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NATIONAL ASSESSMENT AND GRADING SYSTEM FRAMEWORKS

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

1. Recognizing the vital role that assessment plays in education, this Department shall implement the National Assessment and Grading System Frameworks according to the delineation of purposes of the assessment at the four (4) levels (national, region, division, and school) toward greater focus and a reduction of repetitive assessments which use the same approaches and assessment instruments (Figures 1, 2, 4, and 4-A).
2. To be able to fully communicate students' standing, the framework for grading of students shall be adopted. The grades transmitted to the students, parents, and other significant stakeholders summarize the level and quality of the achievement in terms of competencies and skills acquired through the activities and tasks in carrying out the curriculum (Sample Report Card enclosed).
3. In collaboration with the bureaus, regions, and divisions, the National Education Testing and Research Center (NETRC) shall implement the National Assessment Framework/System and the National Grading System (Figure 5).
4. The NETRC shall also provide feedback reports to the regions, divisions, and schools on results of national tests and technical assistance in addressing learning deficiencies.
5. Immediate dissemination of this Memorandum is desired.

MONA D. VALISNO
Secretary

Encls.: As stated
Reference: N o n e
To be indicated in the Perpetual Index
under the following subjects:

RATING REPORTS STUDENTS

Reformatted by: SMA, DO Nat'l Assessment and Grading System
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A NATIONAL ASSESSMENT FRAMEWORK

Framework Defined

A framework is a figural or diagrammatic presentation of key elements of a structured system showing the interrelations of components, their groupings, areas of independence, dependence and interdependence, movement over-time and growth expectations within the system, and geared toward attaining the goal(s) of the system.

The Philippine Formal Education System

This is anchored on the curriculum over the 10 years of basic education and how it is carried out basically through formal instruction and non formal and informal strategies and alternative systems.

Formal education starts with the formal entry of the child at age 5 or 6 into Grade 1. The education delivered by the school system is influenced by the context within which the school is situated and operates, but primarily by the curriculum and the standards set by the school system for determining quality. Context also includes the education policies set by the Department of Education. Assessment is reckoned in terms of how the standards and policy statements are complied with.

Assessment : Why a Framework?

Assessment is the gathering of information and evidence about performance of individuals in tests and other measures. It is a process of collecting information and data for a purpose, making sense of the information collected, and using it for understanding describing, explaining or assessing quality, and understanding results about individuals in the program.

In 2008, the Department of Education, through the BESRA, started pursuing a program aimed at attaining quality education for Filipinos. Measurement and evaluation immediately comes to mind as a concern to ascertain how well the program is attaining its goal of functional literacy for all Filipino learners.

BESRA is expected to operate from 2008-2012. In that span of time, its projected goal is the production of functionally literate Filipino learners.

The effects of earlier programs and curricular innovations in Philippine Education have not been quite up to par. BESRA aims to do it better. The joint projects and subprograms of BESRA are conceptualized to attain the goal. Its success can be assessed

only through the quality of the learners turned out by the educational system. The multiple factors, conditions and variables in these projects each have to be taken into consideration through a framework that will interrelate them so that a wholistic picture of what need to be considered can be dealt with right away.

The current assessment system relies much on the National Assessments carried out by the National Education Testing and Research Center (NETRC). However, it has been observed that the National Assessment, as well as other large scale testing efforts, are not able to give a comprehensive picture, particularly about learners' skills at the school and division levels, which can lead to policies to correct weaknesses in the delivery of education.

There is the misconception that given the goal to be achieved, national level efforts are sufficient to assess what has been accomplished to be made at the lower levels to address the goal, or more specifically to identify weak points in the entire plan to fill the gaps and weaknesses noted. Testing has to a large extent been viewed as a way to determine what learners learn or do not learn, or the level at which the learners are performing. National assessment is carried out to determine whether the outputs of the system are able to make productive use of the skills they learned en route or if the skills are learned at all.

Assessment efforts must be geared to different audiences and stakeholders so that much more meaningful and efficient use can be made of the results toward important decisions, and corrective actions can be taken.

An assessment framework justifies itself when it leads to thinking about inputs to a program and the planned processes, activities and strategies intended to connect the inputs to the intended outcomes.

Objectives of Assessment

Assessment is a necessary component of every program. It is particularly so in the case of education programs such as that which is aimed at the improvement, reforms and eventual standardizations as aimed at by the Basic Education Sector Reform Agenda for the Dep Ed.

The objectives of assessment are to:

1. assess readiness of learners for subsequent grade/year levels in the education ladder
2. assess the appropriateness, adequacy and timeliness of inputs and processes at each stage/phase of the system
3. identify strengths and weaknesses of a program, with focus on its components – inputs, processes and transactions
4. continuously monitor progress or positive change and improvement in a program
5. identify gaps and/or duplications in processes, activities and efforts toward attaining the program goals

6. reduce duplication of efforts and investments in material and human resource inputs and processes in the implementation of the program
7. ensure that quality learning is being effected by the system
8. provide basis for feedback to all the stakeholders – policy makers, educators, teachers, et. al.
9. provide basis for decisions and policy toward sustenance and/or improvement to adapt to emerging needs of the program

These objectives are clarified through a framework which is aimed at guiding the implementation of the program and its full adoption or adaptation, based on identified needs toward attaining its goals. (Figure 1)

Assessment is carried out at these educational and administrative levels: School Division, Regional and National levels. In some cases, the school may be involved in international level assessment.

The National Framework proposed in this paper is illustrated through five (5) diagrams titled as follows:

1. A national assessment framework for assessing Basic Education
2. An operational framework for assessment at the difficult education levels
3. A delineation of Assessment Intents, Targeted Literacy Levels, Approaches and Measures by education level
4. The timing of National, Regional and Division Assessments
5. A Framework for Grading Students in the Formal System

In the case of the Philippines' participation is the International Mathematics and Science Study (TIMSS) in the years 1999, 2003, 2005, and 2008, as well as other assessments run by international organizations, assessment is at the international level.

Success Indicators

Success indicators in assessments at the different education and administrative levels are the *exit examination scores* in Grade Six and Fourth Year High School, which in this framework, (Figure 1) are done nationally, to gauge the students' *readiness* for the next higher educational level, or *University admission*. Other success indicators are *employability* of the learner – usually on the strength of skills learned within Grade 6 to High School – *career aptitude* as measured in third year high school. *Functional Literacy* (FL) can be assessed anywhere within the 10 years of basic education, and *Vocational/Technical Job qualification* for those who leave school at any grade level as well as those who desire to move on in the formal system. The four assessment levels can correspondingly aim toward one or more of these success indicators.

A NATIONAL FRAMEWORK FOR ASSESSING BASIC EDUCATION

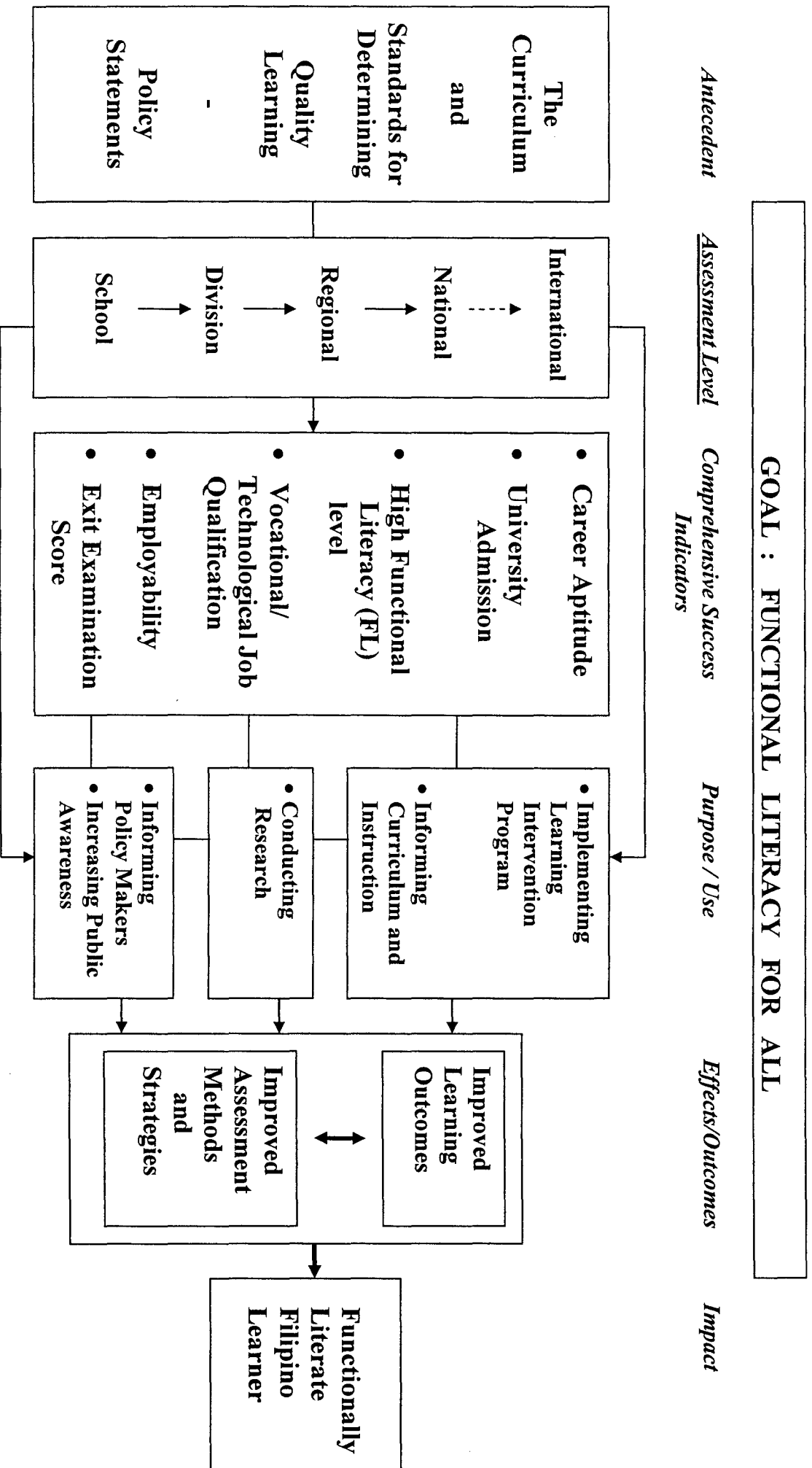


Fig. 1 Assessment Framework for the Formal School System

Based on Figure 1, the assessment at each of the levels aims to determine how well the basic education program is being carried out, or how well some alternative and/or intervention programs are being implemented. The purpose of such assessment is toward providing information and feedback regarding the curriculum and instruction being carried out at the School, Division and Regional levels.

Other purposes or uses included in the objectives of assessment are:

1. to provide opportunities for research
2. to inform policy makers
3. to increase public awareness about the school system, and how it performs.

The expectations from assessment aimed at these purposes are improved learning outcomes and concomitantly *improved evaluation methods and strategies*. The components and stages delineated in Figure 1 are expected to result in the good of basic education – i.e. functionally literate Filipino learners.

Assessment : When and for What Use/Purpose?

Assessment encompasses purposes at different levels. (Figure 1) Throughout the 10-year basic education, assessment is done for particular uses.

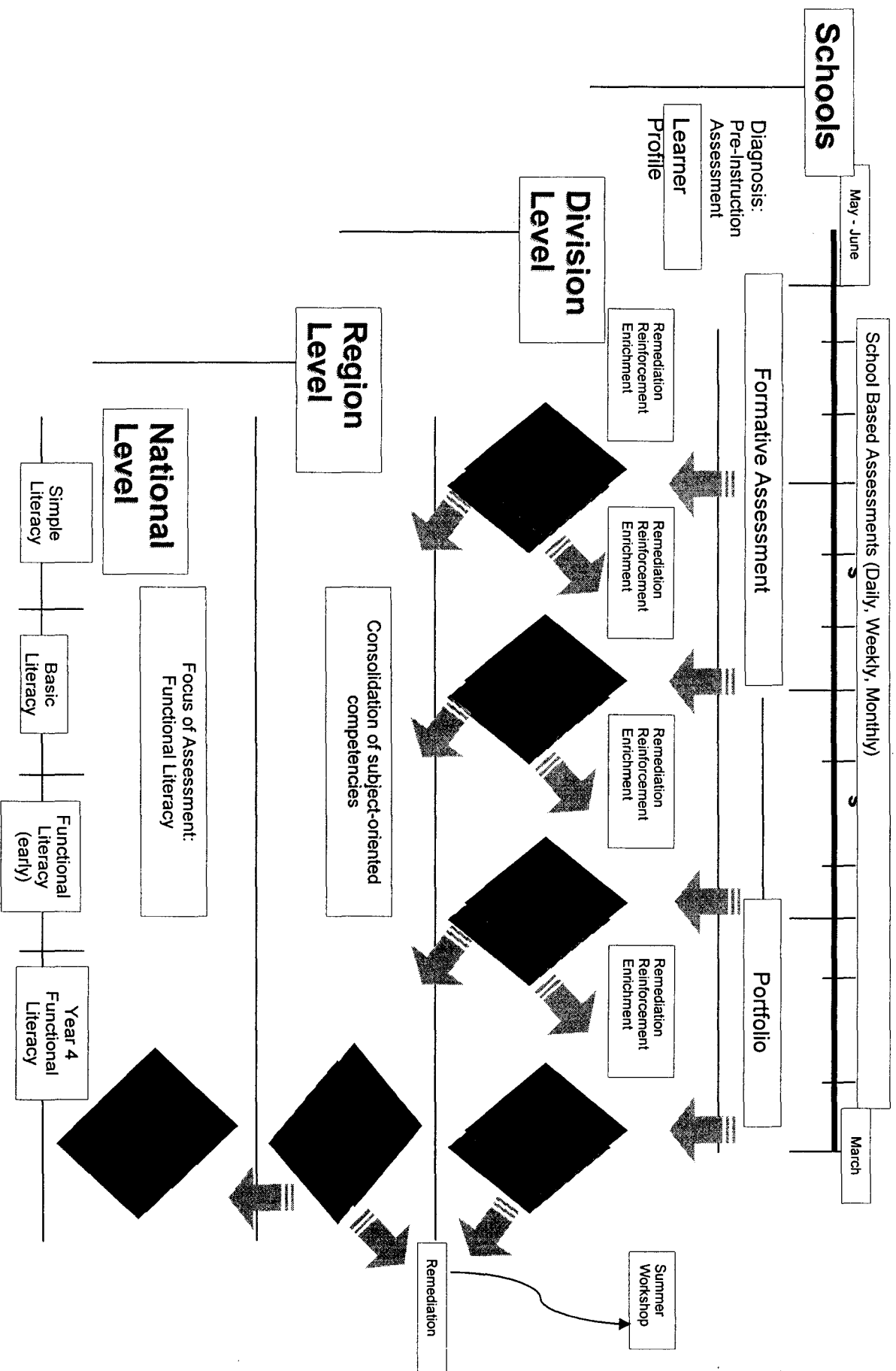
Assessment may be done for one or more of these four basic uses:

- | | |
|---------------|--------------|
| a) formative | c) placement |
| b) diagnostic | d) summative |

Assessment at the **school** level includes taking measures of readiness as in the case of entering first graders to find out the skills they already possess at entry point and which the teachers build upon in carrying out instruction. This type could be **diagnostic** or **pre-instructional** assessment, whereby the learner's profile can be described, abilities- and skills-wise. Information from assessments at this level (usually at Grades 1-3) could move on toward the formative level.

Formative assessment aims at providing information on how instruction can be carried out towards closely attaining the instructional objectives for the beginning and continuing levels. It is formative in that it is designed toward getting the learner to closely approximate or fully attain the skills needed to move up to the next grades. Where assessment results indicate inadequate readiness, remedial instruction and other intervention strategies are brought in.

Figure 2: Formal Basic Education Sub-System Operational Framework



School level assessments are fed to the Division which then designs assessments anchored on the common findings, results, strengths and weaknesses identified in the school assessments so that these can be addressed at the Division/District level tests. Remediation is put in place as necessary. Reinforcement and enrichment of the curriculum and corresponding strategies follow closely during and after remediation.

At the **School** and **Division** levels, assessment is carried out through short-answer and multiple choice tests, as well as test of basic literacy skills – reading, writing and numeracy – done frequently: daily, weekly, and monthly – as needed. (Figure 3) The feedback purpose of assessment is highlighted at these two levels to obtain bases for more remediation and corrective action.

Consolidation of assessment results and information from the Division level become the bases for Regional level assessment. It is emphasized that the regional level assessment should not attempt to repeat what is supposed to be done at the Division level.

Regional level assessment – while still concerned in part with skills not quite mastered as yet at the Division level measures – give comparative assessments from the different Divisions. This could be the basis for research/studies on context, instructional, school and community variables which influence – negatively or positively – regional assessment measures. While there could still be a call for remediation, such should be given to the Divisions whose learners need it. When attempts at remediation do not produce the expected results, **retention** of learners at the level is applied.

Regional level assessments could be done either quarterly or semestraly, focusing on subject-oriented competencies as well as basic and early literacy skills. (Figure 3)

National Level Assessment

Assessment at this level must not aim to get information which is needed for remediation measures at the Division and Regional levels. The National Assessment aims to integrate the skills expected learned at the three lower levels. The question/item types should be designed to assess higher order thinking skills. The national assessment level is done only once a year to provide an overall picture of the strengths and weaknesses of the system. Its purpose being so, there is supposed to be as little duplication as possible measuring of basic knowledge. Hence, there will be no call for review sessions based on tests like those in the National Achievement Test (NAT), which review practiced at the school level takes away precious instructional time given to “mock” tests to prepare students for the NAT.

Currently, “National” as in the National Achievement Test is a “total population testing” for these learner populations. The tests are an assessment of literacy skills at strategic grade or year levels in the 10-year program.

Figure 3: DELINEATION OF ASSESSMENT INTENTS, TARGETTED LITERACY LEVEL, APPROACHES AND MEASURES BY EDUCATION LEVEL

LEVEL	INTENT/ PURPOSE	TARGETTED LITERACY LEVEL	ASSESSMENT APPROACH/MEASURE	WHEN?/HOW OFTEN?
SCHOOL	Diagnostic	Basic Competencies	Quizzes, Long Tests Exercises and Objective and Recognition Items	Daily/Weekly/Monthly Monthly
	Pre-Instruction Assessment	Simple Literacy	Basic Skills Tests Role Plays	(SAT)
DIVISION	Remediation and Reinforcement	Simple Literacy	Long Tests Periodical Examinations Essays; Construction Items Hands-On Activities Portfolios	Monthly Quarterly
	Formative and Developmental Enrichment	Basic Competencies in the 5 Curricular subjects	Portfolios	(DAT)
	DAT Consolidation of Subject- Oriented Competencies	Basic and Early Literacy	Portfolio assessment Essays and Reflection papers Journals	Quarterly/Semestral
REGIONAL			Non-Cognitive Measures	(RAT)
				(Q3-Q4)
NATIONAL	Summative Evaluation	Early Literacy and Functional Literacy	Production Situation Tests Summative Test Batteries Interviews Career Interests/ Values/Interest NCAE, Y2, Y4, Gr6	Semestrally or toward the End of the Year
	Exit / Transition (Competencies)			(Q4)

Q = Quarter

Grade 3 – simple literacy
Grade 6 – basic literacy
High School Year 2 – functional literacy
High School Year 4 – functional literacy

Figure 4 also delineates the intents in terms of literacy level, as well as the types of assessment measures to use and *how often* assessment is to be done at the different levels.

Total enumeration sampling for research and feedback purposes is specified for the two lowest levels; regional and national assessment is suggested carried out through sampling of learners, schools, divisions or regions, unless there is a pressing need to do a total enumeration study nationwide.

Limitations of the Current Assessment Efforts

A survey of testing across the different levels showed the following limitations:

1. Too much reliance on the National Assessment Test and very little attention is given to assessment results from the lower levels of the educational hierarchy.
2. Inadequate attention given to assessment concerns at the division and regional levels.
3. Duplication of testing efforts and approaches; and failure to assess effects of remedial actions to obviate poor performance at the lower levels
4. Too much attention is given to scores but not enough to the scores' implications for remedial action
5. The functions of assessment (instructional, diagnostic, developmental, formative, and summative) are not clearly delineated. The diagnostic function is not followed-up with appropriate remediation.
6. Stakeholders are not made aware of the meanings and implications of test results.
7. Much instructional time is given to reviewing and preparing for the National Achievement Tests
8. Too much weight is given to objective type testing and very little use of problem solving, performance tests, and qualitative-descriptive measures such as essays, reflections and portfolio assessment.
9. The Report Card does **not** meet the objective of adequately and effectively communicating to students and their parents how the former are performing in the school curriculum.
10. Current assessment practice does not lead to remediation, reinforcement and motivation strategies toward improving learner performance.

The National Assessment Test (NAT) currently conducted by the National Education testing Research Center (NETRC) is given to entire populations at the Grade or Year level concerned. The total population testing gives interested audiences – School, Division, Region, and total country groups. Unless these interested groups need individual or subgroup results in terms of performance, say, by school subject, gender, school and community type and other variables, the specific results are seldom asked for from NETRC. Should research

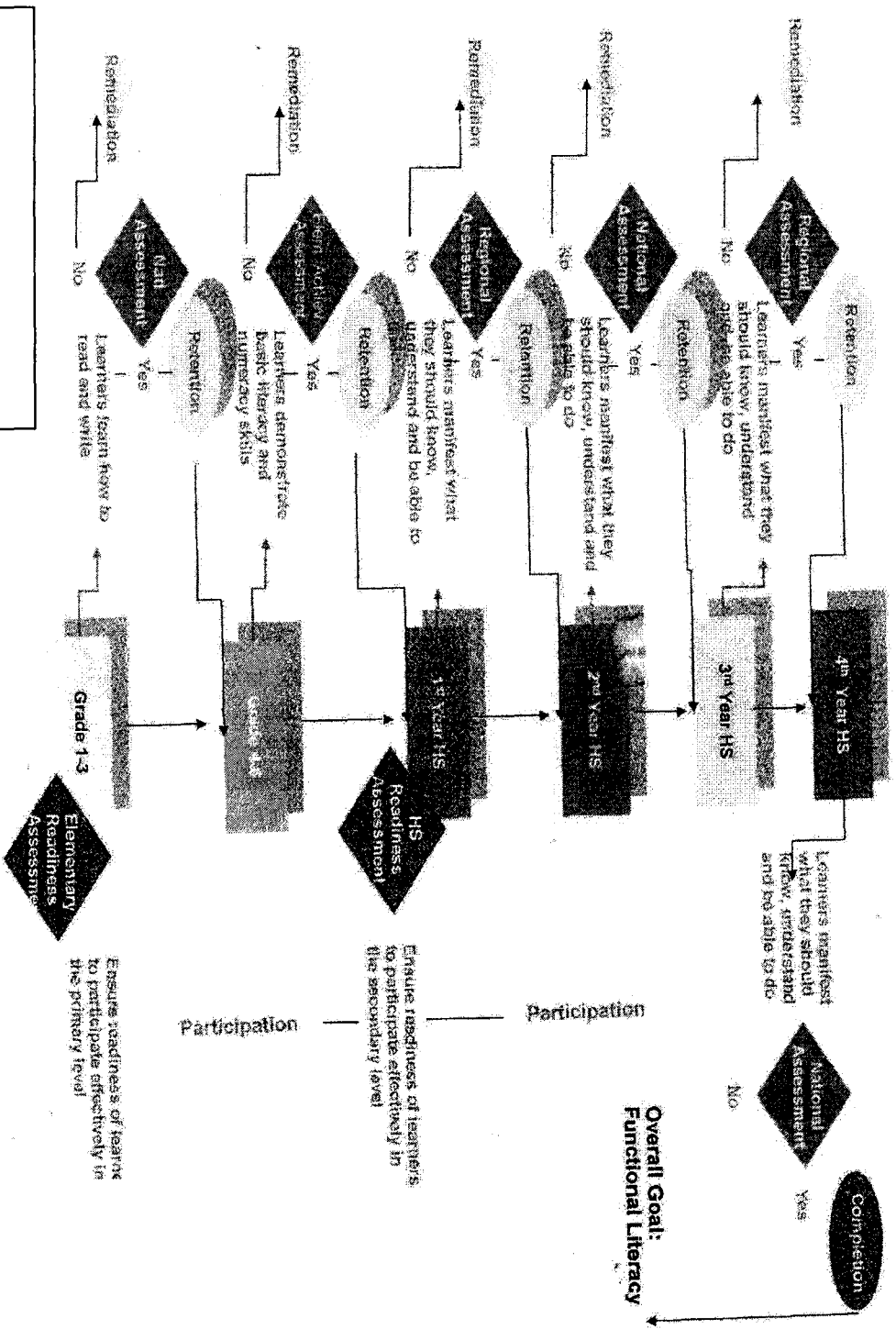


Fig. 4 Stages and Gates to Ensure Learner Quality

Adapted from QAAF TWG

need scores on hypothesized determinants, or particular sub-groupings need the test results, there is little justification for total population sampling all the time. A well designed sampling frame could serve to give answers to specific research questions. It is doubtful that schools really bother about specific details concerning their students for within-school, across-schools or across-division samples. Thus, even the NAT could be done through a well designed sampling technique, specifically if it is meant for a national or regional descriptive study.

Figure 4A shows the basic differences between the two systems. While the ultimate goal is to have a framework that would serve both systems, the figure makes clear why there are gaps to contend with.

The formal system entails a step-wise graduation from Grade 1 to Year 4, the end of the Formal Basic System, whereas the Alternative Learning System reckons assessment across the span corresponding to the 10-year basic system. In high school some correspondence between ALS and the year levels by means of the Accreditation and Equivalency (A&E) Test. However, it is not certain that the skills assessed by the NAT Year 2 and NAT Year 4 are really possible to make to correspond with what the ALS would obtain in the assessment it will carry out.

In the basic (elementary) grade levels, functional literacy is what the education system is concerned with, perhaps it will be possible to develop basic and early literacy tests which learners from the two systems will be capable to answer. Perhaps it is largely at the functional literacy levels that one can hope for measures of equivalence. The Functional Literacy Test is conceptualized to be what the National Basic Education Comprehensive Assessment Test (NBECA) is expected to accomplish eventually (Fig. 4A).

Figure 4A gives a framework for a system-wide assessment which integrates assessment in the Formal Basic Education System and the Alternative Learning System. Off hand, such integration will have to recognize these basic differences between the two systems of delivering education:

Formal Basic Education System

- 10-year basic education
Structured classes and school year calendar
- Mandatory attendance for those in the System
- Pre-determined curriculum
- Scheduled classes in the 40-week school calendar

Alternative Learning System

- No time/limit
Ungraded
Informal scheduling
- Depends on the availability of clients/ beneficiaries
- Open-ended / unstructured curriculum
- As the need arises; no formal/fixed schedules

- Fixed venues for classes and instruction
- Homogenous grouping by grade level
- Pre-identified learning units aimed at skills specified by the curriculum
- Basic to functional literacy
- Formal testing (paper-pencil), hands-on assessment, OJT
- Academic motivation
- Arranged as the conditions allow
- Very heterogenous groups because ungraded; different starting points
- Client-identified needs; unstructured lessons; need-based
- Basic-to-functional literacy focused on skills needed by the learner
- Informal and nonformal testing
Largely literacy-focused
Performance assessments
Specific to job or employable skills
- Job/functional motivation

Integration perhaps can be fully realized at the end of the educational path when the purpose for which the learner submits to assessment in order to determine if she is functionally literate – that is, he/she can communicate, *see*, and appreciate; can reason, explain, justify – in short he/she is a functioning individual.

Until there are formal and non formal ways to assess the learner on such skills, perhaps the two systems should be dealt with as required – separately/independently in either system.

A positive note in the hope for integration is that it is not farfetched; neither a pipe dream, since a large percentage of those now availing of the Alternative Learning System (ALS) had in their remote or recent past gone through some formal education, but whose effects have been obliterated — or in the extreme sense — been rendered useless or forgotten after the student dropped out of the formal school system.

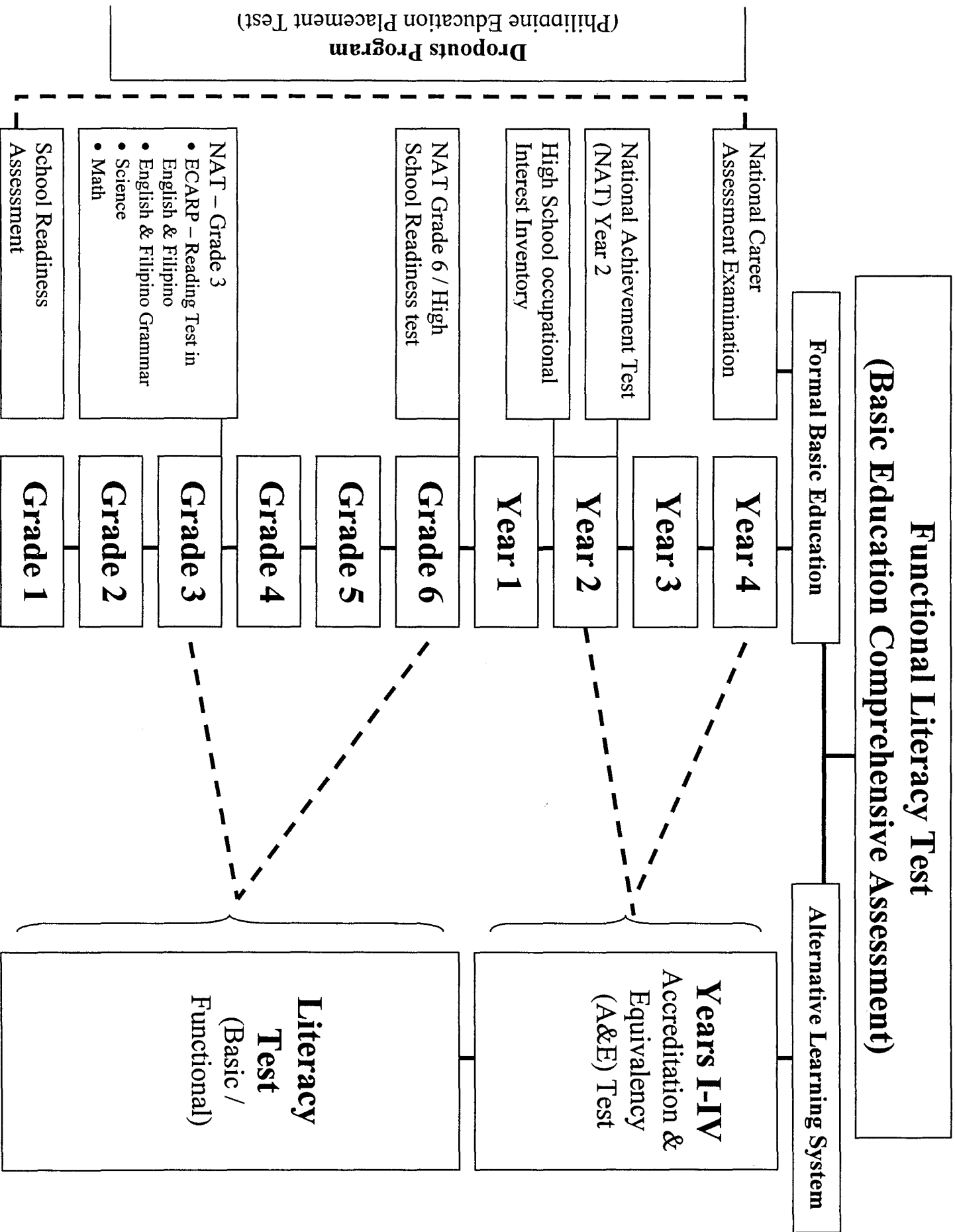


Figure 4A. Potential Integration of Assessment in the Formal and Alternative Learning Systems

A GRADING FRAMEWORK

All assessments are meant to gather information and evidence about the performance of individuals in tests and other instruments. Evaluation goes beyond assessment because besides the gathering of information, the evidenced gathered is used as a basis for forming judgments of worth. These in turn are used as bases for making decisions.

Grading is a form of assessment in letter or numerical symbols aimed at relaying a judgment on some trait or traits. In the school or education context, the purpose of grading systems is to provide a systematic and formal procedure for transmitting value judgments made by teachers to students and to others most directly concerned with the students' development and welfare.

Grading is translating the aggregate of several results of assessment into one of many categories for the purpose of communicating the standing of individuals (students in the case of schools) among several agreed categories (which are assigned specifically understood meanings).

The framework takes into consideration antecedents (corresponding to the context variables in the NAF). These include the vision and goals of education, the objectives of the specific program, and the school subject.

As in the case of National Assessment Framework, there is a need for a framework to guide grading in the schools at the Division, Regional and National levels. The present grading system is laid out in DepED Order Nos. 4 and 39, s. 2004, which set the distribution of weights for grading in the school subjects. The total 100% weight for the composite grade in a subject, uses these bases for the weight of each subject assessment measure.

DepED Order No. 4, s. 2004, modifications set the distributions of weights in ranges roughly as follows:

- Periodic Test 20-25%
- Quizzes and Unit Tests 10-20%
- Participation and others 20-50%
- Project 20-25%
- **Total 100% in a subject**

DepED Order No. 39, s. 2004 set these weights for the different grading bases for elementary schools:

- Periodic Test 25%
- Quizzes and Unit Tests 15%
- Classes Interactions 15-25%
- Homework 5%
- Projects 10-25%
- Other(s) 10-15%
- **The grading system for the school year is averaging**

Reductive Weights of Subjects in the Curriculum

The weighting of curricular subjects by units in Secondary School is as follows:

- Filipino 1.2 units
 - English 1.2 units
 - Mathematics 1.5 units
 - Science 1.8 units
 - Makabayan (3.6)
 - Araling Panlipunan 1.2 units
 - Technology and Livelihood (TLE) 1.2 units
 - Music, Arts, PE and Health (MAPEH) 1.2 units
 - Edukasyon sa Pagpapahalaga (EP) 0.6 units
- Total 10.2 units**

Figure 5 presents the framework for grading students and the communication purpose served by the Report Card.

The framework for grading seeks to ascertain that grading is to be done in light of the inputs – the curriculum standards and expectation at the particular level and the pre-designed activities – how these are carried out to result in the competencies and skills targeted. The use of summative assessment based on traditional and nontraditional approaches to assessment is explicitly mentioned on Figure 5. All these components are related to one another – the quantitative as well as qualitative assessment of the learner as well as the nature of communication – through numbers, letters and/or qualitative comments and judgments of the student's work.

Theoretically the present report card should be able to communicate and allow for the parent/guardian's sending back a message but based on a survey, this does not happen. Suffice it to say that the audiences who go through the "Report" find very little to react to.

The Report Card currently used comprises two main sets of information besides those pertaining to the student – name, school, Grade/Section and the school subjects currently enrolled in. The subjects carry unit weights corresponding to the curricular coverage or load. Space is allocated for number of days per month of the school calendar, number of days absent or late.

There are spaces for grades for the four grading periods, where quantitative assessments of the students' performance are entered. For assessment of traits, a 3-point description scale is provided to rate the student on 14 personal traits and characteristics. (For elementary school students only 10 traits are rated).

Space is provided corresponding to the four grading periods where the parent or guardian affixes his/her signature to acknowledge that he/she saw and read the numerical and qualitative assessments. Except for the part on the character traits, the card is still very much like the card which has been used over the past six or seven decades in the public schools.

A survey on the extent to which the card accomplishes its main purpose – that of communicating with the parent/guardian, and feedback to the student – showed that its purpose is not fully accomplished. The comments written by the teacher seldom carry truly meaningful messages of assessment about the student. Part of the reason for this is that the space provided allows for just a short phrase or sentence per grading period.

Teachers' comments seldom invite or entice the reader of the report card – the student, parent, and others, teachers included – to respond to the comments there or pose questions which the teacher should consider indicative of parent interest.

The survey of teachers' and assessment coordinators' perceptions of the Report Card (Ibe, 2009) as an assessment tool, particularly for communication and feedback purposes on students' performance showed that the main constraints seen in the current report card is the large number of students for which individual cards have to be accomplished or filled out by each teacher or class adviser.

The percent weights to be factored in for specific bases of assessments are also viewed as taking too much time from teacher's other instructional tasks.

That the data in 1) regard to days present or absent, 2) ratings as in the 14 psychosocial traits on each of the four grading periods, and 3) specific learner traits to be written to describe each learner are seldom done diligently for want of time to do these, specifically to write meaningful comments in the 3"x 4" space, and two short lines for each grading period.

Suggestions elicited during the survey to ease the teachers' difficulty in allocating time for accomplishing the report card are the following:

1. Design a simple computer/calculator program so that the teacher can simply encode the different bases for the grade along with the corresponding weight factored in; for computing subject grades and averages. This simple computer/calculator program can be given to schools; and one person can be assigned to do the encoding and computing for all subject teachers.
2. Get subject teachers to contribute comments about particular students which the adviser can write in the comments section of the Report Card. At least two teachers should confirm the validity of the comment for the student whom it is meant as a feedback, before it is coursed to the parent.
3. Each grading period, a teacher can identify one-fourth or one-third of the class for whom comments are valid and needed. This means that the teacher will write comments only for those students (and their parents) who will be reinforced or influenced by the teacher's comments.
4. Devise a 4- to 5-item questionnaire (varying across the first 3 grading periods) to be answered by the parent or guardian signatory. This is a way of getting some verbal interaction with the family of the student.

Sample Questions

Pakisagot po ang mga sumusunod na tanong:

1. Mayroon po ba kayong napansin na pagbabago sa pag-aaral ng inyong anak noong nakaraang grading period?
___ Mayroon ___ Wala

Kung mayroon, ano pong pagbabago? _____

2. Mga ilang oras po araw-araw ang ginagamit ng inyong anak sa pag-aaral/paghahanda ng mga takdang aralin (assignments)? _____
3. Sino po sa inyong tahanan ang nagtuturo o tumutulong sa kanya sa pag-aaral?

4. Ano po ang inyong maimumungkahing paraan upang lalo pang mag-aral si (name of student)? _____
5. Ano po ang planong gawin ni (name of student) para lalong mapabuti ang kanyang mga marka? _____

Among the information obtained from the survey of Ibe (2009) are the following:

1. There are not many objections to the new grading guidelines from DepEd, only with the many bases suggested.
2. There is a variety of report-card grading formats from different schools. The reporting of numerical marks, by and large, reflected 75 as the acceptable lower limit in the cards reviewed, but the upper limits vary. The highest grade noted was 95, but it was seldom given. The lowest grade was 75. No grades of 70 were noted, perhaps because the cards were obtained from students enrolling for the next higher grade/year level in June 2009.
3. The evaluative comments did not vary much. Many were pat or cut-and-dried remarks which did not say much about the student. They were either in English or Filipino, but very often in the latter language.
4. Hardly any of the accomplished cards had more than the parents' signature. These were mainly for the first and second quarters. It appears that by the third grading quarter, not all teachers release cards. This was done most likely at the end of the school year when the parent's signature was no longer expected for communication/feedback/checking.
5. The part of the Report Card which dealt with student behavior, traits, and values appeared to have been accomplished perfunctorily. Little variance was noted among the descriptive ratings [done with numbers (1, 2, 3) symbols ticks (✓), or stars (★)] in using the 3-point rating scale for the 10 to 14 traits on which the student was rated. There was little evidence of either positive or negative change (improvement or deterioration) from one grading quarter to another.
6. Interviews with teachers-in-charge or those who are assigned as class advisers, elicited the following reasons why the cards are not fully accomplished; that is, the Report Cards — not functional reportage of student performance nor communication tools between the teacher and the child or the parents:
 - 6.1 There are too many students to grade
 - 6.2 It is not possible to note the slight or outstanding differences among some 50 to 60 students, neither the changes in them across grading period
 - 6.3 The students know how they perform. They can compare themselves to one another.

The ratings of students on the 14 traits were likewise found not conscientiously accomplished or responded to. It is evident in many cases that the ratings are done not every grading period but once — mostly toward the 4th grading — thereby defeating the purpose of indicating or reporting some change in the students' psychosocial traits across the four grading periods.

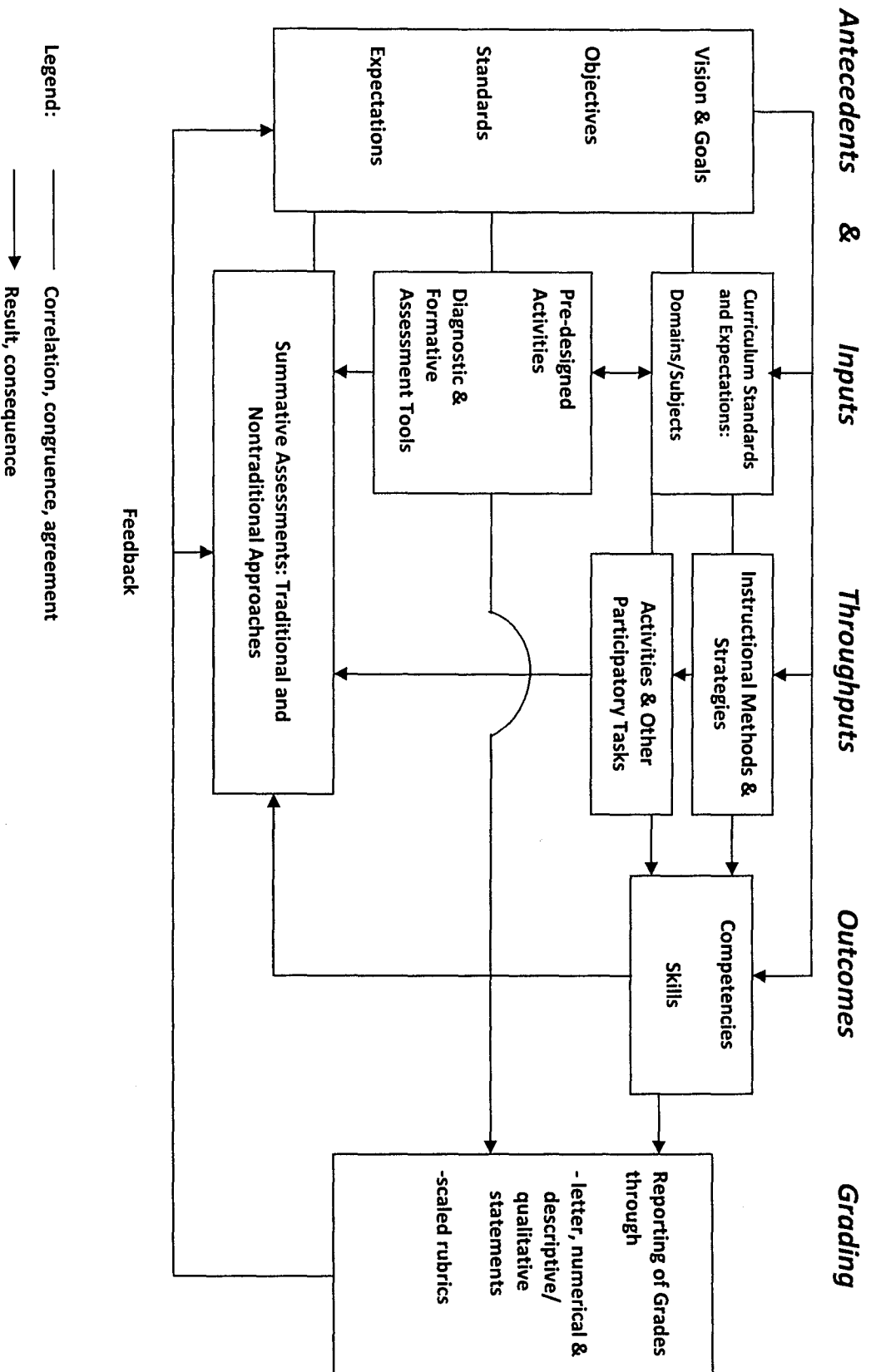
That this is the state of things insofar as the teachers' accomplishment of the report card is not surprising because there are 50-60 students on the average per class that the teacher has to assess and comment on.

What items of communication are of worth to parents and audiences of the Report Card? What information is of most worth to the recipients of the grading report?

The framework (Fig. 5) shares the same purpose of assessment proposed in the NAF. It answers the what, whys and wherefores of grading. Parents and other family members would welcome information on their child/relative. The report card is an instrument for operationalizing the home school partnership in shared interest in the learner's development and welfare. The Report Card should also be of interest to other audiences – teachers of other subjects, school support staff, guidance personnel and scholarship program staff. Yes, even prospective employers.

Of course the communication judgments about learners is best done through verbal (oral interaction) but in light of the large numbers of students a teacher deals with, and the heavy workload of teachers – parents-teachers meetings are not always feasible.

Figure 5: A FRAMEWORK FOR GRADING OF STUDENTS



A Proposed Reporting Tool to Students and Parents

The Report Card could be formatted in a 2- or 3-fold A4 sheet to allow more spaces for information, comments and responses.

It will still consist of these 3 sets of assessment information:

1. Personal and schooling data
2. Personal traits (rating scale data)
3. Qualitative comments for and from parents to be acknowledged with signatures; comments and self-appraisal from students (to be signed).

It is envisioned that these innovations will take on the character of a covenant between the teacher and the target reader of the Card.

Further, the traits listed should help in making students aware of the important values they need to develop.

A sample Report Card is attached:

Appendix:

A sample proposed Report Card (to be translated to Filipino and reduced in size. 1/3 or 1/4 sheet, both sides; 3-fold or 2-fold A4 size.

Department of Education
 Division of _____
 School Name _____

Report Card

Name _____ Sex _____ Age _____ Birthday _____
 Grade/Year _____ School Year _____ Section _____ Curriculum _____

Subjects	Grading Period				Final Grade	No. of Units	Action Taken
	1	2	3	4			
Filipino II							
English II							
Mathematics II							
Science II							
MAKABAYAN							
Araling Panlipunan (AP)							
Technology & Livelihood Educ. (TLE)							
Music, Arts, PE & Health (MAPEH)							
Values Education							
Other:							
GENERAL WEIGHTED AVERAGE							

No. of Days in SY	J	J	A	S	O	N	D	J	F	M	A	Total
No. of Days Absent												
No. of Days Late												

Lacks credits in: _____
 Promotable to: _____

Accomplished by: _____
 Class Adviser

 School Principal

To the Parent or Guardian:

A. Please carefully read the comments concerning your son/daughter. Sign on the blank if you agree to the comments. I will be happy to read your own comments about him/her.

Parent's Signature

First Grading _____

 Second Grading _____

 Third Grading _____

 Fourth Grading _____

B. Rate your child on the following by circling one number.

	True					Not at all true					
1. Persevering	5	4	3	2	1	6. Self-disciplined	5	4	3	2	1
2. Honest	5	4	3	2	1	7. God-fearing	5	4	3	2	1
3. Active/Participative in school activities	5	4	3	2	1	8. Helpful	5	4	3	2	1
4. Interested to Learn	5	4	3	2	1	9. Considerate of others' feelings	5	4	3	2	1
5. Respectful to others	5	4	3	2	1	10. Happy as a child	5	4	3	2	1

PERSONAL TRAITS

To the Teacher: Please rate the student on each of the following traits or characteristics using the 3-point scale and these suggested symbols:

<u>Below Average</u>	<u>Average</u>	<u>Above Average</u>
X	XX	XXX
✓	✓✓	✓✓✓
★	★★	★★★
B	A	AA
1	2	3

Trait	Grading Period			
	1	2	3	4
1. Physically clean in body, mind and language				
2. Ready to work/cooperate in class activities				
3. Honest in word and thought				
4. Concerned about preserving the environment				
5. Thrifty in using resources of time and money				
6. Peace-loving; avoids conflicts and quarrels				
7. Trustworthy; can be trusted or depended upon				
8. Truthful; seldom tells lies				
9. Dependable to complete tasks given to him/her				
10. Is able to discipline himself/herself				
11. Has faith in God				
12. Respects persons in authority				
13. Values Filipino culture/arts				
14. Behaves in a manner appropriate for his/her age				

To the Student Concerned: Please write your comments about your performance in school for the corresponding grading period. Describe how you feel about your grades and the comments, and what you plan to do about them.

Student's Comments

Signature

First Grading _____

Second Grading _____

Third Grading _____

Fourth Grading _____

Thank you and God bless you!