabago/ pag-unlad/ pagpapatuloy/ na nakalahad sa mga sumusunod na mga pili at may kredibilidad na primaryang sanggunian at sagutin ang mga tanong ang mga tanong sa bawat kolum.
(Kabuuang Puntos 35 puntos)

D- PAPA Tsart

Dokyumento	Pangunahing Pagbabago/ Pag-unlad/ Pagpapatuloy (1 punto bawat isa)	Alin sa mga impluwensiya ang patuloy na ginagamit sa kasalukuyan? Bakit? (2 puntos bawat isa)	Paano ito nalilinang sa kasalukuyan? (2 puntos bawat isa)	Ano ang magiging kaugnayan nito sa pagpapaunlad ng lipunang Pilipino sa hinaharap? (2 puntos bawat isa)
1. *Relation of the Philippine Island by Father Chirino*	Pagbabago:			
2. *Historical Events of the Philippines Islands by Antonio De Morga*	Pagpapatuloy:			

3. *Labor Evangelica by Francisco Collin*	Pag-unlad:			
4. *First Voyage Around the World by Antonio Pigafetta*	Pagpapatuloy:			
5. *Reply to Fray Rada's Opinion*	Pagbabago:			

Pagtataya Pagtataya sa Produkto/ Pagganap

Panuto: Sumulat ng papel ng paninindigan batay sa sitwasyon sa ibaba gamit ang mga pili at may kredibilidad na primaryang sanggunian sa pagsusuri ng alinmang impormasyon na may kinalaman sa lipunang Pilipino sa kasalukuyan at sa pag-unawa sa pagbabago, pag-unlad at pagpapatuloy mula sa sinaunang pamayanan hanggang sa pagtatag ng Patakarang Kolonyal ng Espa□a sa Pilipinas

Sitwasyon:

May isang seminar na pinangungunahan ng isang samahan ng mga sosyolohista at imbitado ang piling mag-aaral mula sa inyong paaralan bilang tagapanood at kinatawan sa sektor ng mga mag-aaral. Paksa sa seminar na ito ang kapakipakinabang g kapakipakinabang na kontribusyon sa kasalukuyan at sa hinaharap ng mga ng mga pag- unlad, pagbabago at pagpapatuloy mula sa lipunang Pilipino sa Sinaunang Panahon hanggang sa mga Patakarang Kolonyal ng Espa□a gamit ang mga piling primaryang sanggunian. Bago pa man ang seminar ay naatasan ka ng iyong punong guro na maging tagapagsalita hinggil sa paksa ng seminar at maghanda ng isang *position statement* tungkol dito. Ilahad ang iyong position statement sa mga

Rubrik sa Kritikal na Pagsusuri

Pamantayan	1	2	3	4	5
Nakakabuod ng suliranin, mga tanong at isyu	Bigong makatukoy at makabuod ng tama	May ilan-ilan na natutukoy at hindi nakabubuod ng tama	May mga natutukoy at bahagyang maayos ang pagkakabuod	Higit ang natutukoy at maayos ang pagkakabuod	Lahat ay natutukoy at maayos na maayos ang pagkakabuod
Naipapahayag ang sariling perspektibo, konklusyon at posisyon	Bigong maipahayag ang sariling perspektibo, konklusyon at posisyon	Mangilan-ngilan ang naipahayag na sariling perspektibo, konklusyon	Bahagyang maayos na naipahayag ang sariling perspektibo, konklusyon at posisyon	Maayos na na naipahayag ang sariling perspektibo, konklusyon at posisyon	Maayos na Maayos na naipahayag ang sariling perspektibo, konklusyon at posisyon
Nasusuri ang pantulong na impormasyon at ebidensiya	Walang sapat na pantulong na impormasyon at ebidensiya ang naipakita	Kaunti ang mga pantulong na impormasyon at ebidensiya ang naipakita	Sapat na pantulong na impormasyon at ebidensiya ang naipakita	Sapat na Sapat ang mga pantulong na impormasyon at ebidensiya ang naipakita	Higit sa inaasahan ang naipakitang pantulong na impormasyon at ebidensiya
Nakagamit ng ibang perspektibo at posisyon	Hindi nakagagamit ng ibang perspektibo at posisyon sa pagpapaliwanag	Bahagyang na nakagagamit ng ibang perspektibo at posisyon sa pagpapaliwanag	Maayos na nakagagamit ng ibang perspektibo at posisyon sa pagpapaliwanag	Maayos na Maayos nakagagamit ng ibang perspektibo at posisyon sa pagpapaliwanag	Higit sa inaasahan ang pagkakagamit ng ibang perspektibo at posisyon sa pagpapaliwanang
Natatataya ang implikasyon at ang mga posibleng kahihinatnan	Hindi natataya ang implikasyon at ang mga posibleng kahihinatnan	Bahagyang natataya ang implikasyon at ang mga posibleng kahihinatnan	Maayos na natataya ang implikasyon at ang mga posibleng kahihinatnan	Maayos na maayos na natataya ang implikasyon at mga posibleng kahihinatnan	Higit sa inaasahan ang pagkakataya sa implikasyon at ang mga posibleng kahihinatnan

(Enclosure No. 4 to DepEd Order No. 73, s. 2012)

TECHNOLOGY AND LIVELIHOOD EDUCATION – GRADE 7
(Sample Assessment Matrix)

Content Standard : The learner demonstrates understanding of the proper handling and safe use of hand tools.
Performance Standard : The learner independently uses and properly handles the hand tools appropriate for the task.

<table>
<tr><th>Levels of Assessment</th><th>What will I assess?</th><th>How will I assess?</th><th>How will I score?</th></tr>
<tr><td colspan="4">Lesson 1: Use of Hand Tools</td></tr>
<tr><td>Knowledge (15%)</td><td>LC*: Classify hand tools according to use.
LC: Describe the proper handling of the tools.</td><td>Actual display of different hand tools

Directions:
1. Lay down all available hand tools on the table. Let students classify the tools according to use.
2. Let students describe the proper handling of each tool.</td><td>Every correct classification and description of a hand tool is given 1 point.

<table>
<tr><td>5</td><td>-</td><td>Able to classify and describe all the hand tools correctly.</td></tr>
<tr><td>4</td><td>-</td><td>Able to classify all hand tools with one or two incorrect descriptions.</td></tr>
<tr><td>3</td><td>-</td><td>Able to classify all hand tools with three to five incorrect descriptions.</td></tr>
<tr><td>2</td><td>-</td><td>Not all hand tools were classified and described correctly.</td></tr>
<tr><td>1</td><td>-</td><td>Not all hand tools were classified and no hand tools were described correctly.</td></tr>
</table>
</td></tr>
<tr><td colspan="4">*Learning Competency (LC)
*Identifying the hand tools is done during pre-assessment stage</td></tr>
</table>

<table>
<tr><th>Levels of Assessment</th><th>What will I assess?</th><th>How will I assess?</th><th>How will I score?</th></tr>
<tr><td colspan="4">Lesson 1: Use of Hand Tools</td></tr>
<tr><td>Process / Skills (25%)</td><td>Use hand tools appropriately</td><td>Oral Presentation

Directions:
Let students discuss orally the proper use and safe handling of tools.</td><td><table>
<tr><td>5</td><td>-</td><td>Able to discuss comprehensively the appropriate and safe use of all hand tools.</td></tr>
<tr><td>4</td><td>-</td><td>Able to discuss the appropriate and safe use of hand tools with one or two errors.</td></tr>
<tr><td>3</td><td>-</td><td>Able to discuss the appropriate and safe use of hand tools with 3-5 errors.</td></tr>
<tr><td>2</td><td>-</td><td>Able to discuss the appropriate and safe use of hand tools with 6-8 errors.</td></tr>
<tr><td>1</td><td>-</td><td>The appropriateness and safe use of hand tools were not observed during the oral discussion.</td></tr>
</table></td></tr>
<tr><td>Understanding (30%)</td><td>Understanding that hand tools should be used and handled properly</td><td>Essay

Directions:
1. The teacher will show video presentations or an actual demonstration of the proper/improper handling of tools.
2. Let students explain the proper/improper and the violations or safety practices observed in handling tools.</td><td><table>
<tr><td>5</td><td>-</td><td>Demonstrate a thorough understanding of the proper handling of tools.</td></tr>
<tr><td>4</td><td>-</td><td>Demonstrate basic understanding of the proper handling of tools.</td></tr>
<tr><td>3</td><td>-</td><td>Demonstrate some misunderstanding of proper handling of tools.</td></tr>
<tr><td>2</td><td>-</td><td>Demonstrate weak understanding of the proper handling of tools.</td></tr>
<tr><td>1</td><td>-</td><td>Demonstrate a very weak understanding of the proper handling of tools.</td></tr>
</table>
<table>
<tr><td>5</td><td>-</td><td>Demonstrate a thorough understanding of the safety practices of handling tools.</td></tr>
<tr><td>4</td><td>-</td><td>Demonstrate basic understanding of the safety practices of handling tools.</td></tr>
<tr><td>3</td><td>-</td><td>Demonstrate a some misunderstanding of the safety practices of handling tools.</td></tr>
<tr><td>2</td><td>-</td><td>Demonstrate weak understanding of the safety practices of handling tools</td></tr>
<tr><td>1</td><td>-</td><td>Demonstrate very weak understanding of the safety practices of handling tools.</td></tr>
</table></td></tr>
</table>

<table>
<tr><th>Levels of Assessment</th><th>What will I assess?</th><th>How will I assess?</th><th>How will I score?</th></tr>
<tr><td colspan="4">Lesson 1: Use of Hand Tools</td></tr>
<tr><td>Product / Performance (30%)</td><td>Use hand tools to perform a task.</td><td>Performance Task: Actual Demonstration

Directions:
Let students demonstrate the proper handling and safety use of tools in accomplishing a task (Task related to the course).</td><td>
<table>
<tr><td>5</td><td>-</td><td>Able to demonstrate the proper handling hand tools in accomplishing a task..</td></tr>
<tr><td>4</td><td>-</td><td>A mistake was spotted in the proper handling of hand tools while performing the task.</td></tr>
<tr><td>3</td><td>-</td><td>Two mistakes were spotted in the proper handling of hand tools while performing the task.</td></tr>
<tr><td>2</td><td>-</td><td>Three mistakes were spotted in the proper handling of hand tools while performing the task.</td></tr>
<tr><td>1</td><td>-</td><td>Four or more mistakes were spotted in the proper handling of hand tools while performing the task.</td></tr>
</table>

<table>
<tr><td>5</td><td>-</td><td>Able to demonstrate safety use of hand tools in accomplishing a task.</td></tr>
<tr><td>4</td><td>-</td><td>Able to demonstrate one unsafe practice while performing the task.</td></tr>
<tr><td>3</td><td>-</td><td>Able to demonstrate two unsafe practices while perfoming the task.</td></tr>
<tr><td>2</td><td>-</td><td>Able to demonstrate three unsafe practices while performing the task.</td></tr>
<tr><td>1</td><td>-</td><td>Able to demonstrate four or more unsafe practices while performing the task.</td></tr>
</table>
</td></tr>
</table>

Summary of Sample Computation:

Knowledge Level (15%) - $\frac{8}{10} x100x0.15 = 12$

Process/Skill Level (25%) - $\frac{8}{10} x100x.025 = 20$

Understanding Level (30%) - $\frac{18}{20} x100x0.30 = 27$

Product/Performance Level (30%) - $\frac{8}{10} x100x0.30 = 24$

Total Percentage Weight - 83 – Approaching Proficiency (AP)

(Enclosure No. 4 to DepEd Order No. 73, s. 2012)

PHYSICAL EDUCATION - GRADE 7
(Sample Assessment Matrix)

Content Standard: The learner demonstrates understanding of the concept and principles of physical fitness as essential in achieving active lifestyle
Performance Standard: The learner designs a personalized exercise program to improve and sustain the desired level of fitness.

Levels of Assessment	What will I assess?	How will I assess?	How will I score?
Knowledge 15%	LC*: Know the concept and principles of physical activity and its importance	Oral or written assessment (See attached perormance task)	See attached scoring rubric
Process/Skills 25%	LC: Perform physical fitness activities that will improve one's fitness level.	Written and performance assessment (See attached perormance task)	See attached scoring rubric
Understanding (30%)	Understand that sustaining the desired level of physical fitness is a personal responsibility of every individual.	Oral and Written Assessment: Self-assessment (See attached perormance task)	See attached scoring rubric
Products/ Performances (30%)	Create a personalized exercise program	Performance Task: Personalized exercise program (See attached perormance task)	See attached Personal Fitness Plan Rubric

*Learning Competencies

Sample Performance Task for KNOWLEDGE

Your class is creating an activity about ways to keep fit. You and a partner have been selected to be fitness advocates/enthusiasts. In the activity, your goal is to help others learn ways to be physically fit. How would you convince your target audience about the importance of physical activity in achieving the desired level of fitness? What physical fitness terms and principless would you use in the activity that will indicate how much you know about the concept and principles of physical activity?

Note to the teacher: Teacher may suggest or draw out activities that learners might want to undertake such as: poster making, play, debate, etc. as tools for assessing knowledge similar to the above units

Rubrics for Assessment:

1-3 Novice	4-7 Intermediate	8 -10 -Exemplary
Limited/Inadequate knowledge of the concept and principles of physical activity as indicated by the learner's use of such terms as: frequency, intensity, time, conditioning,overload, etc)	Adequate knowledge of the concept and principles of physical activity as indicated by the learner's use of such terms as: frequency, intensity, time, conditioning,overload, etc)	Comprehensive knowledge of the concept and principles of physical activity as indicated by the learners's use of such terms as: frequency, intensity, time, conditioning,overload, etc)
Inappropriate and inaccurate use of terms related to physical activity	Appropriate use of terms related to physical activity but not so clearly explained	Approrpiate use of terms related to physical activity and clearly elaborated

Sample Computation: Score 9

$$9/10 \times 100 \times .15 = 13.5$$

Sample Performance Task for SKILLS

Dear Student,

We will be hiring a student assistant for our Sports Club. The knowledge and understanding of exercises are of paramount concern. The Sports Club believes that designing an exercise program is primarily a personal thing, and so the applicant will be assessed first on whether he/she can demonstrate competence in designing personal exercise program and on actuallly performing the exercises. Exercises must be fun and responsive to the applicant's physical needs.

Your application for the position shall therefore, include your proposed exercises and your actual demonstration of such exercises. The first will be evaluated based on appropriateness, doability and comprehensiveness. Your performance, on the other hand, will be evaluated based on accuracy, fluency and mastery.

We look forward to hearing from you.

Truly yours,
Sports Director

Note to the Teacher: The above performance task may be stretched for advanced learners by advising them to design an exercise program appropriate for specific age of their choice. And then, asking them to demonstrate the exercise.

Rubrics for Assessment:

	1-5	6-10	11-15
Proposed Exercises • Appropriateness to one's fitness needs • Doability • Comprehensiveness	Only one indicator was met	Only two indicators were met	All three indicators were met
Performance • Precision • Fluency • Mastery	Only one indicator was met	Only two indicators were met	All three indicators were met

Sample Computation: Score 8

$8/15 \times 100 \times .25 = 13.3$

Oral or Written Assessment for UNDERSTANDING

Direction: Go back to the performance task for Level II assessment. Write or talk about your own understanding of the most important message you can draw from the performance task. Then, do any one of the following:

1. Express your feelings/thoughts about the understanding.
2. Translate your understanding into a slogan.
3. Convince a friend about it.

The student will be asked to relate to fitness and reflect on the given statement.

The only person who has the full control over you is you.

Rubric Clue:

To what extent do students give responses that reflect the understanding that sustaining the desired level of fitness is a personal responsibility?

Beginner 1-5	Intermediate 6-10	Advanced 11-15
No evidence, reasons or realization provided in responses that reflect the given understanding	Provides evidence and reasons but no realization in the responses that reflects the given understanding	Provides realization and uses evidence, reasons and further explains responses that reflect the given understanding

Note to the teacher: Teacher may use tasks or activities which are appealing and interesting to students e.g. skit, panel discussion, poster making, etc.

Sample Computation: Score 10

$10/15 \times 100 \times .30 = 20$

Personalised Exercise Plan Rubric

	CATEGORY	4	3	2	1
Goals	Variety	Student has demonstrated not only an understanding of several concepts of physical fitness, but has put some thought into each one, giving details that answer questions such as how much? Or how high? Or how fast?	Goals demonstrate a variety of fitness concepts where improvement is desired.	Effort is apparent, but understanding of what constitutes fitness was lacking.	Little effort or thought was used to complete. Goals are un-original and perhaps copied from another student.
	Personal	Goals are highly specific to the individual reflected by the presence of details that expand the goals away from simple, one-word statements such as "better".	Goals describe not only the specific fitness attribute that is desired to do better in, but give specific information on how to do better.	Some goals are personal while others show a lack of thought and reflection.	Goals listed are very poorly thought out, as evidenced by short, one- or two-word responses.
Activities	Appropriate	Activities are highly original and appropriate to the goals they strive to meet.	Activities chosen adequately address the needs identified in the goals.	Activities are not appropriate for their identified goals. Activities will not inherently accomplish desired objectives.	Little to no effort was made in the selection of activities. Short, non-detailed responses are the norm.
	Frequency & Duration	Frequency and duration are well thought-out, showing an understanding of the needs of personal fitness as well as the needs of the activity.	The frequency and duration of the activities is appropriate to the activity and adequate for accomplishing its task.	The frequency or duration for some activities is not understood or incomplete. It is also lacking in appropriateness.	Student failed to make an effort to detail out the frequency or duration of the majority of the activities.
Plan	Complete	Plan shows a great deal of introspection and thought. Student took this project seriously and it shows. Plan, as a whole, is very well done and appropriate for the resources and locations available.	Plan was completed in whole. Every day has been assigned a task with specific duration indicated.	Plan was lacking in a few areas, leaving a good starting point, but incomplete.	Very little effort was done. Student offered no self-reflection to the goals o this assignment. Major portions of the plan are incomplete or missing entirely.

(Enclosure No. 4 to DepEd Order No. 73, s. 2012)

HEALTH EDUCATION - GRADE 7
(Sample Assessment Matrix)

Content Standard: The learner demonstrates understanding of holistic health and management of health concerns during puberty.
Performance Standard: The learner appropriately manages concerns during puberty to achieve holistic health.

Level of Assessment	What will I assess?	How will I assess?	How will I score?
Knowledge (15%)	LC*: Identify the different dimensions of holistic health.	Paper-and-Pencil Test (See attached sample test items.)	Every correct answer is given 1 point.
Note to the teacher: The teacher may also use the constructed response type of test in determining students' knowledge of facts and information and the use of rubric as a scoring guide will be appropriate.			
Process/Skills (25%)	LC: Analyze one's behavior or practices in relation to the desired practices/behavior for attaining holistic health	Checklist on Health habits and practices (See attached)	See attached scoring guide
Understanding (30%)	Understanding that attainment of holistic health is a personal responsibility.	Reflection Log **Directions**: Based on the analysis made by the students at the process level, ask them to draw their generalization or insights on their personal responsibility in attaining holistic health	See attached scoring guide
Products/Performances (30%)	Manage one's health concerns during puberty as may be articulated in an action plan to attain holistic health	Performance Assessment (Action Plan)	See attached scoring guide

LC* - Learning Competency

A. Sample Assessment for Knowledge (15%)

I. **Directions:** Identify the dimension of health being developed in the activity or behavior. Write the symbol for each dimension:

P	for Physical health
S	for Social health
MS	for Moral-Spiritual health
E	for Emotional health
M	for Mental health

1. Jogging around the park
2. Reading your favorite books
3. Going out with family and friends
4. Listening to mood music
5. Eating a balanced diet regularly
6. Telling the truth
7. Getting enough rest and sleep
8. Respecting your parents and elders
9. Sharing jokes with family members
10. Playing chess, checkers, and Math game

Example of how to compute for the percentage score at the Knowledge level

If 9 is the number of correct answers, divide this by the total number of items, multiply by 100, and then divide by the percentage weight to arrive at the score for level 1. See the computation below:

9/10 = .9 x 100 = 90 x .15 = **13.5**

B. Sample Assessment for Process/Skills (25%)

Directions: 1) Ask students to list down their own health habits/behaviors and indicate the dimension of health in the column provided in t*able 1* below.

2) Let them assess how often they practice these health habits/behaviors by checking the appropriate column on *table 1.*

Individual Health Habits/Behavior	Dimension of Health	Always	Sometimes	Never
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Table 1. Individual Health Habits/Behavior

3. Let students analyze their own health habits/behavior in each dimension by comparing them against the desired health habits/behavior listed below.

Desired Health Habits/Practices
1. I eat a variety of foods including fruits and vegetables.
2. I practice good hygiene.
3. I am physically active regularly.
4. I prepare for events that I know will be stressful to me.
5. I enjoy learning new things by reading books.
6. I show respect for others.
7. I find it easy to relax and express my feeling.
8. I listen to the ideas and suggestions of others
9. I have close friends or relatives in whom I can confide.
10. I avoid risky behavior.

4. Ask them to determine the areas that need improvement and the areas that need to be sustained.

5. Rate the responses in table 1 using the following points:

   3 points – Always
   2 points – Sometimes
   1 point – Never

Example of how to compute for the percentage score at the Process/Skills level

If 26 is the number of correct answers, divide this by the total number of items, multiply by 100, and then divide by the percentage weight to arrive at the score for level 2. See the computation below:

26/30 = .86 x 100 = .90 x .25 = **21.67**

C. Sample Assessment for Understanding (30%)

Directions: Based on the analysis made by the students at the process level, ask them to draw their generalization or insights on how to attain holistic health. Their generalization/insights will be rated using the scoring guide below:

Scoring Guide		
9-10	-	The generalization reflects comprehensive understanding of how to attain holistic of health.
7-8	-	The generalization reflects basic understanding of how to attain holistic health.
5-6	-	The generalization reflects some misunderstanding of how to attain holistic health.
3-4	-	The generalization reflects weak understanding of how to attain holistic health.
1-2	-	The generalization reflects very weak understanding of how to attain holistic health.

Example of how to compute for the percentage score at the Understanding level

If 9 is the number of correct answers, divide this by the total number of items, multiply by 100, and then divide by the percentage weight to arrive at the score for level 3. See the computation below:

9/10 = .9 x 100 = 90 x .30 = **27**

D. Sample Assessment for Products/Performance

Sample Scoring Guide for Action Plan

Action Plan (Criteria)	Beginning (1)	Developing (2)	Capable (3)	Powerful (4)
Context and specific outcomes described	little understanding or comprehension of task	partially developed context with some relationship to specific learning outcomes	generally clear articulation of context and specific learning outcomes - (rationale and learning outcomes are clear)	very comprehensive; clear articulation of context and learning outcomes
Steps to be taken; resources clearly identified with specific deadlines written	little understanding of comprehension of the task; overlaps too much with regular program or course expectations	gaps in the articulation of steps; vague or lacking details; resources not detailed or too general; replicates regular program or course expectations	generally clear articulation of steps/ deadlines; adequate resources named; realistic and substantial plan.	clear and innovative articulation of steps/ deadlines; good resources; realistic and very substantial.
Proposed evidence of growth	little understanding or comprehension of task	limited proposed evidence of growth	generally clear and specific proposed evidence of growth that is easy to "picture"	clear and innovative proposed evidence of growth

Example of how to compute for the percentage score at the Product/Performance level

If 10 is the number of correct answers, divide this by the total number of items, multiply by 100, and then divide by the percentage weight to arrive at the score for level 4. See the computation below:

10/12 = .83 x 100 = 83.33 x .30 = **24.99**

Summary of Computation:

Final Computation	
Knowledge (15%)	9/10 = .9 x 100 = 90 x .15 = **13.5**
Process/ Skills (25%)	26/30 = .86 x 100 = 90 x .25 = **21.67**
Understanding (30%)	9/10 = .9 x 100 = 90 x .30 = **27**
Products/ Performances (30%)	10/12 = .83 x 100 = 83.33 x .30 = **24.99**
Total	***87.16***
Level of Proficiency	***Proficient (P)***

(Enclosure No. 4 to DepEd Order No. 73, s. 2012)

Philippine Music (Vocal) – Grade 7
(Sample Assessment Matrix)

Performance Standard: The learner performs examples of Philippine music, alone and with others in appropriate tone, pitch, rhythm, expression and style
Content Standard: The learner demonstrates understanding of musical elements and processes of Philippine music, particularly the music of Luzon highlands and lowlands.

<table>
<tr><th>Levels of Assessment</th><th>What will I assess?</th><th>How will I assess?</th><th>How will I score?</th></tr>
<tr><td>Knowledge (15%)</td><td>L.C.*: Classifies Philippine folk songs according to their function.</td><td><u>Pen & Paper Test</u>

The learners will give the background information for Philippine songs by comparing and contrasting. Answers will be written in a table following the listening guide.

e.g. song table

<table>
<tr><th>Song Title</th><th>Classification according to function</th></tr>
<tr><td>Pamulinawen (Ilocano)</td><td>Love or Courtship Song</td></tr>
<tr><td>Atin Cu Pung Singsing (Kapampangan)</td><td>Ballad or Narrative Song (Song-Story)</td></tr>
<tr><td>Salidummay (Western Bontoc)</td><td>Friendship Song</td></tr>
<tr><td>Doon Po Sa Amin (Tagalog)</td><td>Song of Conviviality / Humorous Song</td></tr>
<tr><td>Si Nanay, Si Tatay Di Co Babayaan (Bicolano)</td><td>Love (Parental) Song</td></tr>
<tr><td>Sitsiritsit (Tagalog)</td><td>Song of Conviviality / Humorous Song</td></tr>
<tr><td>Manang Biday (Ilocano)</td><td>Love or Courtship Song</td></tr>
<tr><td>Aking Bituin (Tagalog)</td><td>Love or Courtship Song</td></tr>
<tr><td>Ako'y Kampupot (Tagalog)</td><td>Love Song</td></tr>
</table></td><td>1 point will be given for every correct classification according to function.

The highest score of the first table is 15 points.</td></tr>
<tr><td colspan="4">NOTE:

LC = Learning Competency</td></tr>
</table>

Computation for the 15% Knowledge will be TOTAL SCORE x 100 x 0.15 = _____
The total score of the student is equivalent to the 15% of the total percentage of the Knowledge assessment.

Table will be filled up with:

1. **Song Title**
2. **Classification according to function:**
   Ballad/Narrative Songs — Love and Courtship songs — Friendship and Conviviality — Ritual Songs
   Lullabies — Friendship and Conviviality — Work Songs

Process/ Skills (25%)

L.C.*: Analyzes examples of Philippine Music by describing each of the song's musical elements.

Appreciates Philippine Culture

Listening Test

The learners will describe the Philippine folk songs by analyzing the musical elements and tabulating them accordingly. Five (5) of these folk songs may be selected for analysis.

Song Title	Timbre	Rhythm	Meter	Melody	Harmony	Texture	Form
Pamulinawen (Ilocano)							
Atin Cu Pung Singsing (Kapampangan)							
Salidummay (Western Bontoc)							
Doon Po Sa Amin (Tagalog)							
Si Nanay, Si Tatay Di Co Babayaan (Bicolano)							
Sitsiritsit (Tagalog)							
Manang Biday (Ilocano)							
Aking Bituin (Tagalog)							

Please see attached rubrics.

		Song Description in terms of the Musical Elements: ➢ **Timbre:** head voice/falsetto (light), chest/speaking voice (throaty), guttural voice (raspy/growl) ➢ **Rhythm**: fast (4 beats/second), moderate (2 beats/second) or slow tempo (1 beat/second) ➢ **Meter**: Regular Meter in 2 (1-2), in 3 (1-2-3), in 4 (1-2-3-4), Irregular Meter ➢ **Melody**: Narrow Range (1-3 tones), Moderate (5 tones), Wide (8 tones and above) ➢ **Harmony**: Major Tonality (do-re-mi-fa-so-la-ti-do), Minor Tonality (la-ti-do-re-mi-fa-so-la), Pentatonic (do-re-mi-so-la), Modal (combination of different tonal patterns) ➢ **Texture:** Monophony (melody alone), Homophony (melody with instrumental accompaniment), Polyphony (two or more different melodies sung at the same time), Heterophony (similar melodies sung at the same time) ➢ **Form:** Syllabic phrasing (one tone per syllable), Melismatic phrasing (many tones per syllable.	
NOTE: Explain how they will analyze the songs according to the musical elements. Give an example for the analysis.			
Understanding (30%)	Big Idea: Understanding that folk songs communicate cultural ideas, emotions and beliefs of Filipinos Big Idea: Folk songs reflect the historical experience of the people. E.U:	Assess the musicianship and stage presence of the performers.	**Please see attached rubrics.**

	Understands that the folk songs reflect the history and culture of the Filipinos.		
NOTE: Singing Philippine Folk songs following the musical elements & using the proper singing style will show understanding of the cultural ideas, emotions, and beliefs.			
Product/Performance (30%)	L.C.*: Performs examples of Philippine Folk songs in clear tone, correct pitch, rhythm, expression, and style.	**Performance Task : Individual or Group Singing** Directions: • Sing a chosen Philippine Folk song • Use the appropriate costumes, musical elements & vocal techniques • Creativity	**Please see attached rubrics.**
NOTE: Performance may be solo or in an ensemble. (Songs to be performed are based on musical sheets or music sources such as mp3, music video, CD, PDF files of music sheets, etc.)			

RUBRICS FOR PHILIPPINE FOLK SONG ANALYSIS:

Each song will be given the following number of points
5 = Was able to correctly describe all 7 musical elements
4 = Was able to correctly describe most of the musical elements
3 = Was able to correctly describe some musical elements
2 = Was able to correctly describe only a few musical elements
1 = Was able to correctly describe none of the musical elements.

RUBRICS FOR MUSICIANSHIP:

5 = Dynamic levels are obvious, consistent, and phrasing is always consistent and sensitive to the style of music being sung. Performs with creative nuance and style in response to the score without coaching

4 = Dynamic levels and phrasing is usually consistent and sensitive to the style of music being sung. Typically performs with nuance and style that is indicated in the score or which is suggested by instructor or peer.

3 = Dynamic levels fluctuate but can be discerned. Phrasing is usually consistent and occasionally sensitive to the style of music being sung. Sometimes performs with nuance and style that is indicated in the score or which is suggested by the instructor or peer.

2 = Attention to dynamic levels is not obvious. Phrasing is rarely consistent and/or rarely sensitive to musical style. Just sings the note.

1 = No sense of dynamics or phrasing and a low degree of independent musicianship; severe technical flaws overshadow the expression.

RUBRICS FOR STAGE PRESENCE:

5 = Shows an excellent command of the stage in all styles and literature
4 = shows great potential on stage with an occasional lapse in commitment to text/character; there's room for improvement
3 = Has potential on stage but lacks consistency in commitment to text/character in some styles;
Could use more work on interpretation and stage deportment
2 = Shows lack of comfort on stage; rarely demonstrates an understanding of text/character
1 = No connection to text/character and no stage presence to speak of

RUBRICS for MELODY/ RHYTHM/TIMBRE/DYNAMICS:

Category	5 points	4 points	3 points	2 points	1 point
Melody	Able to sing the songs in the correct pitch without any mistakes	Able to sing the songs in the correct pitch with only a few mistakes.	Able to sing the songs in the correct pitch with several mistakes.	Able to sing a few parts of the songs in the correct pitch but with a lot of wrong notes.	Could not follow the melodic lines
Rhythm	Able to interpret all the notes and rests correctly or without mistake	Able to interpret the notes and rests but with 1-3 mistakes.	Able to interpret the notes and rests but with difficulty.	Had a lot of difficulty in following the rhythmic patterns.	Rhythmic patterns were not followed.
Timbre	Can sing the whole piece in the prescribed sound quality	Sound quality is inconsistent in some parts of the song.	Sound quality is inconsistent in most parts of the song but is clear and beginning to be focused in some parts.	Sound quality is airy and breathy.	Weak tone production
Dynamics	Dynamics was properly used in all parts of the song.	Improper use of dynamics in 1-2 parts of the songs. Dynamics was properly used in the rest of the song.	Improper use of dynamics in 3-4 parts of the songs. Dynamics was properly used in the rest of the song.	Improper use of dynamics in most parts of the songs.	Dynamics was not used properly at all.

(Enclosure No. 4 to DepEd Order No. 73, s. 2012)

PAGTATAYA SA EDUKASYON SA PAGPAPAKATAO (EsP), Baitang 7

(Sample Assessment Matrix)

Ikalawang Markahan: Ang Pagkatao ng Tao

Pamantayang Pangnilalaman: Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa isip at kilos-loob tungo sa angkop na pagpapasiya.

Pamantayan sa Pagganap: Naisasagawa ng mag-aaral ang mga angkop na pagpapasiya tungo sa katotohanan at kabutihan batay sa mga konsepto tungkol sa isip at kilos-loob.

Antas ng Pagtatasa	Ano ang Tatasahin?	Paano ang Pagtatasa?	Paano Ito Mamarkahan?
Kaalaman (Knowledge) - 15%	LC*: Natutukoy ang mga katangian, gamit at tunguhin ng isip at kilos-loob sa paggawa ng pasiya	Pagpili ng Tamang Sagot (Multiple Choice Test) (Kalakip)	1 punto sa bawat tamang sagot
Proseso/Kakayahan (Process/Skills) - 25%	LC: Nasusuri ang isang pasiyang ginawa batay sa gamit at tunguhin ng isip at kilos-loob	Situation Analysis: Pagbuo ng angkop na pagpapasiya batay sa mga ibinigay na sitwasyon (Kalakip)	Kalakip ang scoring guide
Pag-unawa (Understanding) - 30%	Nauunawaan na ang isip at kilos-loob ang nagpapabukod-tangi sa tao, kaya ang kanyang mga pagpapasiya ay dapat patungo sa katotohanan at kabutihan	1. Pagbuo ng batayang konsepto gamit ang graphic organizer (Kalakip) 2. Pagsulat ng pangangatwiran kung bakit dapat sanayin ang paggamit ng isip at kilos-loob batay sa tunguhin ng mga ito (Kalakip)	Kalakip ang scoring guide
Produkto/Pagganap (Product/ Performance) – 30%	Nakabubuo ng angkop na pagpapasiya tungo sa katotohanan at kabutihan gamit ang isip at kilos-loob	<u>Pagganap</u> Tseklis ng mga tungkuling isasakatuparan <u>Pagninilay</u> Journal ng pagninilay <u>Pagsasabuhay</u> Journal ng mga tala ng pagsasabuhay Kraytirya sa pagtataya ng awtput: a. May malinaw na paglalahad ng mga pasya o kilos tungo sa katotohanan at kabutihan b. May paliwanag ang bawat pasya o kilos sa bawat situwasyon batay sa gamit at tunguhin ng isip at kilos-loob c. May kalakip na patunay ng pagsasabuhay	Kalakip ang scoring guide

PAGTATAYA SA EDUKASYON SA PAGPAPAKATAO (EsP), Baitang 7
Mga Instrumento sa Pagtatasa (Assessment Tools)

Ikalawang Markahan: Ang Pagkatao ng Tao

Pamantayang Pangnilalaman: Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa isip at kilos-loob tungo sa angkop na pagpapasiya.

Pamantayan sa Pagganap: Naisasagawa ng mag-aaral ang mga angkop na pagpapasiya tungo sa katotohanan at kabutihan batay sa mga konsepto tungkol sa isip at kilos-loob.

Kaalaman (Knowledge)

Multiple Choice

Panuto: Basahin at unawaing mabuti ang bawat tanong. Isulat ang titik ng tamang sagot sa patlang sa unahan ng bilang.

____ 1. Ang halaman, hayop at tao ay nagkakatulad sa ilang aspeto, *maliban* sa
   a. Kailangang alagaan ito upang lumaki, kumilos, at dumami.
   b. Kumukuha ito ng sapat na sustansya upang maging malusog.
   c. Kailangang dumami upang maipagpatuloy ang kanyang lahi.
   d. Nag-iisip, pumipili at nagpapasiya para sa kanyang ikauunlad at ikabubuti.

____ 2. Alin ang *hindi* totoo sa isip?
   a. Ito ang pakultad (faculty) na naaakit sa mabuti.
   b. Ito ay may kapangyarihang alamin ang buod ng isang bagay.
   c. Sa pamamagitan ng isip, ang tao ay naghahanap ng katotohanan.
   d. Kailangang sanayin at linangin upang magampanan nito ang kanyang tunguhin (goal).

____ 3. Sa pamamagitan ng kilos-loob, nahahanap ng tao ang
   a. kabutihan c. kaganapan
   b. katotohanan d. karunungan

____ 4. Paano tunay na mapamamahalaan ng tao ang kanyang kilos?
   a. Sa pamamagitan ng pagpapalakas ng kontrol sa sarili o pagkakaroon ng disiplina
   b. Sa pamamagitan ng tamang paggamit ng kilos-loob
   c. Sa pamamagitan ng mahabang proseso ng pag-iisip
   d. Sa pamamagitan ng pagsangguni sa mga taong nakaaalam at puno ng karanasan

____ 5. Alin ang *hindi* katangian ng isip?
   a. May kakayahang magnilay.
   b. May kakayahang magtimbang ng esensya (essence) ng mga bagay.
   c. Binibigyan ng kapangyarihan ang tao na ayusin ang kanyang mga iniisip at ikinikilos.
   d. May kakayahang maisabuhay ang mga katotohanang pangkalahatan (universal truths).

____ 6. Ang isip ng tao ay may limitasyon at hindi ito kasing perpekto ng Diyos, kaya ang tao ay nakadarama ng:
   a. kalungkutan
   b. kahihiyan
   c. kakulangan
   d. kapaguran

____ 7. Ang kilos-loob ayon sa paglalarawan ni Santo Tomas de Aquino ay isang makatwirang pagkagusto (rational appetency), sapagkat ito ay pakultad (faculty) na:
   a. nagpapagaan ng kalooban at nagpapasaya ng damdamin
   b. naaakit sa mabuti at lumalayo sa masama
   c. ginugusto ang tama at pinipili ang kapakanan ng nakararami
   d. inaayunan ang mabuti at pinahihintulutan ang tama

____ 8. Ang kilos-loob ay hindi naaakit sa kasamaan at hindi kailanman magugustuhan ang mismong masama. Nagaganap lamang ang pagpili sa masama kung ito ay
   a. pinipilit ng iba sa kanya
   b. nakalimutang iproseso ang pagpili
   c. ginagawa ng lahat o ng nakararami
   d. nababalot ng kabutihan at nagmumukhang mabuti at kaakit-akit

____ 9. Ang maaaring makaimpluwensya sa pagpili ng kilos-loob ay ang
   a. isip
   b. kaluluwa
   c. damdamin
   d. puso

____ 10. Kawangis ng Diyos ang tao dahil sa kakayahan niyang
   a. makaalam at magpasya nang malaya
   b. makatulong at makapagbigay sa kapwa
   c. mag-isip at sundin ang iniisip
   d. gumawa ng tama at maging mabait

Proseso/Kakayahan (Process/Skills)

Situation Analysis: Pagsuri ng mga sitwasyon kung saan tutukuyin ng mag-aaral ang kanyang iisipin at gagawin kung maharap sa mga ito

Mga Sitwasyon	Ano ang iyong iisipin?	Ano ang iyong gagawin?
1. Nakita mong binu-bully ng 3 kaklase mo ang isang mag-aaral na bagong lipat sa inyong paaralan.		
2. Mag-aaral ka para sa presentasyon sa klase kinabukasan nang maalala mo ang dati mong kaklase na nangamusta sa Facebook.		
3. May nakita kang tinedyer na nagbukas ng iPod habang nagdarasal ang maraming tao sa inyong sambahan.		
4. Plano mong magpunta sa kapilya ng inyong paaralan upang magdasal nang yayain ka ng iyong mga kaklase na magpunta sa mall.		
5. Nagmamadali kang papunta sa klase nang makakita ka ng basag na bote sa pasilyo papunta sa klasrum. Pupulutin mo sana pero pinigilan ka ng isang mag-aaral.		

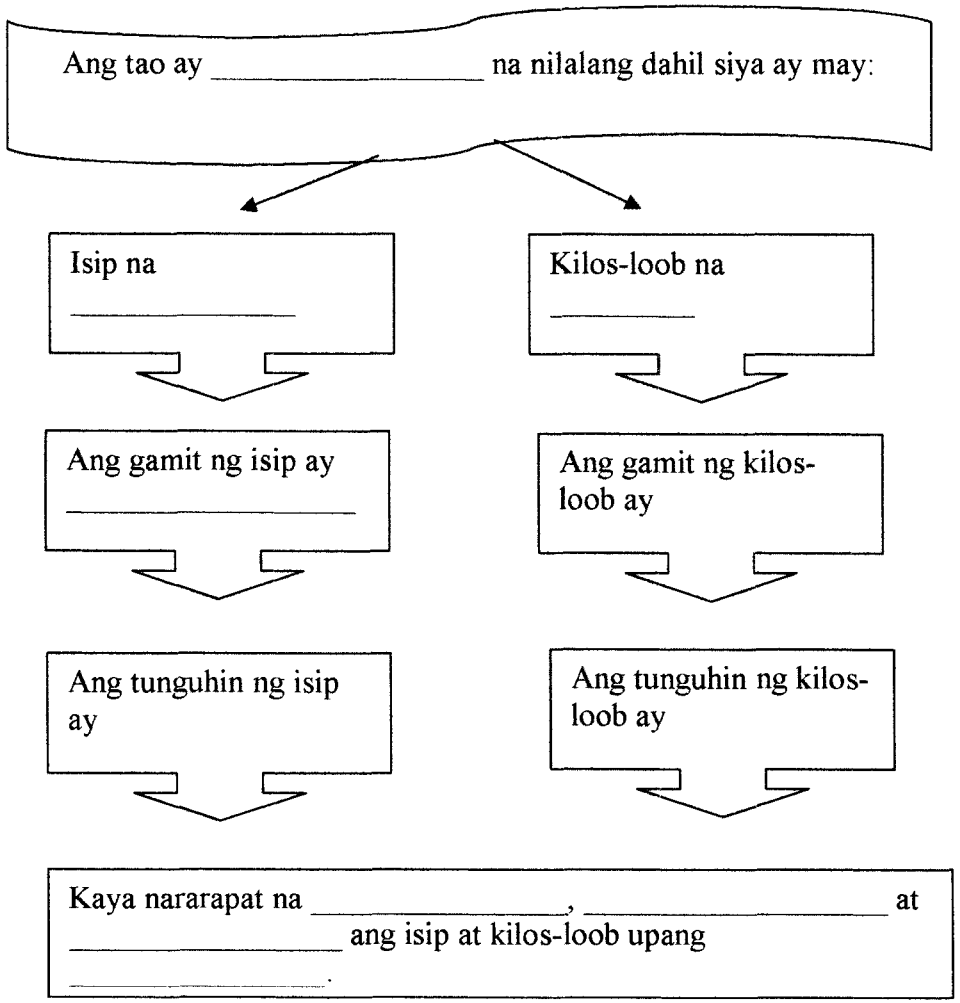
Rubric para sa pagsusuri ng mga sitwasyon:

Kraytirya/Puntos	2	1	0
1. Patungo sa katotohanan ang sagot sa "iisipin"	Tama at patungo sa katotohanan ang isinulat sa "iisipin"	Tama at patungo sa katotohanan ang isinulat sa "iisipin" ngunit naglagay ng pahayag na nakalilito sa dapat na isipin	Mali at hindi patungo sa katotohanan ang isinulat sa "iisipin"
2. Patungo sa kabutihan ang sagot sa "gagawin"	Tama at patungo sa kabutihan ang isinulat sa speech balloon na dapat gawin sa sitwasyong iyon	Tama at patungo sa kabutihan ang isinulat sa speech balloon na dapat gawin sa sitwasyong iyon subalit naglagay ng pahayag na nakalilito sa dapat na gawin	Mali at hindi patungo sa kabutihan ang isinulat na dapat gawin sa sitwasyong iyon
3. May malinaw na paliwanag sa bawat sagot	Kompleto at wasto ang paliwanag	Hindi kompleto bagama't wasto ang paliwanag	Mali ang paliwanag

Pag-unawa (Understanding)

A. Pagbuo ng batayang konsepto gamit ang graphic organizer (kalakip)

Anong konsepto ang naunawaan mo mula sa babasahin? Sagutin ito sa iyong kuwaderno gamit ang graphic organizer.



B.. Pagsulat ng pangangatwiran kung bakit dapat sanayin ang paggamit ng isip at kilos-loob batay sa tunguhin ng mga ito
Mga sagot:

1. Hindi gugustuhin ng kilos-loob ang isang bagay na hindi alam ng isip, kaya mahalaga ang pag-aaral at pananaliksik. Sa pagsaliksik at pag-alam kung alin ang higit na mabuti, mapipili ng tao kung ano ang mabuting dapat niyang gawin.
2. Upang magampanan niya ang kanyang tunguhin bilang tao
3. Upang magamit ang kaalaman at kabutihan sa pagpapaunlad ng kanyang pagkatao, paglingkod sa kapwa at pakikibahagi o paglilingkod sa pamayanan

Kraytirya/Puntos	6	4	2
1. Nagbigay ng 3 dahilan kung bakit dapat sanayin ang paggamit ng isip at kilos-loob batay sa tunguhin ng mga ito	Nagbigay ng 3 dahilan	Nagbigay ng 2 dahilan	Nagbigay ng 1 dahilan
2. Nakapagbigay ng malinaw na paliwanag sa bawat dahilan kung bakit dapat sanayin ang paggamit ng isip at kilos-loob batay sa tunguhin ng mga ito	Lahat ng paraang gagawin ay mayroong paliwanag	1 paraan ay walang paliwanag	2 paraan ay walang paliwanag

Product/Performance (Produkto / Pagganap)

Pagganap

1. Pagtatala ng mga tungkuling isasakatuparan
2. Pagsusuri kung ginagawa niya ang bawat tungkuling itinala
3. Pagsulat ng paliwanag (kung tugma ang iniisip at ginagawa niya sa bawat tungkulin) sa kolum na "Natuklasan Ko"

Tungkulin	Alam ko	Ginagawa ko	Natuklasan Ko
Halimbawa: Pumili ng musikang pakikinggan.	✓	×	Sumusunod lang ako sa uso at mga gusto ng aking mga kaibigan

Tungkulin	Alam ko	Ginagawa ko	Natuklasan Ko

Note: Ang awtput sa pagganap ay magagamit sa pagsasabuhay kaya huwag muna itong markahan.

Pagninilay

1. Pagsulat ng pagninilay sa mga natuklasan sa paggamit ng isip at kilos-loob sa pagtupad ng mga tungkuling itinala
2. Pagtukoy sa mga paraan o hakbang kung paano magiging tugma ang alam ng isip sa ginagawa ng kilos-loob

Rubric sa Pagninilay

Kraytirya/Puntos	3	2	1
1. Natukoy ang mga realisasyon sa paggamit ng isip at kilos-loob	Natukoy ang 3 realisasyon sa paggamit ng isip at kilos-loob	Natukoy ang 2 realisasyon sa paggamit ng isip at kilos-loob	Natukoy ang 1 realisasyon sa paggamit ng isip at kilos-loob
2. Nakapagbigay ng malinaw na paliwanag sa bawat realisasyon	May paliwanag ang bawat realisasyon	May isang realisasyon na walang paliwanag	2 ay walang paliwanag
3. Pagninilay o realisayon sa mga realisasyon • Bumanggit ng karanasan sa pagsasagawa ng gawain • May makabuluhang aral na natutuhan • Komitment na ipagpatuloy ang natutuhan	Kompleto ang tatlong bahagi ng pagninilay	Kulang ng isa ang tatlong bahagi ng pagninilay	Kulang ng dalawa ang tatlong bahagi ng pagninilay

Pagsasabuhay

Pagsasagawa ng mga itinalang tungkulin sa loob ng dalawang linggo hanggang ang mga ito ay maging bahagi ng araw-araw na pamumuhay gamit ang Talahanayan ng Pagtupad ng mga Tungkulin (upang maging tugma ang alam ng isip at ginagawa ng kilos-loob)

Kraytirya sa pagtataya ng awtput:
a. May malinaw na paglalahad ng mga pasya o kilos tungo sa katotohanan at kabutihan
b. May paliwanag ang bawat pasya o kilos sa bawat situwasyon batay sa gamit at tunguhin ng isip at kilos-loob
c. May kalakip na patunay ng pagsasabuhay

Ipagamit ang tseklis na sinagutan sa pagganap at mula rito ipagawa sa mag-aaral ang sumusunod:

1. Mula sa mga nakatalang tungkulin sa bahaging pagganap, pumili ng lima na nais paunlarin upang magtugma ang alam ng isip sa ginagawa ng kilos-loob.
2. Tukuyin din ang paraan o hakbang na dapat gagawin. Sa tapat ng bawat paraan ay maglagay ng pitong kolum na kakatawan sa pitong araw na mayroon sa isang linggo.
3. Lagyan ng tsek (✓) ang kolum kung naisagawa sa naturang araw ang pamamaraan na naitala at ekis (×) kung hindi. Gawin ito sa loob ng dalawang linggo.

Talahanayan ng Pagtupad ng mga Tungkulin

Tungkulin na nais isakatuparan		*Unang Linggo*							*Ikalawang Linggo*								*Resulta*
upang maging tugma ang alam ng isip sa ginagawa ng kilos-loob	Paraan o Hakbang na Gagawin	Lunes	Lunes	Martes	*Miyerkules*	*Huwebes*	*Biyernes*	*Sabado*	Linggo	Lunes	Martes	*Miyerkules*	*Huwebes*	*Biyernes*	*Sabado*	Linggo	
Hal.: Pumili ng musikang pakikinggan.	a. Suriin ang liriko ng awitin.	×	×	×	✓						×	✓					
	b. Maging sensitibo sa idinudulot na epekto nito sa akin.	×	×	×	✓						×	✓					

Rubric sa Pagsasabuhay

Kraytirya/Puntos	3	2	1
1. Natukoy ang mga tungkulin na nais isakatuparan upang tugma ang tamang iniisip sa ginagawa	Natukoy ang 3 o higit pang tungkulin na nais isakatuparan	Natukoy ang 2 tungkulin na nais isakatuparan	Natukoy ang 1 tungkulin na nais isakatuparan
2. Natukoy ang mga paraan upang maisakatuparan ang mga itinalang tungkulin gamit ang isip at kilos loob	Natukoy 3 paraan upang maisakatuparan ang mga itinalang tungkulin gamit ang isip at kilos loob	Natukoy 2 paraan upang maisakatuparan ang mga itinalang tungkulin gamit ang isip at kilos loob	Natukoy ang 1paraan upang maisakatuparan ang mga itinalang tungkulin gamit ang isip at kilos loob
3. Binanggit ang resulta sa loob ng 2 linggo at nilakipan ng paliwanag	Hindi nagampanan ng 1-2 araw at kulang ng 1-2 paliwanag	Hindi nagampanan ng 3-4 araw at kulang ng 3-4 paliwanag	Hindi nagampanan ng 5 o higit pang araw at kulang ng 5 o higit pang paliwanag
4. Nilakipan ng pagninilay o realisayon sa nagging gawain • Bumanggit ng karanasan sa pagsasagawa ng gawain • May makabuluhang aral na natutuhan • Komitment na ipagpatuloy ang natutuhan	Kompleto ang tatlong bahagi ng pagninilay	Kulang ng isa ang tatlong bahagi ng pagninilay	Kulang ng dalawa ang tatlong bahagi ng pagninilay

(Enclosure No. 5 to DepEd Order No. 73, s. 2012)

GUIDELINES FOR RATING ELEMENTARY SCHOOL PUPILS

I. Assessment of the Four (4) Levels of Assessment

For every quarter, pupils shall be assessed at these four (4) levels of assessment.

A. Assessment of Level of Knowledge (15%)

On assessing the level of knowledge, the following assessment tools maybe used:

1. Paper and Pencil Tests

   These types of test can be used to determine the pupil's knowledge of specific facts and information.

   a. Multiple Choice Test
   b. True or False
   c. Matching Type
   d. Constructed response type of test (To determine if the pupil's knowledge of facts and information is of sufficient; breadth and depth, the following test type maybe appropriate. A rubric or scoring guide will be necessary).

2. Oral Participation
3. Periodic Test

B. Assessment of Process or Skills (25%)

For assessment of process or skills, the focus is on how pupils construct meanings or makes sense of the facts and information. The following maybe asked for pupils to do as deemed appropriate for a learning area and grade level.

Quiz

a. Outlining, organizing, analyzing, interpreting, translating, converting, or expressing the information in another format;
b. Drawing analogies
c. Constructing graphs, flowcharts, and maps or graphic organizers
d. Transforming a textual presentation into a diagram
e. Drawing or painting pictures
f. Other Activities

Oral Participation

a. Doing role plays
b. Other Activities

C. Assessment of Understanding (s) (30%)

For assessment of understanding(s), pupils may be assessed in terms of:

Quiz

a. Explain/justify something based on facts/data , phenomena or evidence
b. Tell/retell stories
c. Make connections of what was learned within and across learning areas
d. Apply what has been learned in real life situations

Oral Discourse/recitation

a. Explain/justify something based on facts/data , phenomena or evidence
b. Tell/retell stories
c. Make connections of what was learned within and across learning areas
d. Apply what has been learned in real life situations

Open-ended tests

D. Assessment of Products/Performances (30%)

Pupils may be assessed by the any of the following:

a. Participation (e.g. in group projects)
b. Projects
c. Homework
d. Experiments
e. Portfolio
f. Other Outputs

II. Sample Computation of Pupil Rating

To determine the rating for the learning area in a grading period, which includes *Mother Tongue*, get the average of all the ratings entered in the Class Record under each measure of achievement. Multiply the result by the corresponding percentage weight.

Example:

Rating for Elementary Mathematics for a Quarter

upil	Knowledge					Process or Skills				Understanding (s)					Product/Performance					Tota l
	Quiz	Oral part .	Perio dic test	Ave	15% Wt	Quiz/Oral Participation		Ave	25% Wt	Quiz	Oral Partici pation	Test	Ave	30% Wt.	Project Portfol io	Participa tion in Group	Home work	Ave	30% wt	100%
	80	78	82	80	12	90	94	92	23	82	80	78	80	24	88	86	87	87	26.1	85
	88	85	87	86.67	12.13	89	87	88	22	82	84	83	83	24.9	85	86	85	85	25.5	85
	89	90	91	90	13.5	92	94	93	23.25	92	94	93	93	27.9	93	95	94	94	28.2	93
	82	85	80	82.33	12.35	80	86	83	20.75	80	78	81	80	24	82	84	83	83	24.9	82

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

	Percentage Weight	Ave.	x	Weight		Computed Value
Knowledge	15%	80	x	0.15	=	12
Process/Skills	25%	92	x	0.25	=	23
Understanding	30%	80	x	0.30	=	24
Product/Performance	30%	87	x	0.30	=	26.1
	100%					85.1

Round 85.1 to 85.

To compute the rating of Pupil B in the given example:

	Percentage Weight	Ave.	x	Weight		Computed Value
Knowledge	15%	86.67	x	0.15	=	12.13
Process/Skills	25%	88	x	0.25	=	22
Understanding	30%	83	x	0.30	=	24.9
Product/Performance	30%	85	x	0.30	=	25.5
	100%					84.53

Round 84.53 to 85.00

To compute the rating of Pupil C in the given example:

	Percentage Weight	Ave.	x	Weight		Computed Value
Knowledge	15%	90	x	0.15	=	13.5
Process/Skills	25%	93	x	0.25	=	20.75
Understanding	30%	93	x	0.30	=	27.9
Product/Performance	30%	94	x	0.30	=	28.2
	100%					92.85

Round 92.85 to 93.00

To compute the rating of Pupil D in the given example:

	Percentage Weight	Ave.	x	Weight		Computed Value
Knowledge	15%	82.33	x	0.15	=	12.35
Process/Skills	25%	83	x	0.25	=	20.75
Understanding	30%	80	x	0.30	=	24
Product/Performance	30%	83	x	0.30	=	24.9
	100%					82.00

The pupils' rating shall be interpreted in terms of the five (5) Level of Proficiency.

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

The numerical value shall not appear in the report card , but the descriptive equivalent level of proficiency.

B for Beginning
D for Developing
AP for Approaching Proficiency
P for Proficient
A for Advanced

In the given example, Pupil A is Proficient (P), Pupil B is Proficient (P), Pupil C is Advanced (A) and Pupil D is also Approaching Proficiency (AP).

III. Marking for MAPEH

For MAPEH, each of the four (4) component areas shall be taught separately and pupils will be rated per component area. There shall be one rating for MAPEH, which is the average of the four component areas.

Example:

Music	84	AP
Art	88	P
P.E.	90	A
Health	89	P
	351 / 4 = 87.75 round to 88.00	P

Thus the grade for MAPEH is 88.00 which is Proficient (P).
Add the grades for the four (4) component learning areas. Total grade divided by 4 is the average rating for MAPEH.

In the given example, the descriptive rating for each component area will also appear in the report card.

IV. Marking for Oral Fluency in Filipino and English

Like the other learning areas, assessment of Oral Fluency in Filipino and English shall also be at four (4) levels Knowledge (15%), Process/Skills (25%), Understandings (30%) and Product/Performance (30%). Oral tests shall be given with corresponding rubrics.

Filipino

- For the first semester (second grading period), pupils shall be assessed on oral fluency **(see attached sample)**
- During the second semester, pupils shall be rated the way they are rated in the other learning areas.

English

For English which will be introduced during the second semester, pupils will be assessed on oral fluency **(see attached sample).**

For the computation of pupil's rating for Oral Filipino and English, activities can be used for this purpose with the aid of Rubrics. The following are some example of activities that can be used for purposes of assessing oral Filipino and English fluency. Teachers may use other activities which are appropriate for rating oral fluency.

Below are examples of Activities/Oral Tests for rating oral fluency (Filipino and English). Rubrics on the four (4) Levels of assessment (Knowledge (15%), Process/Skills (25%), Understandings (30%) and Product/Performance (30%)) shall be used.

- Retelling Personal Stories
  Pupils retell anecdotes which they heard from their classmates or friends
- Retelling Stories
  Pupils retell stories which they have just heard from their teacher, classmates or parents.
- Role playing a Dialogue
  Pupils role play a dialogue, guided by some keywords
  Pupils role play according to instructions on role play card
  Pupils role play a telephone conversation
- Storytelling by Turns
  Through group work, pupils create a story. They take turns to speak while providing details for the story.
- Spotting Differences and Similarities
  Pupils are asked to speak in order to find differences and similarities of two similar pictures
- Interview
  Pupils may be interviewed by their teacher on topics interesting for them.
- My Favorite Cartoon Character
  Pupils are asked to speak in order to describe their favorite cartoon character.
- Oral Filipino and English Tests

V. Assessing the Mother Tongue Subject

Mother Tongue is a generic and international term that refers to the first language (L1) or home language of the child. It is a language subject that aims to develop the literacy, cognitive and reasoning skills of students. It focuses on the four aspects of development as follows:

A. Language Development via small and big group activities on oral language for extensive use and deeper understanding of the language (Language competence) and the child's confidence on the use of language in academic oral and even written discourse;

B. Cognitive Development via the art of questioning that will encourage higher order thinking skills of not only the students but also the teachers;

C. Academic Development via small and big group activities on vocabulary development using concept map, diagrams and others; and

D. Socio – cultural Development via use of local and indigenized materials for relevance to student's background and deeper understanding of the concept.

Since MT is a language subject its assessment follows the four levels of assessment with its corresponding weight and the level of proficiency as indicated in DO No. 31 s. 2012. MT should not be treated as a different or distinct subject from the rest of the subjects.

On the other, oral language proficiency of the students and small and big group activities will be measured using the rubrics. **(see attached samples)**

VI. Marking for Character Traits

Existing Guidelines stipulated in DepEd Order No. 33, s. 2004 for Marking Character Traits shall be applied.

VII. Scoring Quizzes and Periodic Test (Refer to DepEd Order No. 33, s. 2004, Paragraph 5))

Transmutation table shall not be used in computing grades. Test scores for quizzes shall be recorded as raw scores, totaled at the end of a grading period and then computed as percentage (Pupils Total Score ÷ Highest Possible Score x 100). Periodic test score shall also be computed as percentage using the same formula.

VIII. Rating Oral Participation, Group Participation, Projects, Performances, Homework, Experiments, Portfolio, and others

a. Rubrics shall be utilized for rating individual or group participation, project, performances etc. (Teachers are encouraged to prepare their own rubrics)

IX .Computation of the Final Rating for each Learning Area

To determine the Final rating for each learning area, get the average of the numerical values of the four (4) quarters. See example below:

First Grading	88
Second Grading	90
Third Grading	91
Fourth Grading	92

361 ÷ 4 = 90.25 round to 90.00

The final rating in numerical value which is 90.00 shall not be entered into the progress report card but its descriptive equivalent. In this case 90.00 is Advanced (A).

X. Computation of the General Average

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

Consider that Pupil A of Grade 1 obtained the following numerical final ratings

Learning Areas	Final Numerical Rating	
Mathematics	87.00	P
English (Third and Fourth Quarter)	88.00	P
Filipino	86.00	P
Araling Panlipunan	89.00	P
MAPEH	90.00	A
Edukasyon sa Pagpapakatao	92.00	A
Mother Tongue	91.00	A
	623.00 ÷ 7 = 89.00	

The General Average which is 89 shall be entered in the Progress Report card beside its descriptive equivalent which is Proficient. However, it shall be written enclosed by parentheses as in P (89).

XII. Rounding Numbers

Rounding Numbers to the nearest whole number is applied when computing for the rating of each learning area for a quarter, final rating of each learning area and general average. When rounding to the nearest whole numbers, if the digit to the right of the digit where rounding is to be done is 5 and above, round up otherwise, round down.

For the selection of honors/ranking purposes, "rounding numbers" shall not be applied for the following:

- Final rating for each learning area
- General Average

(Separate guidelines for the selection of honor pupils shall be issued).

XIII. Promotion and Intervention

Like those in the Advanced, Proficient and Approaching Proficiency, pupils in the Developing (D) level of proficiency as the general average, shall be promoted to the next grade level. However, appropriate intervention is necessary for those at the Developing Level.

If after the school year, these pupils still get the Beginning (B) Level of Proficiency as the general average, they shall be advised to take make-up or summer classes in the learning areas where they need help to be able to cope up with the competencies in the next grade level.

(Enclosure No. 6 to DepEd Order No. 73, s. 2012)

SAMPLE ASSESSMENT MATRICES AND RUBRICS FOR GRADE 1

(Enclosure No. 6 to DepEd Order No. 73, s. 2012)

GUIDE FOR ASSESSING LEARNING OUTCOMES FOR GRADE 1

What to Assess	How to Assess (Suggested Assessment Tools/Strategies)	How to Score/Rate Learning	How to Utilize Results
Knowledge ▪ Content of the curriculum ▪ Facts and information that learners acquire	1. Quizes e. Multiple Choice Test f. True or False g. Matching Type h. Constructed response type of test 2. Oral Participation 3. Periodical test	(15%) Raw scores Rubrics Raw scores	To identify individual learner with specific needs for academic interventions and individual instruction To identify learners with similar needs for academic interventions and small group instruction To assess effectiveness of teaching and learning strategies To evaluate instructional materials used. To design instructional materials To assess and improve classroom instruction To design in-service training program of teachers in the core subjects of the curriculum.
Process/Skills ▪ Cognitive operations that learners perform on facts and information for constructing meanings	1.Quizes a. Outlining, organizing, analyzing, interpreting, translating, converting, or expressing the information in another format; - Constructing graphs, flowcharts, and maps or graphic organizers - Transforming a textual presentation into a diagram -Drawing or painting pictures - Other Outputs 2. Oral participation	(25%) Raw Scores Rubrics	
Understanding/s ▪ Explanation ▪ Interpretation ▪ Application	1.Quizes a. Explain/justify something based on facts/data , phenomena or evidence b. Tell/retell Stories c. Make connections of what was learned within and across learning areas d. Apply what has been learned in real life situation 2. Oral Discourse/recitation a. Explain/justify something based on facts/data , phenomena or evidence b. Make connections of what was learned within and across learning areas c. Apply what has been learned in real life situations 3. Open-ended tests	(30%) Raw Scores Rubrics Rubrics	
Performance/Products ▪ Learners' authentic tasks as evidence of understandings ▪ Multiple intelligences	g. Participation (e.g. in group projects) h. Projects i. Homework j. Experiments k. Portfolio l. Other Outputs	(30%) Using Rubrics	

(Enclosure No. 6 to DepEd Order No. 73, s. 2012)

SAMPLE RUBRICS for MOTHER TONGUE- BASED MULTILIGUAL EDUCATION (MTB-MLE)

Name:_____ Title of Work:_____
Date:_____

	SKILLS	CITERIA and POINTS				
No.	T he teacher observes the learners:	5 Always	4 Frequently	3 Occasional	2 Seldom	1 Never
1	**Helping** – offering assistance to each other					
2	**Listening** – interacting with each other					
3	**Participating**- contributing in the completion of the task					
4	**Persuading-** exchanging, defending, and processing ideas					
5	**Questioning**- interacting, discussing, and posing HOTS questions to other members of the group					
6	**Respecting**- (1) encouraging and supporting each others' ideas and efforts (2) practicing honesty, cooperation and harmonious relationship with the other members of the group					
7	**Sharing**- sharing ideas and reporting their findings					
8	**Receiving Feedback**-Accepting feedback about ideas presented					
	Total Points					

Legend: ***Numerical Value***

Always - 90% and above
Frequently - 85% - 89%
Occasional - 80% - 84%
Seldom - 75% - 79%
Never - 74% below

SAMPLE RUBRICS FOR FIRST GRADING ORAL LANGUAGE
(Mother tongue-Based Multilingual Education (MTB-MLE)

NAME:_____ DATE:_____
Directions: Check the appropriate box to assess the pupil's performance.

	CRITERIA	**POINTS**				
No.	The student demonstrates the ability to.....	5 Always	4 Frequently	3 Occasional	2 Seldom	1 Never
1	Follow simple oral directions					
2	Participate in class discussions/ activities					
3	Listen carefully and interact with others					
4	Use courteous expressions					
5	Use culturally appropriate expressions to talk about pictures presented with ease and confidence.					
6	Recite/sing with ease and confidence rhymes, jingles, riddles, chants, song, lullaby in culturally appropriate manner					
7	Use expressions appropriate to the grade level in classifying things, animals, objects, etc.					
8	Relate their own stories related to the picture presented with proper phrasing and pausing.					
9	Show understanding of the content by expressing appropriate feelings, thoughts, bodily gestures and facial expression.					
10	Complete assigned tasks on a given time.					
	TOTAL POINTS					

Legend: Numerical Value ***(Note: Teachers can still add more criteria base on what is expected on that grading)***

Always - 90% and above Frequently - 85% - 89% Occasional - 80% - 84% Seldom - 75% - 79% Never - 74% below

SAMPLE RUBRICS ON ORAL FLUENCY (MOTHER TONGUE, FILIPINO AND ENGLISH)

COMPETENCIES	BEGINNING 74 % and Below	DEVELOPING 75-79%	APPROACHING PROFICIENCY 80 – 84%	PROFICIENCY 85-89%	ADVANCED 90% and Above
Knowledge - Knowledge of language forms and conventions	Demonstrates limited knowledge of specified language structures and vocabulary	Demonstrates some knowledge of specified language structures and vocabulary	Demonstrates considerable knowledge of specified language structures and vocabulary	Demonstrates thorough knowledge of specified language structures and vocabulary	Demonstrates extensive knowledge of specified language structures and vocabulary
- Understanding of content	Demonstrates limited knowledge of content of required task and includes few of the specified elements	Demonstrates some understanding of required task and includes some of the specified elements	Demonstrates considerable understanding of content of required task and includes most of the specified elements	Demonstrates thorough understanding of content or required task and includes all of the specified elements.	Demonstrates full understanding of content or required task and includes all of the specified elements.
Thinking/Inquiry	Uses critical and creative thinking skills with limited use and effectiveness	Uses critical and creative thinking skills with moderate effectiveness	Uses critical and creative thinking skills with considerable effectiveness	Uses critical and creative thinking skills with a high degree of effectiveness	Uses critical and creative thinking skills with a very high degree of effectiveness
Communication Communication of information and ideas	Presents orally using correct pronunciation and intonation and body language and other non-verbal clues, to clarify and enhance a message	Communicates information and ideas with limited clarity	Communicates information and ideas with some clarity	Communicates information and ideas with considerable clarity	Communicates information and ideas with clarity
Use of language	Use language with limited accuracy and effectiveness	Use language with some accuracy and effectiveness	Use language with considerable accuracy and effectiveness	Use language with a high degree of accuracy and effectiveness	Use language with a very high degree of accuracy and effectiveness
Making Connections	Makes connections with limited effectiveness	Makes connections with moderate effectiveness	Makes connections with considerable effectiveness	Makes connections with a high degree of effectiveness	Makes connections with a very high degree of effectiveness

HALIMBAWANG RUBRICS SA FILIPINO (PAGKUKUWENTO NG NARINIG NA KUWENTO)

	5 Advanced	4 Proficiency	3 Approaching Proficiency	2 Developing	1 Beginning
Kaalaman sa Paksa	Nagpapakita ng mas higit sa inaasahang lawak ng pagkaunawa sa kuwento/paksa	Nagpapakita ng malawak na pagkaunawa sa kuwento	Nagpapakita ng epektibong pag-unawa sa kuwentong narinig	Nagpapakita ng sapat na pag-unawa sa kuwentong narinig	Nagpapakita ng kaunting pag-unawa sa kuwentong narinig
Bokabularyo	Gumagamit ng mas malawak kaysa sa inaasahang bokabularyo na natutunan at nagagamit ang mga natutunang bagong salita	Gumagamit ng isang malawak na hanay ng bokabularyo na natutunan at nagagamit ang mga natutunang mga bagong salita	Gumagamit ng isang malaking hanay ng mga natutunan bokabularyo sa ilang patubigan ng mga bagong salita mula sa teksto	Gumagamit ng isang sapat na hanay ng mga natutunan bokabularyo na may ilang mga bagong salita mula sa teksto	Gumagamit ng isang mababang hanay ng mga pangunahing natutunan bokabularyo,
Katatasan	Lumampas sa inaasahan	Naikukuwentong muli ang kwentong napakinggan/nabasa nang buong kahusayan at kagalingan.	Epektibong pamamaraan ng storytelling. Natutukoy ang detalye ng kuwento nang hindi na naghahanap para sa bokabularyo o istraktura.	Katanggap-tanggap. Nasasabi ang kuwento na may mas kaunting detalye.	Maliit na pagpansin sa pagakakasunod ng kuwento, pabagu-bago ang pagtatanghal, limitado katatasan. Kaunting kakayahan.
Paggamit ng wika	Nagagamit ang wika nang buong kahusayan.	Nagpapakita ng matagumpay na pagbigkas.	Katamtamang tagumpay sa pagbigkas	Katanggap-tanggap na pagbigkas at paggamit ng balarila.	May kaunting na kakayahan sa pagbigkas, at may limitadong kontrol ng balarila.

SAMPLE RUBRICS FOR ORAL LANGUAGE

COMPETENCIES	BEGINNING 74% and below	DEVELOPING 75% - 79 %	APPROACHING PROFICIENCY 80% - 84%	PROFICIENT 85% - 89%	ADVANCED 90% and above
COMPREHENSION	Cannot understand even simple conversation.	Has great difficulty following what is said. Can comprehend only when spoken slowly and with frequent repetitions.	Understands most of what is said at a slower than normal speed with repetitions.	Understands almost nearly what is said at a normal speed although occasional repetitions maybe necessary.	Understands everyday conversations and normal classroom discussions without difficulty.
FLUENCY	Speech is so halting (with frequent irregular pauses) and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussions frequently disrupted by the student's search for correct manner of expression.	Speech in everyday conversation and classroom discussions generally fluent with occasional lapses by the student's search for correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless.
PRONUNCIATION	Pronunciation problems so severe as to make speech virtually impossible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns	Proper pronunciation and intonation are observed
VOCABULARY	Vocabulary limitations so extreme so as to make conversation virtually impossible.	Misuse of words and very limited vocabulary; comprehension quite difficult.	Student frequently uses the wrong words; conversation somewhat limited because of the inadequate vocabulary	Student occasionally uses inappropriate terms/and or must rephrase ideas because of lexical inadequacies	Uses vocabulary and idioms appropriately
CREATIVITY WITH LANGUAGE	Cannot express oneself.	Can hardly express oneself. Can hardly create sentences/paragraphs.	Can express oneself. Has the ability to be creative and imaginative with language with some needed support	Can express oneself with a bit of confidence Has the ability to be creative and imaginative with language with little needed support,	Can express oneself in different ways with confidence Has the ability to be creative and imaginative with language.

SAMPLE RUBRICS FOR ORACY (GRADE 1)

LEVEL	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
Beginning (B) **74 % and Below**	Commits errors in grammar frequently but can still be understood by the listener.	Uses speaking vocabulary adequately to express ***elementary needs*** (hunger, thirst, etc.) and nothing else.	Understands simple questions and statements only if slowly delivered, repeated and paraphrased.	Uses one's L1 oral fluency on the target language.	Commits errors frequently in pronunciation, but can still be understood by the listener.
Developing (D) **75 – 79%**	Handles ***basic constructions*** accurately but does not have thorough or confident control of the grammar.	Uses speaking vocabulary sufficiently to express himself in ***simple situations*** like giving information about oneself.	Understands the gist of most conversations of topics that require no specialized knowledge like likes and dislikes, directions, personal information, etc.	Uses word level fluency in most social situations, including introductions and casual conversations.	Stresses correctly one to two syllable words though accentuation (raising and pausing of voice) is often quite faulty.
Approaching Proficiency (AP) **80 – 84%**	Speaks the language with sufficient ***structural accuracy*** to participate effectively in most formal and informal conversation.	Uses speaking vocabulary sufficiently to participate effectively in most formal and informal conversations rarely groping for words.	Comprehension is quite complete at a normal rate of speech.	Uses phrase level fluency in mosdt formal or informatl conversations.	Stresses correclty one to two syllable words rarely comitting accentuation (raising and pausing of voice) errors.
Proficient (P) **85 – 89%**	Uses the language accurately. Grammatical errors are quite rare.	Uses speaking vocabulary with high degree of appropriacy in any conversation within the range of one's experience.	Can understand any conversation within the range of his experience.	Uses sentence level fluency in any conversation within the range of one's experience.	Pronounces words accurately but not necessarilty with native-like accentuation.
Advanced (A) **90 % and Above**	Uses the language with ***native-like proficiency*** and without grammatical errors.	Uses a wide range of vocabulary and ***idioms***, and ***colloquialisms*** with native-like proficiency in any conversations within the range of one's experience	Can understand any conversation with idioms and colloquialisms.	Has complete fluency in the language such that his speech is almost native-like.	Pronounces words equivalent to a native speaker within the respective level (grade 1).

SAMPLE RUBRICS FOR ASSESSING ALPHABET KNOWLEDGE

COMPETENCIES	BEGINNING 1	DEVELOPING 2	APPROACHING PROFICIENCY 3	PROFICIENT 4	ADVANCED 5
Letter Matching					
Is able to match corresponding capital and lower case letter pairs	Match 1- 5 capital and lower case letter pairs	Match 6 - 10 capital and lower case letter pairs	Match 11- 15 capital and lower case letter pairs	Match 15 - 20 capital and lower case letter pairs	Match all capital and lower case letter pairs
Letter Recognition					
Is able to recognize the capital letters in isolation	Recognizes 1- 3 capital letters in isolation	Recognizes 50% of all capital letters in isolation	Recognizes capital letters in isolation but needs guidance	Recognizes independently capital letters in isolation	Recognizes all the capital letters in isolation with automaticity
Is able to recognize the capital letters in context	Recognizes 1- 3 capital letters in context	Recognizes 50% of all capital letters in context	Recognizes capital letters in context but needs guidance	Recognizes independently capital letters in context	Recognizes all the capital letters in context with automaticity
Is able to recognize the small letters in isolation	Recognizes 1- 3 small letters in isolation	Recognizes 50% of all small letters in isolation	Recognizes small letters in isolation but needs guidance	Recognizes independently small letters in isolation	Recognizes all the small letters in isolation with automaticity
Is able to recognize the small letters in context	Recognizes 1- 3 small letters in context	Recognizes 50% of all small letters in context	Recognizes small letters in context but needs guidance	Recognizes independently small letters in context	Recognizes all the small letters in context with automaticity
Is able to identify the capital letters both in isolation and context	Identifies 1- 3 capital letters in isolation and in context	Identifies 50% capital letters in isolation and in context	Identifies capital letters in isolation and in context with guidance	Identifies capital letters in isolation and in context independently	Identifies capital letters both in isolation and context with automaticity
Lower-Case Letter Identification					
Is able to identify the small letters both in isolation and context	Identifies 1- 3 small letters in isolation and in context	Identifies 50% small letters in isolation and in context	Identifies small letters in isolation and in context with guidance	Identifies small letters in isolation and in context independently	Identifies small letters both in isolation and context with automaticity

SAMPLE RUBRICS FOR BOOK AND PRINT AWARENESS

	BEGINNING 1	DEVELOPING 2	APPROACHING PROFICIENCY 3	PROFICIENT 4	ADVANCED 5
Knowledge of Front Cover	Child cannot find front cover of the book	Points out 2 front covers of the book	Points out 3 front covers of the book	Points out 4 front covers of the book	Points out 5 or more front covers of the book
Knowledge of title page	Child cannot tell any information that is found on the title page	Can tell one item found on the title page	Can tell two items found on the title page with little guidance	Can tell what are to be found on the title page	Child can tell and point what are to be found on the title page
Page Turning	Child is not able to turn the pages of the book	Able to turn the pages of the book with little trouble	Able to turn the book with little help	Has less trouble turning the pages of the book	Has no trouble turning the pages of the book
Left to right progression	Child cannot show evidence of following left to right	Cannot show efficiency of following left to right progression	Needs guidance in following left to right progression	Shows independency in following left to right progression	Shows automaticity and flexibility in following left to right progression
Punctuation Mark	Unable to correctly identify any of the punctuation marks in the text	Able to correctly identify 1 of the punctuation marks in the text	Able to identify 2 of the punctuation marks with little guidance	Able to identify punctuation marks in the text independently	Able to identify all the punctuation marks in the text with automaticity
Concepts of Print	Unable to correctly identify any of the concepts of print	Able to correctly identify 1 of the concepts of print	Able to identify 2 of the concepts of print	Able to identify concepts of print independently	Able to identify all the concepts of print with automaticity

SAMPLE RUBRICS FOR ASSESSING WRITING

	BEGINNING 1	DEVELOPING 2	APPROACHING PROFICIENCY 3	PROFICIENT 4	ADVANCED 5
Letter Formation	25 % of the letters are formed correctly	50% of the letters are formed correctly	80% of the letters are formed correctly	All but 1 letter are formed correctly	Each letter is formed correctly and neatly
Letter Slant	Slant of letters vary from letter to letter	All letters have a uniform slant with 6-8 exceptions	All letters have a uniform slant with 4-6 exception	All letters have a uniform slant with 1-3 exceptions.	All letters have a uniform slant.
Neatness	There are more than 5 visible marks or smudges on the paper	There are 6-8 visible marks or smudges on the paper.	There are 3-5 visible marks or smudges on the paper.	There are 1-2 visible marks or smudges on the paper.	There are no extra visible marks or smudges on the paper.
Relationship to Line	The size of more than 6 letters are slightly or smaller than the space allowed by the line	The size of 7-8 letters are slightly larger or smaller than the space allowed by the line.	The size of 4-6 letters are slightly larger or smaller than the space allowed by the line.	The size of 1-3 letters are slightly larger or smaller than the space allowed by the line.	All letters are located correctly in relationship to the lines.

SAMPLE RUBRIC IN ASSESSING PERFORMANCE IN MATHEMATICS

LEVEL	NO. OF POINTS	DESCRIPTION
ADVANCED	9 -10	• Extends strategy to show additional conceptual understanding of the problem • The solution completely shows all mathematical components presented in the task • The answer is correct
PROFICIENT	7 - 8	• Uses correct procedure and work is presented in logical order, expressed clearly and with correct answer • Correct solution but used other problem solving strategy and with correct answer
APPROACHING PROFICIENCY	5 – 6	• Has presented strategies in solving the problem but has not obtained the final correct answer • Complete and correct method of solution but wrong answer
DEVELOPING	3 – 4	• The work is presented systematically but with errors in computation leading to incorrect answer • Suggest good mathematical thinking but with incomplete solution and no answer
BEGINNING	0 – 2	• Strategy/Solution used would not work to solve any part of the problem • No strategy or no attempt to solve the problem

HALIMBAWANG RUBRIC SA PAGTATAYA SA ARALING PANLIPUNAN					
Dimensyon	**5**	**4**	**3**	**2**	**1**
Kalidad ng Pagpapaliwanag	Napakahusay ng pagpapaliwanag (buo, maliwanag)	Mabuting pagpapaliwanag (katamtamang pagpapaliwanag)	Matatanggap ang pagpapaliwanag (may kaunting kamalian ang pagpapaliwanag)	Kailangang isaayos (malaki ang kakulangan, nagpapakita ng kaunting kaalaman)	Mali at kulang ang Pagpapaliwanag
UNANG MARKAHAN					
kOMUNIKASYON -Nasasabi ang batayang impormasyon tungkol sa sarili: pangalan, edad,tirahan, paaralan	-Maliwanag ang pagbabahagi ng impormasyon tungkol sa sarili: pangalan, edad,tirahan at paaralan	-katamtamang pagbabahagi ng impormasyon ukol sa sarili: pangalan, edad,tirahan at paaralan	-May kaunting kamalian ang pagpapaliwanag ng impormasyon ukol sa sarili: pangalan, edad,tirahan at paaralan	-Malaki ang kakulangan ang pagpapaliwanag ng impormasyon ukol sa sarili: pangalan, edad,tirahan at paaralan	-Mali at kulang ang pagpapaliwanag ang pagpapaliwanag ng impormasyon ukol sa sarili: pangalan, edad,tirahan at paaralan
MAPANURING PAG-IISIP -Naihahambing ang sariling kwento o karanasan sa buhay sa karanasan ng mga kamag-aral	-Maliwanag ang paghahambing ng sariling kwento o karanasan sa buhay sa karanasan ng kamag-aral	- katamtamang pagbabahagi o paghahambing ng sariling kwento o karanasan sa buhay sa karanasan ng kamag-aral	-May kaunting kamalian ang paghahambing ng sariling kwento o karanasan sa buhay sa karanasan ng kamag-aral	- Malaki ang kakulangan ang paghahambing ng sariling kwento o karanasan sa buhay sa karanasan ng kamag-aral	-Mali at kulang ang paghahambing ng sariling kwento o karanasan sa buhay sa karanasan ng kamag-aral

MALIKHAING PAG-IISIP PAGGAWA NG COLLAGE -Naipapakilala ang sarili sa pamamagitan ng nabuong collage o scrapbook ng mga larawan o bagay nagpapakilala sa sarili	- Maliwanag na Naipapakilala ang sarili sa pamamagitan ng nabuong collage o scrapbook ng mga larawan o bagay nagpapakilala sa sarili	- katamtamang Naipapakilala ang sarili sa pamamagitan ng nabuong collage o scrapbook ng mga larawan o bagay nagpapakilala sa sarili	- May kaunting kamalian sa pagpapakilala ang sarili sa pamamagitan ng nabuong collage o scrapbook ng mga larawan o bagay nagpapakilala sa sarili	- Malaki ang kakulangan sa pagpapakilala ng sarili sa pamamagitan ng nabuong collage o scrapbook ng mga larawan o bagay nagpapakilala sa sarili	- Mali at kulang ang pagpapakilala ang sarili sa pamamagitan ng nabuong collage o scrapbook ng mga larawan o bagay nagpapakilala sa sarili
PAGPAPAHALAGA -Nakapaghihinuha sa konsepto ng pagpapatuloy at pagbabago sa pamamagitan ng pagsasaayos ng mga larawan ayon sa pagkakasunod-sunod nito	- Buong o malinaw paghihinuha sa konsepto ng pagpapatuloy at pagbabago sa pamamagitan ng pagsasaayos ng mga larawan ayon sa pagkakasunod-sunod nito	- Katamtamang paghihinuha sa konsepto ng pagpapatuloy at pagbabago sa pamamagitan ng pagsasaayos ng mga larawan ayon sa pagkakasunod-sunod nito	- May kaunting kamalian ang paghihinuha sa konsepto ng pagpapatuloy at pagbabago sa pamamagitan ng pagsasaayos ng mga larawan ayon sa pagkakasunod-sunod nito	-Malaki ang kakulangan ang paghihinuha sa konsepto ng pagpapatuloy at pagbabago sa pamamagitan ng pagsasaayos ng mga larawan ayon sa pagkakasunod-sunod nito	- Mali at Kulang ang paghihinuha sa konsepto ng pagpapatuloy at pagbabago sa pamamagitan ng pagsasaayos ng mga larawan ayon sa pagkakasunod-sunod nito

PAGLAHOK - Naihahambing ang sariling kwento o karanasan sa buhay sa karanasan ng mga kamag-aral	-Aktibong nakilahok ang lahat ng kasapi sa paghahambing ng sariling kwento o karanasan sa buhay sa karanasan ng mga kamag-aral	-Katamtamang aktibong nakilahok ang nakararami sa paghahambing ng sariling kwento o karanasan sa buhay sa karanasan ng mga kamag-aral	- May kaunting Kakulangan ang ilan sa mga kasapi sa paghahambing ng sariling kwento o karanasan sa buhay sa karanasan ng mga kamag-aral	-Malaki ang kakulangan Ng nakilahok sa paghahambing ng sariling kwento o karanasan sa buhay sa karanasan ng mga kamag-aral	-Walang nakilahok sa Sa paghahambing ng sariling kwento o karanasan sa buhay sa karanasan ng mga kamag-aral
IKALAWANG MARKAHAN					
kOMUNIKASYON -Naisasalaysay ang kwento ng pamilya sa pamamagitan ng family tree at/o album ng pamilya	-Maliwanag ang pagsasalaysay ng kwento ng pamilya sa pamamagitan ng family tree at/o album ng pamilya	-Katamtamang ang pagsasalaysay ng kwento ng pamilya sa pamamagitan ng family tree at/o album ng pamilya	-May kaunting kamalian ang pagsasalaysay ng kwento ng pamilya sa pamamagitan ng family tree at/o album ng pamilya	-Malaki ang Kakulangan ang pagsasalaysay ng kwento ng pamilya sa pamamagitan ng family tree at/o album ng pamilya	-Mali at kulang ang pagsasalaysay ng kwento ng pamilya sa pamamagitan ng family tree at/o album ng pamilya
MAPANURING PAG-IISIP -Nasusuri ang batayan ng mga alituntunin ng Pamilya	-Maliwanag na pagsusuri ang batayan ng mga alituntunin ng Pamilya	-Katamtamang nasusuri ang batayan ng mga alituntunin ng Pamilya	-May kaunting kamalian sa pagsusuri ang batayan ng mga alituntunin ng Pamilya	-Malaki ang Kakulangan sa pagsusuri ang batayan ng mga alituntunin ng Pamilya	-Mali at kulang sa pagsusuri ang batayan ng mga alituntunin ng Pamilya

MALIKHAING PAG-IISIP PAGGAWA NG PUPPET -Nakakaguhit ng larawan ng sariling pamilya upang makabuo ang klase ng malaking mosaic	-Maliwanag o maayos ang pagkakaguhit ng larawan ng sariling pamilya upang makabuo ang klase ng malaking mosaic	-Katamtamang kaayusan ang pagkakaguhit ng larawan ng sariling pamilya upang makabuo ang klase ng malaking mosaic	-May kaunting kamalian sa pagkakaguhit ng larawan ng sariling pamilya upang makabuo ang klase ng malaking mosaic	-Malaki ang Kakulangan sa kaayusan ng pagkakaguhit ng larawan ng sariling pamilya upang makabuo ang klase ng malaking mosaic	-Mali at kulang sa pagkakaguhit ng larawan ng sariling pamilya upang makabuo ang klase ng malaking mosaic
PAGPAPAHALAGA -Nakikilala ang mga pagpapahalaga ng iba't-ibang pamilya	-Maliwanag na pagkilala sa pagpapahalaga ng iba't-ibang pamilya	-Katamtamang pagkilala sa pagpapahalaga ng iba't-ibang pamilya	-May kaunting kamalian sa pagkilala ng mga pagpapahalaga ng iba't-ibang pamilya	-Malaki ang Kakulangan sa pagkilala ng mga pagpapahalaga ng iba't-ibang pamilya	-Mali at kulang ng pagkilala sa mga pagpapahalaga ng iba't-ibang pamilya
PAGLAHOK -Nakalalahok sa pagbuo ng concensus sa klase tungkol sa mga pagpapahalaga sa pamilya	-Aktibong nakilahok ang lahat ng kasapi sa pagbuo ng concensus sa klase tungkol sa mga pagpapahalaga sa pamilya	-Katamtamang aktibong nakilahok ang nakararami sa pagbuo ng concensus sa klase tungkol sa mga pagpapahalaga sa pamilya	- May kaunting Kakulangan ang ilan sa mga kasapi na sa pagbuo ng concensus sa klase tungkol sa mga pagpapahalaga sa pamilya	-Malaki ang kakulangan Ng nakilahok sa pagbuo ng concensus sa klase tungkol sa mga pagpapahalaga sa pamilya	-Walang nakilahok sa pagbuo ng concensus sa klase tungkol sa mga pagpapahalaga sa pamilya

SAMPLE RUBRICS FOR CHARACTER TRAITS (For Pupil's Use)

Isang halimbawa naman ng rubric na pwedeng gawin ng mga bata para masubaybayan nila ang kanilang pag- uugali sa araw-araw. Ito ay pwedeng maging bahagi ng kanilang portfolio sa Edukasyon sa Pagpapahalaga. Ang mga nakasulat na gawain dito ay maaari pang baguhin ayon sa mga gawi na meron sa isang grupo o klase ng mga bata. Sa bawat buwan may pagkakataon ang mga bata na alamin at pag-isipan kung ano pa ang dapat nilang pag-tuunan ng pansin. Ito ay isang paraan ng pag-assess ng kanilang sarili.

Panuto: Gumuhit ng masayang mukha  **kung ginagawa ang nasa chart ng palagi; isang medyo malungkot na mukha**  **kung hindi ito ginagawa palagi ; at isa namang sobrang lungkot na mukha**  **kung hindi ninyo ito nagawa.**

Mga Ginagawa Ko Bilang isang Grade 1 na Bata	June	July	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March
Ako ay nagsasabi ng totoo sa aking magulang, guro, kapatid, kaklase at kalaro.										
Ako ay hindi masungit sa aking kaklase										

Ako ay hindi umiiyak at hindi nakikipag-away.										
Ako ay marunong tumulong sa mga gawaing pampaaralan at nakikiisa sa klase.										
Ako ay palaging nakikinig sa klase at nagtataas ng kamay kapag alam ang sagot.										
Ako ay palaging gumagawa ng assignment.										
Ako ay palaging pumapasok ng maaga sa paaralan.										
Ako ay tumutulong sa paglinis ng classroom.										

HALIMBAWANG RUBRICS SA ESP (FOR TEACHER'S USE)

Yunit 1 – Ako ay Mabuting Kasapi ng Pamilya

Aralin 2 – Inaalagaan Ko ang Aking Sarili

1. Sample Assessment:

Babasahin ng guro ang bawat health habit. Iguhit ang larawan na masaya  sa tapat ng health habit na palagi ninyong ginagawa; larawang malungkot  sa tapat ng paminsan-minsan ninyong ginagawa; at sobrang lungkot  sa hindi ninyo ginagawa.

HEALTH HABITS	Palagi Ginagawa	Paminsan-minsan ginagawa	Hindi Ginagawa
1. Naliligo ako araw-araw.			
2. Nagsesepilyo ako ng ngipin pagkatapos kumain.			
3. Naghuhugas ako ng kamay bago ako kumain at pagkatapos kumain.			

4. Kumakain ako ng masusustansyang pagkain tulad ng prutas, gulay at mga pagkaing nagbibigay lakas tulad ng gatas at tinapay.			
5. Maaga akong natutulog sa gabi at maaga ring gumigising sa umaga.			

Halimbawa ng rubric scoring guide para sa paggrado ng sagot ng mga bata.

Beginning(B) 74% and below	**Developing (D) 75-79 %**	**Approaching Proficiency (AP) 80-84 %**	**Proficient (P) 85-89 %**	**Advanced (A) 90 % and above**
May 1 health habit na paminsan-minsan ginagawa at 4 na hindi ginagawa o kaya 0 o walang health habit na ginagawa	May 1 health habit na palaging ginagawa at 4 na paminsan-minsan ginagawa o 3 health habits na paminsan-minsan ginagawa at 2 health habits na palaging ginagawa	May 3 health habits na palaging ginagawa at 2 health habits na paminsan-minsan ginagawa	May 4 na health habits na palaging ginagawa at 1 health habit na paminsan-minsan ginagawa	May 5 health habits na palaging ginagawa.

HALIMBAWANG RUBRICS SA EDUKASYON SA PAGPAPAKATAO (ESP)

KASANAYAN	Beginning(B) 74% and below	Developing (D) 75-79 %	Approaching Proficiency (AP) 80-84 %	Proficient (P) 85-89 %	Advanced (A) 90 % and above
Unang Markahan					
I. Pananagutang Pansarili at Pagiging Kasapi ng Pamilya (Self-Worth and Family Solidarity)	May napakaliit na antas ng pagkatuto o kakayahan batay sa itinakdang mga kakayahan sa pampagkatuto sa unang markahan	May bahagyang antas ng pagkatuto o kakayahan batay sa itinakdang mga kakayahan sa pagkatuto sa unang markahan	May kasiya-siyang antas ng pagkatuto o kakayahan batay sa itinakdang mga kakayahan sa pagkatuto sa unang markahan	May mahusay na antas ng pagkatuto o kakayahan batay sa itinakdang mga kakayahan sa Pampagkatuto s unang markahan	May napakahusay na antas ng pagkatuto o kakayahan batay sa itinakdang mga kakayahan sa Pampagkatuto sa unang markahan
Ikalawang Markahan					
II. Pakikipagkapwa-tao (Harmony with Other People)	May napakaliit na antas ng pagkatuto o kakayahan batay sa itinakdang mga Kakayahan sa Pampagkatuto sa ikalawang markahan	May bahagyang antas ng pagkatuto o kakayahan batay sa itinakdang mga kakayahan sa pagkatuto sa ikalawang markahan	May kasiya-siyang antas ng pagkatuto o kakayahan batay sa itinakdang mga kakayahan sa pagkatuto sa ikalawang markahan	May mahusay na antas ng pagkatuto o kakayahan batay sa itinakdang mga kakayahan sa Pampagkatuto sa ikalawang markahan	May napakahusay na antas ng pagkatuto o kakayahan batay sa itinakdang mga kakayahan sa Pampagkatuto sa ikalawang markahan
Ikatlong Markahan					
III. Pagmamahal sa Bansa at Pakikibahagi sa Pandaigdigang Pagkakaisa (Love of Country and Global Solidarity)	May napakaliit na antas ng pagkatuto o kakayahan batay sa itinakdang mga Kakayahan sa Pampagkatuto sa ikatlong markahan	May bahagyang antas ng pagkatuto o kakayahan batay sa itinakdang mga kakayahan sa pagkatuto sa ikatlong markahan	May kasiya-siyang antas ng pagkatuto o kakayahan batay sa itinakdang mga kakayahan sa pagkatuto sa ikatlong markahan	May mahusay na antas ng pagkatuto o kakayahan batay sa itinakdang mga kakayahan sa Pampagkatuto sa ikatlong markahan	May napakahusay na antas ng pagkatuto o kakayahan batay sa itinakdang mga kakayahan sa Pampagkatuto sa ikatlong markahan

Ikaapat na Markahan					
IV. Pagkamaka-Diyos at Preperensya sa Kabutihan (Love for God and Preference for the Good)	May napakaliit na antas ng pagkatuto o kakayahan batay sa itinakdang mga Kakayahan sa Pampagkatuto sa ikaapat na markahan	May bahagyang antas ng pagkatuto o kakayahan batay sa itinakdang mga kakayahan sa pagkatuto sa ikaapat na markahan	May kasiya-siyang antas ng pagkatuto o kakayahan batay sa itinakdang mga kakayahan sa pagkatuto sa ikaapat na markahan	May mahusay na antas ng pagkatuto o kakayahan batay sa itinakdang mga kakayahan sa Pampagkatuto sa ikaapat na markahan	May napakahusay na antas ng pagkatuto o kakayahan batay sa itinakdang mga kakayahan sa Pampagkatuto sa ikaapat na markahan

SAMPLE RUBRIC IN ASSESSING PARTICIPATION
FOR ALL LEARNING AREAS

LEVEL	NO. OF POINTS	Quality of Inputs	Attitude Manifested	Task Performance	Level of Engagement
ADVANCED	5	• Knowledge shared is accurate and broad	• Participates voluntarily, actively, enthusiastically in activities with consideration for the feelings/ opinions of others	• Performs task (as leader/ member) without errors • Demonstrates excellent preparation, relate ideas to prior knowledge and experiences	• Contributes knowledge, skills and understanding in a very significant way to class discussion
PROFICIENT	4	• Knowledge shared is accurate but limited	• Participates voluntarily, actively, enthusiastically in activities with little consideration for the feelings/ opinions of others	• Performs task (as leader/ member) with minor errors • Demontrates good preparation	• Contributes well (knowledge, skills and understanding) to class discussion
APPROACHING PROFICIENCY	3	• Knowledge shared is somewhat accurate and limited	• Participates somewhat actively and enthusiastically with little consideration for the feelings/ opinions of others	• Performs task (as leader/ member) with some errors • Demonstrates adequate preparation	• Contributes some ideas to class discussion
DEVELOPING	2	• Knowledge shared is inaccurate and limited	• Participates hesitantly with no enthusiasm, and with little consideration for the feelings/opinions of others	• Performs task (as leader/ member) with many errors • Demonstrates some preparation	• Contributes only when called on
BEGINNING	1	• Attempted to share knowledge	• Participates only when compelled to do so	• Attempted to perform task (as leader/ member) • Demonstrates little preparation	• Demonstrates very minimal involvement in class discussion

*Based on DepEd Order No. 33 s. 2004

SAMPLE RUBRICS FOR MAPEH
(Music, Arts. P.E. and Health)

Levels of Assessment	Criteria					Rating
	Advanced *5*	***Proficient*** *4*	***Approaching Proficiency*** *3*	***Developing*** *2*	***Beginning*** *1*	
Knowledge	*Nagpapakita ng kaalaman nang higit pa sa hinihingi sa pamamagitan ng pagsagot sa mga katanungan na may kaakibat na pagpapalawak at pagpapaliwanag.*	*Nagpapakita ng kaalaman ayon sa hinihingi sa pamamagitan ng pagsagot sa mga katanungan na may kaakibat na pagpapalawak at pagpapaliwanag.*	*Nagpapakita ng kaalaman nang ayon sa hinihingi sa pamamagitan ng wastong pagsagot sa mga katanungan.*	*Nagpapakita ng kaalaman subalit may mga kalituhan sa pagsagot sa mga katanungan .*	*Nagpapakita ng kaalaman subalit may pag-aalinlangan at pagkakamali sa pagsagot sa mga katanungan .*	
Process and Skills	*Malaya at buong husay na naisasagawa ang isang tungkulin nang higit pa sa inaasahan at hindi nangangailangan ng tulong kaninuman.*	*Malaya at buong husay na naisasagawa ang isang tungkulin ayon sa inaasahan at hindi nangangailangan ng tulong kaninuman.*	*Naisasagawa ang tungkulin subalit nangangailangan ng kaukulang pagpapatnubay.*	*Naisasagawa ang tungkulin subalit may mga pagkakamali sa mga pamamaraan.*	*Nagsikap maisagawa ang tungkulin subalit walang kahandaan sa pagpapatuloy nito.*	
Understanding	*May kumpleto at detalyadong pagkaunawa sa pinakamakabuluhang impormasyon tungkol sa paksa.*	*May kumpleto ngunit hindi detalyadong pagkaunawa sa pinakamakabukuhang impormasyon tungkol sa paksa.*	*Hindi kumpleto ang pagkaunawa sa mga impormasyon subalit kakikitaan ng pagkaunawa sa paksa.*	*Hindi lubos ang pagkaunawa sa impormasyon kung kaya"t kakikitaan ng kalituhan tungkol sa paksa.*	*Walang pagpapasyang maibibigay.*	
Products and Performances	*Nakapagpakita ng pinakamahusay na antas ng malikhaing pagpapahayag at paggawa.*	*Nakapagpakita ng kasiya-siyang antas ng malikhaing pagpapahayag at paggawa.*	*Nakapagpakita ng katamtamang antas ng malikhaing pagpapahayag at paggawa.*	*Nakapagpakita ng gawain subalit hindi kinakitaan ng pagkamalikhain.*	*Walang naipakitang gawain.*	
					Ave. Rating	

Group Activity:

Aralin 4: Mahal Ko ang Aking Kapwa

Gawain 3 –p. 83

Panuto: Gumawa ng poster . Iguhit ang ginagawa mong pagtulong sa inyong paaralan. Lagyan ng usapan.

Sa Silid Aralan	**Sa Kantina**
SA Palaruan	**Sa Mga Kaklase**

Puwede igrupo ang mga bata at gabayan sila kung paano nila ito gagawin.

Rubric Scoring Guide sa paggrado ng gawa ng bawat grupo.

Category	4	3	2	1	Puntos
Pagkamalikhain	Orihinal ang ginawang poster at walang eksaktong pinagkopyahan	Marami sa mga iginuhit ay walang katulad ngunit may isang iginuhit na kinopya sa isang babasahin	May ilang iginuhit na walang katulad ngunit may mga iginuhit din na kinopya sa mga babasahin o sa gawa ng ibang grupo	Ang poster ay katulad na katulad ng isang poster na makikita sa mga babasahin o kaya ay 75% ay kinopya sa ibang grupo.	4
Kuwento ng Iginuhit na Larawan	Naipaliliwanag ng grupo ang lahat na iginuhit na mga gawain ayon sa kanilang natutunan na leksyon	Naipaliliwanag ng grupo ang tatlo o dalawang iginuhit na mga gawain ayon sa kanilang natutunan na leksyon	Naipaliliwanag ng grupo ang isa iginuhit na gawain ayon sa kanilang natutunan na leksyon	Hindi maipaliwanag ng grupo ang anumang kanilang iginuhit ayon sa kanilang natutunan na leksyon	4
attractiveness	Nakikita ang galing at husay ng pagkakaguhit sa bawat gawain na may kinalaman sa leksyong natutunan	Nakikita ang galing at husay ng pagkakaguhit sa bawat gawain na may kinalaman sa leksyong natutunan ngunit may mga bahagi na namarkahan o nadumihan na hindi naman nakasira sa kabuuang ganda nito	Nakikita ang anumang dumi o marka na nakasira sa iginuhit na mga gawain na may kinalaman sa leksyong natutunan	Nakikita ang walang tamang pagpaplano sa mga iginuhit na ayon sa natutunang leksyon	3

Gamit ng Oras	Nagamit ng ayos at tama ang oras na inilaan ng may pagsisikap na tapusin ang mga gawain	Nagamit ng ayos at tama ang oras ngunit kulang pa ang ipinakitang pagsisikap na tapusin ang gawain	Hindi nagamit ng ayos at tama ang oras ngunit may ipinakitang pagsisikap na tapusin ang gawain	Hindi nagamit ng ayos at tama ang oras at walang pagsisikap na tapusin ang gawain	3
Kooperasyon ng bawat miyembro	Nakikiisa at nagtutulungan ang bawat miyembro sa mga gawain	May isa o dalawang miyembro ang hindi nakikiisa at tumutulong sa mga gawain	Halos kalahati ng grupo ay nakatunganga lamang habang ang iba ay nakikiisa at nagtutulungan sa mga gawain	Lahat ng myembro ay hindi nakikiisa at hindi nakikipagtulungan sa mga gawain	4
Kabuuang Puntos					**18**

(Enclosure No. 7 to DepEd Order No. 73, s. 2012)

SAMPLE REPORT CARD

Grade 1

Periodic Rating

Learning Areas	1	2	3	4	Final Rating
Filipino	-	P	P	A	P
English	-	-	P	P	P
Mathematics	P	P	P	P	P
Araling Panlipunan	AP	AP	P	P	P
MAPEH	A	A	A	A	A
Music	P	P	P	A	P
Art	A	A	A	A	A
P.E.	A	A	A	A	A
Health	A	A	A	A	A
Mother Tongue	AP	AP	P	P	P
Edukasyon sa Pagpapakatao (EsP)	P	P	P	A	P
Gen. Average					P (88)

Legend:

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

Attendance Record

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Total
No. Of School Days	19	21	22	21	21	20	14	21	21	18		198
No. of School Days Present	19	21	22	21	21	20	14	21	21	18		198
No. of Times Tardy	0	0	0	0	0	0	0	0	0	0		0

Character Building Activities

Traits	1	2	3	4
1. Honesty	B	B	B	B
2. Courtesy	C	C	B	B
3. Helpfulness and Cooperation	B	B	A	A
4. Resourcefulness and Creativity	C	B	B	B
5. Consideration for Others	C	C	B	B
6. Sportsmanship	B	B	B	B
7. Obedience	B	B	A	A
8. Self-Reliance	C	C	C	B
9. Industry	B	B	B	B
10. Cleanliness and Orderliness	B	B	B	B
11. Promptness and Punctuality	B	B	B	B
12. Sense of Responsibility	C	C	B	B
13. Love of God	B	B	B	B
14. Patriotism/Love of Country	B	B	B	B

Guidelines for Rating

A	Oustanding
B	Very Good
C	Good
D	Fair
E	Poor

Narrative Report

First Grading _____

_____

_____

Second Grading _____

_____

_____

Third Grading _____

_____

_____

Fourth Grading _____

_____

_____

DepEd FORM 138-E

Republic of the Philippines
Department of Education

_____
Region

_____
Division

_____
District

_____
School

Grades 1 and 2

Name: _____

Age: _____ **Sex:** _____

Grade : _____ **Section:** _____

School Year: _____

Dear Parent:

This report card shows the ability and progress your child has made in the different learning areas as well as his/her progress in character development.

The school welcomes you if you desire to know more about the progress of your child.

_____
Teacher

_____
Principal

Certificate of Transfer

Admitted to Grade : _____ Section: _____
Eligible for Admission to Grade: _____

Approved:

_____ _____
Principal Teacher

Cancellation of Eligibility to Transfer

Admitted in _____
Date: _____

_____
Principal

(Enclosure No. 7 to DepEd Order No. 73, s. 2012)

Sample Report Card for Grades 7 to 10

REPORT ON STUDENT'S PROGRESS IN LEARNING

Learning Areas	Quarter					Remark
	1	2	3	4		
Filipino	P	P	A	A		Promoted
English	AP	AP	AP	AP		Promoted
Mathematics	D	AP	AP	AP		Promoted
Science	D	D	AP	AP		Promoted
Araling Panlipunan (AP)	AP	AP	AP	AP		Promoted
Technology and Livelihood Education (TLE)	A	A	A	A		Promoted
MAPEH	B	B	B	D		Retained
Music	D	B	B	D		(Need not repeat Arts)
Arts	D	D	D	D		
Physical Education	B	B	D	D		
Health	B	B	B	B		
Edukasyon sa Pagpapakatao (EsP)	P	P	P	P		Promoted

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

REPORT ON ATTENDANCE

Month / Day	June	July	August	September	October	November	December	January	February	March	April	**Total**
No. of school days	19	21	22	21	21	20	14	21	21	18		**198**
No. of days present	19	21	22	21	21	20	14	21	21	18		**198**
No. of days absent	0	0	0	0	0	0	0	0	0	0		**0**

PROGRESS ON STUDENT'S VALUES AND ATTITUDES

Instructions: Write appropriate letters for each value/virtue in the appropriate column as indicated in the legend

SO	Strongly Observed
MO	Moderately Observed
NO	Not Observed
NOO	No Opportunity to Observe

Observed Values and Attitudes	QUARTER			
	1	2	3	4
1. **Wellness** – demonstrates habits to achieve physical fitness, emotional and spiritual well being and environmental harmony	SO	SO	MO	SO
2. **Honesty/Integrity** – shows adherence to ethical principles by telling the truth in all undertakings, i.e. in examinations, acknowledging other's work, returning things found, class elections, etc.	MO	SO	MO	SO
3. **Personal discipline** – Demonstrates the will power to develop appropriate behaviour in carrying out activities in the school and community	MO	SO	SO	SO
4. **Freedom and responsibility** – recognizes one's innate "kagandahang-loob" and shows willingness to share and empathize with others' feelings and sufferings	MO	SO	MO	SO
5. **Love of truth** – demonstrates intellectual curiosity, critical thinking and creativity in solving problems	SO	MO	MO	SO
6. **Respect for human rights** – shows respect in dealing with others regardless of race, gender, age, religion, political ideology, socio-economic status and disability	NO	SO	SO	SO
7. **Concern for the common good** – demonstrates concern to achieve solidarity through effective communication, cooperation, fairness and peaceful resolution of conflicts.	MO	SO	SO	SO
8. **Gregariousness** – demonstrates initiative, performs one's responsibilities with dedication, and influences others to work hard and pursue their goals	SO	MO	SO	SO
9. **Appreciation of cultural heritage** – deepens one's pride in the indigenous and contemporary Filipino music, arts and culture and defend their preservation and enhancement	MO	SO	SO	SO
10. **Wise use of resources** – Utilizes resources wisely and economically for a sustainable future	SO	MO	SO	SO