



DepED ORDER
No. 39, s. 2004


Trunkline : 632-1361
Fax: 633-7231
DETx: 0919-4560027
Website: <http://www.deped.gov.ph>

JUN 1 0 2004

CORRIGENDUM TO DEPED ORDER NO. 33 s. 2004
(Implementing Guidelines on the Performance-based
Grading System for SY 2004 – 2005)

To: Regional Directors
Schools Division/City Superintendents
Heads, Public Elementary and Secondary Schools

1. In connection with the **Guidelines of Rating Elementary School Pupils** as stated in Enclosure No. 1 to DepED Order No. 33 s. 2004, attached is the corrected copy of the Distribution of Weights specifically on Class Interaction/Participation to complete the 100% rating.
2. Previous issuances that are inconsistent with this Order are hereby amended accordingly.
3. Immediate dissemination of and compliance with this Order is directed.


EDILBERTO C. DE JESUS
Secretary

Encl.: As stated
Reference: DepED Order: (No. 33, s. 2004)
Allotment: 1—(D.O. 50-97)
To be indicated in the Perpetual Index
under the following subjects:

CHANGE
POLICY
PUPILS
RATING
STUDENTS

1

(Enclosure to DepED Order No. 39, s. 2004)

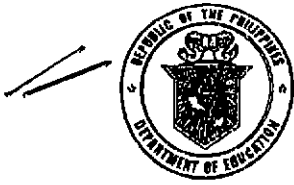
GUIDELINES FOR RATING ELEMENTARY SCHOOL PUPILS

Distribution of Weights:

Periodical Test is given a weight of 25%

Other measures of achievement shown in the table below have a total weight of 75%

	Engl. & Fil.	Science & Health	Math.	Makabayan	MAKABAYAN IV - VI				P.E.
					HKS	EPP	Music	Art	
	I - VI	III - VI	I - VI	I - III	IV - VI	IV - VI	IV - VI	IV - VI	IV - VI
Periodical Test	25%	25%	25%	25%	25%	25%	25%	25%	25%
Quizzes/Unit Test	15%	15%	15%	15%	15%	15%	15%	15%	15%
Class Interactions/Participation	20%	20%	25%	25%	30%	15%	15%	15%	15%
Homeworks/Assignment	5%	5%	5%	5%	5%	5%	5%	5%	5%
Projects	10%	10%	15%	15%	10%	25%	10%	20%	10%
In-Formal & Formal Themes	10%								
Experiments		15%							
Other Performance Outputs:	15%	10%	15%	15%	15%	15%			
• Musical activities							30%		
• Art activities								20%	
• Sports/ dances and others									
• Cultural activities									30%
• Literary activities									
• Math activities									
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%



Tanggapan ng Kalihim
Office of the Secretary

Direct Line: 633-7208 / 7228
Fax: 636-4876
DETxt: 0919-4560027
E-Mail Address: osec@deped.gov.ph
Website: <http://www.deped.gov.ph>

DepED ORDER
No. 33, s. 2004

MAY 31 2004

**IMPLEMENTING GUIDELINES ON THE PERFORMANCE-BASED
GRADING SYSTEM FOR SY 2004 - 2005**

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

1. In line with the thrust of this Department to continuously improve the quality of learning outcomes, the lowest passing grade or the minimum performance standard for students in public elementary and secondary schools is set at 75 percent for SY 2004-2005 and school years thereafter. The lowest failing grade that may appear in the report card is set at 65 percent.
2. The same standard shall apply to students in the Bridge Program.
3. In assessing learning outcomes, the construction of the test design should consist of 60% basic items, 30% more advanced items and 10% items for distinguishing honor students. Questions in each category should have different weights. Test and non-test items should cover only materials actually taken up in class.
4. Grading system by subject shall follow the guidelines in Enclosure 1 (in the case of the elementary level) and the percentage weights allocated to the test non-test factors indicated in Enclosure 2. Rubrics, where appropriate, are provided to assess performance in each of the following components: participation/performance, projects/outputs, assignments, among others.

5. Transmutation tables shall not be used in the computation of grades. Test scores shall be recorded as raw scores, totaled at the end of each grading period and then computed as percentage (i.e., [students' score ÷ highest possible score] x 100).
6. The final grade shall be determined by averaging the marks for the four quarters. In the case of the secondary level, averaging across quarters shall be by subject only.
7. Promotion at the secondary level shall be by subject. A student shall be retained in the year level if he/she incurs failures of three units or more during the regular school year and is unable to make up for the failed subjects during the summer sessions. Retained students need to repeat only those subjects that they failed.
8. Previous issuances that are inconsistent with this Order are amended accordingly.
9. Immediate and wide dissemination of this Order is expected.


EDILBERTO C. DE JESUS
Secretary

Encls.:
As stated

References:
DepED Orders: Nos. 79 and 82, s. 2003 and 4, s. 2004

Allotment: 1—(D.O. 50-97)

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

POLICY
PUPILS
RATING
STUDENTS

Guidelines for Rating Elementary School Pupils

Distribution of Weights:

Periodical Test is given a weight of 25%.

Other measures of achievement shown in the table below have a total weight of 75%.

	Engl. & Fil.	Science & Health	Math.	Makabayan	* MAKABAYAN IV - VI				
					HKS	EPP	Music	Art	P.E.
Periodical Test	I - VI 25%	III - VI 25%	I - VI 25%	I - III 25%	IV - VI 25%	IV - VI 25%	IV - VI 25%	IV - VI 25%	IV - VI 25%
Quizzes/Unit Test	15%	15%	15%	15%	15%	15%	15%	15%	15%
Class Interactions/Participation	20%	15%	20%	20%	20%	10%	10%	10%	10%
Homework/Assignment	5%	5%	5%	5%	5%	5%	5%	5%	5%
Projects	10%	10%	15%	15%	10%	25%	10%	20%	10%
In-Formal & Formal Themes	10%								
Experiments		15%							
Other Performance Outputs:	15%	10%	15%	15%	15%	15%			
<ul style="list-style-type: none"> C • Musical activities L • Art activities A • Sports/ dances S • and others E • Cultural activities R • Literary activities O • O • M • 							30%	20%	30%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

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

Rating for Mathematics

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

PUPIL	QUIZZES			AVE.	15%	CLASS INTERACTION / PARTICIPATION			AVE.	25%	HOMEWORK ASSIGNMENT			5%	PROJECTS			AVE.	15%	Other Acts	15%	PERIODIC TEST	25%	FINAL RATING			
1	85	90	88	90	89	13.35	85	85	80	90	90	86	21.50	90	90	90	4.50	85	90	95	90	13.50	90	13.50	92	23.00	89.35
2	75	80	82	80	80	12.00	75	80	85	85	85	82	20.50	85	85	80	4.15	80	85	80	82	12.30	86	12.90	87	21.75	83.60
3	65	75	78	75	75	11.25	65	75	80	80	80	76	19.00	80	85	80	4.10	75	80	80	78	11.70	80	12.00	80	20.00	78.05

To compute the rating of Pupil to the given example:

	Weight	Average x	Weight	Weighted Average
Quizzes	15%	89	0.15	13.35
Class Interaction	25%	86	0.25	21.50
Homework	5%	90	0.05	4.50
Projects	15%	90	0.15	13.50
Math Activities	15%	90	0.15	13.50
Periodical Test	25%	92	0.25	23.00
	100%			89.39

For Makabayan, the following guidelines shall be applied:

- There shall be one (1) grade for Makabayan.
- Follow the computation for each learning area component as provided in the proposed rating system. Then compute the rating of HKS, EPP and MSEP. To get the rating for Makabayan in each of the grading period, add the ratings of HKS, EPP and MSEP and divide by 3

Example: Rating for 1st Grading Period

Heograpiya, Kasaysayan at Sibika (HKS)	85
Edukasyong Pantahanan at Pangkabuhayan (EPP)	82
Musika, Sining at Edukasyon sa Pagpapalakas ng katawan (MSEP)	<u>81</u>
	248/3= 82.66

Thus, the grade for Makabayan for the first quarter is 82.66 or 83.

- To get the average of five learning areas, add the rating of each learning area and divide by 5.
- To get the General Average, add all the grades of the 4 core subjects plus Makabayan divided by 5.

Example:

Subjects	Final Rating
English	88
Filipino	85
Mathematics	84
Science	86
Makabayan	85
General Average	85.60

All entries in the Form 138 (Report Card) should also appear in the Form 18-E and Form 137, except for the final rating which is rounded to the nearest whole number in Form 18-E

MARKING FOR CHARACTER TRAITS

Specific indicators shall be used in observing pupils behavior. The class adviser and other teachers handling the class shall give the rating for behavior observations.

Example for Pupil A:

Traits	Teacher 1	Teacher 2	Teacher 3	Teacher 4	AVERAGE
1. Honesty	85	85	80	90	85
2. Courtesy	80	80	85	85	83
3. Helpfulness and Cooperation	90	90	85	85	88

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

Non-Numerical Rating

Numerical Equivalent

A - Outstanding	95 - 100
B - Very Good	89 - 94
C - Good	83 - 88
D - Fair	76 - 82
E - Poor	71 - 75

CHARACTER BUILDING

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

1. Honesty

- a. Returns borrowed things promptly.
- b. Gives notice about / returns things found to rightful owner
- c. Claims only the things that belong to his/her
- d. Does not cheat
- e. Always tells the truth about others/what happened

2. Courtesy

- a. Uses courteous expressions in conversations
- b. Greets elders and persons in authority politely
- c. Listens attentively to the person speaking
- d. Waits for one's turn
- e. Behaves well in public places

3. Helpfulness and Cooperation

- a. Does one's share of household chores
- b. Does one's share in school work
- c. Does one's share in group work
- d. Voluntarily helps the needy
- e. Cooperate in implementing rules and regulations

4. Resourcefulness and Creativity

- a. Has diverse interests and abilities
- b. Gives varies ideas and solutions to questions
- c. Uses different ways and means in solving problems
- d. Changes, improves and modifies situations and objects
- e. Recycles materials

5. Consideration for Others

- a. Respects the rights of others
- b. Waits for one's turn in speaking, falling in line, playing, working, etc.
- c. Takes good care of borrowed things
- d. Offers seat to elders and disabled persons
- e. Avoids laughing at the mistakes, mishap or disability of others

6. Sportsmanship

- a. Follows th rules of the game
- b. Accepts defeat gracefully
- c. Accepts victory humbly
- d. Congratulates the winner/s wholeheartedly
- e. Abides by the decision of the umpire/judges

7. Obedience

- a. Obeys parents and elders
- b. Obeys rules and regulations of the school and the community
- c. Abides by the rule of the majority
- d. Obeys persons in authority
- e. Obeys the laws of the country

8. Self-reliance

- a. Has or shows initiative and resourcefulness in doing assigned tasks
- b. Works independently
- c. Does one's work to the best of his/her ability
- d. Tries out ways to do one's work before seeking help from others
- e. Participates in programs and other school activities

9. Industry

- a. Works without being told
- b. Works without complaining
- c. Finishes work on time
- d. Promptly works on assigned tasks
- e. works beyond assigned tasks

10. Cleanliness and Orderliness

- a. Is clean in thoughts, words and in deed
- b. Keeps working area in order during and after work
- c. Keeps personal things neat and in order
- d. Is well groomed
- e. Does one's work neatly and orderly

11. Promptness and Punctuality

- a. Comes to school on time
- b. Attends classes regularly
- c. Finishes assigned tasks promptly
- d. Follows strictly schedule of activities
- e. Submits requirements for assigned tasks on time

12. Sense of Responsibility

- a. Demonstrates positive attitude in accepting responsibilities
- b. Demonstrates attributes of a responsible member of the community/society where he/she belongs
- c. Shows initiative towards work in fulfilling one's duties
- d. Demonstrates sense of responsibility for any action taken
- e. Shows concern for one's environment

13. Love of God

- a. Engages oneself in worthwhile religious activities
- b. Shows a caring attitude towards God's creations
- c. Respects places of worship
- d. Respects religious beliefs of others
- e. Puts into practice one's own church's teachings

14. Patriotism/Love of Country

- a. Respects the flag and the national anthem
- b. Participates in national celebrations
- c. Uses products made in the Philippines
- d. Reads about Philippine history, arts and literature
- e. Performs the duties of a Filipino citizen

(Enclosure to No. 2 to DepED Order No. 33, s. 2004).

**PERCENTAGE DISTRIBUTION OF THE COMPONENTS OF THE STUDENT'S GRADE
Secondary Level**

Subject Area	Filipino	English	Science	Mathematics	Araling Panlipunan	Technology and Livelihood Education	Music, Arts, Physical Education and Health	Edukasyon sa Pagpapahalaga
Component								
Periodic Test	25%	25%	25%	15%	20%	25%	25%	25%
Quizzes	-	10%	10%	15%	20%	10%	10%	-
Unit Test	-	-	-	15%	-	-	-	-
Participation/Performance	50%	40%	35%	30%	30%	20%	15%	40%
Output/Project Assignment	25%	25%	20%	25%	20%	20%	25%	25%
Behavior	-	-	10%	-	10%	-	-	10%

COMPONENTS OF THE STUDENT'S GRADE

- Periodic Test**
- Summative assessment of student's learning at the end of the quarter
 - Summative assessment of student's learning at the end of the lesson; quizzes given for formative purposes are not considered in the computation of the student's grade but as basis for making decision whether to proceed to the next lesson or reteach.
- Unit Test**
- Summative assessment of student's learning at the end of the unit
- Participation/Performance**
- Student's involvement in the learning process individually and/or in group; student's demonstration of a skill or process (e.g., role play, theatrical performance, music, dance, choral reading, speech delivery, experiment, etc.)
- Project/Output Assignment Behavior**
- Product of a skill or process (e.g., book report, book/movie review, journal, research, etc.)
 - Work usually done outside the classroom in preparation for the next lesson and may involve an application or extension of student learning
 - Observable manifestation of student's feelings, thoughts, or attitude; grade is reflected in Edukasyon sa Pagpapahalaga although every subject teacher is expected to contribute to the assessment of the student's behavior

SAMPLE RUBRIC FOR ASSESSING PARTICIPATION

Dimension	5 points	4 points	3 points	2 points	1 point
Quality of Inputs	Knowledge shared is accurate and broad	Knowledge shared is accurate but limited	Knowledge shared is somewhat accurate and limited	Knowledge shared is inaccurate and limited	Attempted to share knowledge
Attitude Manifested	Participates voluntarily, actively, enthusiastically in activities with consideration for the feelings/options of others	Participates voluntarily, actively, enthusiastically in activities with little consideration for the feelings/options of others	Participates somewhat actively and enthusiastically with little consideration for the feelings/options of others	Participates hesitantly with no enthusiasm, and with little consideration for the feelings/options of others	Participates only when compelled to do so
Task Performance	Performs tasks (as leader/member) without errors	Performs tasks (as leader/member) with minor errors	Performs tasks (as leader/member) with some errors	Performs tasks (as leader/member) with many errors	Attempted to perform task

SAMPLE RUBRIC FOR ASSESSING PARTICIPATION

Criteria	5 pts.	4 pts.	3 pts.	2 pts.	1 pt.
Understanding of concept	5 correct answers within the time limit	4 correct answers within the time limit 5 correct answers beyond the time limit	2-3 correct answer within the time limit 3-4 correct answers beyond the time limit	0-1 correct answer within the time limit 1-2 correct answers beyond the time limit	No correct answer beyond the time limit
Teamwork and Cooperation	All members of the group participated actively	4 out of the 5 members of the group participated actively	3 out of the 5 members of the group participated actively	2 out of the 5 members of the group participated actively	Only the leader performed the task

SAMPLE RUBRIC FOR ASSESSING PARTICIPATION
(English)*

Possible Points

Criteria

90 - 100 Clear language. Demonstrate a complete understanding of subject matter. Language is precise and varied. Speak in clear, correct English appropriate to the situation.

80 - 89 Clear language. Demonstrate a good understanding of the key concepts, but explanations could be more detailed. Adequate vocabulary is used fairly.

70 - 79 Adequate oral skills but sometimes indicate confused thinking about a concept.

60 - 69 Language vocabulary is marginal. Inadequate and incomplete explanation, indicating poor understanding of the subject matter.

* May be translated into Filipino.

HALIMAWANG RUBRIC SA PAGTATAYA NG PARTISIPASYON

Dimensyon	4 Napakahusay	3 Mahusay	2 Katamtaman	1 Nangangailangang Pagpapabuti
A. Pagkakaisa (Teamwork) Paano nagtrabaho ng sama-sama ang mga kasapi ng pangkat?	- Aktibong nakilahok ang lahat ng kasapi - Nanatiling nakatuon sa gawain ang lahat ng kasapi hanggang sa matapos ito	- Aktibong nakilahok ang nakararami sa mga kasapi - Nanatiling nakatuon sa gawain ang nakararami sa mga kasapi hanggang sa matapos ito	- Aktibong nakilahok ang ilan sa mga kasapi - Nanatiling nakatuon sa gawain ang ilan sa mga kasapi hanggang sa matapos ito	- Walang namasid na aktibong pakikilahok sa mga kasapi - Hindi nakatuon sa gawain ang lahat ng kasapi
B. Aktibong Pagkatuto (Active Learning)	- Mataas ang antas ng pagkakaisa - Nakahanap ng 3 o mahigit pang paraan upang matapos ang gawain o malutas ang suliranin	- Nakapagpamalas ng pagkakaisa ang pangkat - Nakahanap ng 2 paraan upang matapos ang gawain o malutas ang suliranin	- Mababa ang antas ng ipinamalas na pagkakaisa - Nakahanap ng isa lamang na paraan upang matapos ang gawain o malutas ang suliranin	- Walang pagkakaisang ipinamalas - Hindi natapos ang gawain at walang nahahanap na solusyon sa suliranin
C. Pakikipagtalastasan (Communication) Gaano kahusay ang pakikipagtalastasan sa mga sumusunod na aspeto: 1. pagtatanong 2. pagtalakay ng mga kaisipan 3. pakikinig 4. pagbibigay ng konstruktibong puna 5. paghahalaw ng mga natuklasan at natutuhan	- Gumamit ng 4 o higit pa sa mga inaasahang paraan ng pakikipagtalastasan	- Gumamit ng 3 paraan ng pakikipagtalastasan	- Gumamit lamang ng 2 paraan ng pakikipagtalastasan	- Hindi naging maayos ang paraan ng pakikipagtalastasan ng mga kasapi ng pangkat

SAMPLE RUBRIC IN ASSESSING PERFORMANCE
(Mathematics)

No. of Points	Description of Responses
5	i) Uses correct procedure and work is presented in logical order, expressed clearly and with correct answer. ii) Correct solution but used other problem solving strategy and correct answer.
4	i) Has presented strategies in solving the problem but has not obtained the final correct answer. ii) Complete and correct method of solution but wrong answer.
3	The work is presented systematically but with errors in computation leading to incorrect answer.
2	Suggest good mathematical thinking but with incomplete solution and no answer.
1	No solution/wrong solution but with correct answer.
0	No attempt

HALIMAWANG RUBRIC SA PAGTATAYA NG PERFORMANS
(Moral Dilemma)

Dimensyon	3 Pinakatawa	2 Bahagyang Tama	1 Mali
Posisyong pinili	- Natukoy nang malinaw ang kalalabasan ng posisyong pinili	- Natukoy ang posisyon sa moral dilemma subalit may liang kalalabasan ng posisyon ang hindi malinaw	- Hindi malinaw ang posisyon sa moral dilemma
Batayan ng mga pahayag	- Ibinatay sa Batas Kalikasan at Moral (Natural Moral Law)	- Ibinigay sa kultura, kragisnang paninwala, o instinct	- Ibinatay sa nararamdaman o emosyon
Kaugnayan ng mga pahayag sa dilemma	- Ibinatay ang posisyong pinili sa tatlóng palatandaan ng moral na kilos (determinants of morality: object chosen, intention, action)	- Ibinatay ang posisyong pinili sa tatlóng palatandaan ng moral na kilos subalit hindi nalpahayag nang maayos	- Hindi ibinatay ang posisyong pinili sa tatlóng palatandaan ng moral na kilos
Panihindigan sa posisyong pinili	- Ang mga pahayag ay nagpapa-malas ng lubos na pagkaunawa sa dilemma.	- May liang pahayag na walang kaugnayan sa dilemma.	- Ang mga pahayag ay nagpapa-malas ng walang pagkaunawa sa dilemma.
Panihindigan sa posisyong pinili	- Matatag ang panihindigan sa posisyong pinili.	- May kaunting agam-agam sa posisyong pinili.	- Hindi napanihindigan ang posisyong pinili.

* Ang moral dilemma ay isang sitwasyon na nagpapahayag ng dalawang magkasalungat na posisyon na kinapapalocoban ng dalawang magkaiba o nagtutunggaling pagpapahalaga. Sa pananaw ng iba, ito ay tama habang sa iba naman ito ay mali. Sa moral dilemma nagkakaroon ng pagkakatoton ang mag-aaral na pumili ng posisyon ukol sa isang isyung moral na kanilang panihindigan. Ipatitiwanag niya ang maaaring kalalabasan ng posisyong pinili. Sa huli, mauunawaan ng mag-aaral na ang pagpili ng posisyon ay mayroong batayan upang masabing ito ay moral o tama. Ang husay sa panihindigan ng mag-aaral sa pagbigay ng kanyang mga posisyon o argumento ay batay din sa antas ng kanyang moral na pagpapahalaga at kaalaman sa mga palatandaan ng moral na kilos.

HALIMBANG RUBRIC SA PAGTATAYA NG PERFORMANS

Dimensyon	4 puntos	3 puntos	2 puntos	1 puntos
Pagkamalikhain	Lubos na nagpamalas ng pagkamalikhain sa paghahanda	Naging malikhain sa paghahanda	Di-gaanong naging malikhain sa paghahanda	Walang ipinamalas na pagkamalikhain sa paghahanda
Pagganap	Lubos na naging makatotohanan at makatarungan ang pagganap	Naging makatotohanan at makatarungan sa pagganap	Di-gaanong makatotohanan at makatarungan sa pagganap	Hindi naging makatotohanan at makatarungan sa pagganap
Pagsasalita at pagbigkas	Lubhang naging malinaw ang pagbigkas at paghahatid ng mensahe	Naging malinaw ang pagbigkas at paghahatid ng mensahe	Di-gaanong malinaw ang pagbigkas at paghahatid ng mensahe	Hindi naging malinaw ang pagbigkas at paghahatid ng mensahe
Kagamitan (props/costume)	Angkop na angkop ang ginamit na kagamitan	Angkop ang mga ginamit na kagamitan	Di-gaanong angkop ang ginamit na mga kagamitan	Hindi angkop ang ginamit na mga kagamitan

SAMPLE RUBRIC FOR ASSESSING PROJECTS/OUTPUTS

Dimensions	Level 5 (94 - 100 pts.)	Level 4 (88 - 93 pts.)	Level 3 (81 - 87 pts.)	Level 2 (76 - 80 pts.)	Level 1 (74 - below pts.)
1. Content	Addresses the topic excellently; full coverage of content	Addresses the topic very satisfactorily; less than full coverage of content; content is focused on the basics	Addresses the topic satisfactorily; partial coverage of content	Addresses topic fairly; limited coverage of content	Addresses the topic poorly; very limited coverage of content; essentials are not dealt with
2. Organization	Organizes ideas logically and precisely	Organizes ideas somewhat logically and precisely	Organizes ideas a little logically/lacking in precision	Organizes ideas very illogically and lacking in precision	Organizes ideas with no logic nor precision
3. Mechanics	Observes correct spelling, punctuation, grammar and sentence structure always	Observes correct spelling, punctuation, grammar and sentence structure often	Observes correct spelling, punctuation, grammar and sentence structure sometimes	Observes correct spelling, punctuation, grammar and sentence structure rarely	Never observes correct spelling, punctuation, grammar and sentence structure
4. Package and Presentation 4.1 Creativity in the layout of entries	Is very creative that all entries are displayed artistically	Is creative that some entries are displayed artistically	Is not so creative that a few entries are displayed artistically	Is not creative that a few entries are displayed ordinarily	Is not creative that all entries are displayed ordinarily
4.2 Neatness of work	Presents the project very neatly in all entries	Presents the project neatly in many entries	Presents the project neatly in few entries	Manifests little evidence of neatness in some entries	Manifests no evidence of neatness in all entries

SAMPLE RUBRIC FOR ASSESSING PROJECTS/OUTPUTS
(Science Investigatory Project)

Criteria	3 points	2 points	1 point
Stages in conducting an SIP			
1. Stating the Problem:	1. Specific	1. General	1. General and poorly stated
2. Formulating Hypothesis/es	2. Shows direct relationship of the problem to its expected results	2. Relation of the problem to its expected results is vague.	2. No direct relation of the problem to its expected results.
3. Designing the SIP	3. Thorough and appropriate procedure - list of materials complete (correct specifications) - control experimental set-ups identified - dependent and independent variables clearly stated	3. Procedure is appropriate but lacks thoroughness. - 1 or 2 missing materials (no specification) - control experiment not clearly identified - one of the variables clearly stated	3. Procedure is inappropriate. - materials not stated - control experiment not provided - variables not clear
4. Collecting Data	4. All significant data were collected.	4. 1-2 significant data were missed.	4. All significant data were missed.
5. Analyzing	5. All significant data were analyzed.	5. 1-2 significant data were not analyzed.	5. No analysis made
6. Interpreting Data	6. All significant data were interpreted. - Tables & charts were used to interpret data - Results were clearly explained	6. 1-2 significant data were not interpreted. - Tables were used but charts were not presented	6. No interpretation made
7. Making conclusion	7. Draw all correct conclusions from the interpreted data	7. Draws some correct conclusions	7. Incorred conclusions drawn

SAMPLE RUBRIC FOR ASSESSING PROJECTS/OUTPUTS

Levels	Points	Indicators
Exemplary	6	Work/project is exceptional and impressive. A distinctive and sophisticated application of knowledge and skills are evident.
Strong	5	Work/project exceeds the standard; thorough and effective application of knowledge and skills are evident.
Proficient	4	Work/project meets the standard; acceptable and it displays the application of essential knowledge and skills.
Developing	3	Work/project does not yet meet the standard; show basic, but inconsistent application of knowledge and skills; work needs further development.
Emerging	2	Work/project shows partial application of knowledge and skills; lacks depth or incomplete and needs considerable development; errors and omissions are present.
Learning	1	No work presented.

HALINIBAWANG RUBRIC SA PAGTATAYA NG PROYEKTO/AWTPUT
(Paggawa ng Komposisyon)

Puntos	Level	Katangian ng Isinulat na Komposisyon
10	Napakahusay	Buo ang kaisipan, konsistent, kumpleto and detalye Malinaw (Hindi na manghuhula pa ang babasa kung ano ang layunin ng sumulat) Gumamit ng wastong batas
8	Mahusay	May kaisahan at may sapat na detalye May malinaw na intensyon Gumamit ng wastong batas
6	Katamtaman	Konsistent, may kaisahan, kulang sa detalye Di-gaanong malinaw ang intensyon Gumamit ng wastong batas
4	Mahina	Hindi ganap ang pagkabuo Kulang ang detalye Di-malinaw ang intensyon Hindi wasto ang batas na ginamit
2	Napakahina	Hindi buo at konsistent, walang sapat na detalye Malabo ang intensyon Di-wasto ang batas

**HALIMBAWANG RUBRIC SA PAGTATAYA NG PROYEKTO/AMT/PUT
(Journal)**

Dimensyon	Napakatawag 4 puntos	Mahusay 3 puntos	Katamtaman 2 puntos	Nangangailangan ng Pagpapabuti 1 puntos
Buod ng aralin, paksa o gawain	Malwanag at kumpleto ang pagbuod ng aralin	Malwanag subalit may kulang sa detalye sa paksa o araling tinalakay	Hindi gaanong malwanag at kulang sa ilang detalye sa paksa o araling tinalakay	Hindi malwanag at marami ang kulang sa mga detalye sa paksa o araling tinalakay
Mga pagpapahalagang natalakay sa aralin	Natukoy ang lahat ng mga pagpapahalagang natalakay sa aralin	Kulang ng isa o dalawa ang mga pagpapahalagang natukoy sa araling tinalakay	Marami ang kulang sa mga pagpapahalagang tinalakay sa aralin	Ang mga pagpapahalagang nabanggit ay walang kinalaman sa araling tinalakay
Pagsasabuhay ng mga pagpapahalagang natutuhan sa aralin	Makatatohanan ang binanggit na paraan ng pagsasabuhay ng mga pagpapahalagang natutuhan sa aralin	Makatatohanan subalit kulang sa impormasyon ang paraan ng pagsasabuhay ng mga pagpapahalagang natutuhan sa aralin	Hindi gaanong makatatohanan at kulang sa impormasyon ang paraan ng pagsasabuhay ng mga pagpapahalagang natutuhan sa aralin	Hindi makatatohanan at hindi binanggit ang mga impormasyon ukol sa paraan ng pagsasabuhay ng mga pagpapahalagang natutuhan sa aralin
Presentasyon at kabuuan ng pagsulat - Nakatuon at hindi pailiguy- - ligoy ang mga pangungusap - Maayos na pagkakatsumud- - sunod ng mga pangungusap - Angkop ang mga salitang ginamit - Malinis at maayos ang pagsulat	Lahat ng pamantayang binanggit sa presentasyon ay matatagpuan sa kabuuan ng journal	Tado sa mga pamantayan sa presentasyon ay matatagpuan sa kabuuan ng journal	Dalawa sa mga pamantayan sa presentasyon ay matatagpuan sa kabuuan ng journal	Isa sa mga pamantayan ay matatagpuan sa kabuuan ng journal

HALIMBAWANG RUBRIC SA PAGTATAYA NG PROYECTO/AWTPUT
(Repleksyon)

Dimensyon	Napakahulugay 4 puntos	Mahusay 3 puntos	Karamtaman 2 puntos	Nangangailangan ng Pagpapabuti 1 punto
Pagkilala sa Sarili	<ul style="list-style-type: none"> - Malinawag na natukoy at nilalarawan ang kalakasan, kahinaan, at pagkalito sa mga bagay na nangangailangan ng paglilihaw at naipaliwanag ang mga dahilan kung bakit naganap ang mga ito - Malinawag na nailahad ang lehat ng mga tanong at isyung nalutas at hindi nalutas - Nakagawa ng konkreto at akomang konklusyon batay sa pansariling pagtataya 	<ul style="list-style-type: none"> - Natukoy ang kalakasan, kahinaan at pagkalito sa mga bagay na nangangailangan ng paglilihaw subalit hindi gaanong naipaliwanag ang mga dahilan kung bakit naganap ang mga ito - Malinawag na nailahad ang marami sa mga tanong at isyung nalutas at hindi nalutas - Nakagawa ng konklusyon batay sa sariling pagtataya 	<ul style="list-style-type: none"> - Natukoy ang kalakasan, kahinaan at pagkalito sa mga bagay na nangangailangan ng paglilihaw subalit hindi naipaliwanag ang dahilan kung bakit naganap ang mga ito - Malinawag na nailahad ang ilan sa mga tanong at isyung nalutas at hindi nalutas - Ang konklusyon ay hindi naipahayag nang malinaw 	<ul style="list-style-type: none"> - Hindi nailahad nang malinaw ang mga tanong at isyung nalutas at hindi nalutas - Walang ibinigay na konklusyon
Kakayahang Humarap sa Suliranin	<ul style="list-style-type: none"> - Tapat na inilahad ang tagumpay at kabiguan nang may bukas na isipan sa pamamagitan ng konkretong halimbawa - Malinaw na inilarawan ang paraan ng pagkatuto at mga ekspektasyon - Naipaliwanag nang epektibo ang pagpapahalaga, kaisipan at damdamin tungkol sa sarili, karnag-aral at kalageyan ng paggawa - Masidhi ang naising makapagbago 	<ul style="list-style-type: none"> - Inilahad ang tagumpay at kabiguan na may bukas na isipan subalit walang konkretong halimbawa - Inilarawan ang paraan ng pagkatuto at ekspektasyon - Naipaliwanag ang pagpapahalaga at damdamin tungkol sa sarili, karnag-aral at kalageyan ng paggawa - Bukas ang isipan sa pagbabago 	<ul style="list-style-type: none"> - Inilahad ang tagumpay at kabiguan nang pahapyaw lamang - Hindi gaanong inilarawan ang mga paraan ng pagkatuto at ekspektasyon - Binanggit lamang at hindi ipinaliwanag ang pagpapahalaga, kaisipan at damdamin tungkol sa sarili, karnag-aral at kalageyan ng paggawa - May pagnanais na magbago 	<ul style="list-style-type: none"> - Hindi bumanggit ng paraan ng pagkatuto at ekspektasyon - Hindi binanggit ang mga pagpapahalaga, kaisipan at damdamin tungkol sa sarili, karnag-aral at kalageyan ng paggawa - Walang ipinaliwanag na naising magbago

RUBRIC FOR ASSESSING ASSIGNMENTS

A. Content	
5	= 81 – 100% of the task required is correctly answered with supporting evidences/explanations
4	= 61 – 81% of the task required is correctly answered with supporting evidences/explanations
3	= 41 – 60% of the task required is correctly answered with supporting evidences/explanations
2	= 21 – 40% of the task required is correctly answered with supporting evidences/explanations
1	= 1 – 20% of the task required is correctly answered with supporting evidences/explanations
0	= no correct answer or no task was accomplished
B. Organization	
5	= Answers / ideas are clearly stated and in logical sequence
4	= Answers / ideas are clearly stated but with not more than 25% errors in sequencing
3	= up to 75% of the answers / ideas are clearly stated and with not more than 50% errors in sequencing
2	= up to 50% of the answers / ideas are clearly stated and with not more than 75% errors in sequencing
1	= Less than 50% of the answers/ideas are clearly stated and with major errors in sequencing
0	= No answer at all
C. Sources of Information (Optional)	
5	= with 9 – 10 sources of information
4	= with 7 – 8 sources of information
3	= with 5 – 6 sources of information
2	= with 3 – 4 sources of information
1	= with 1 – 2 sources of information
0	= none at all