



Republic of the Philippines
Department of Education
Caraga Region
SCHOOLS DIVISION OF SURIGAO DEL SUR

Office of the Schools Division Superintendent

15 JAN 2021

Division MEMORANDUM
No. **022**, s. 2021

DIVISION POLICY ON ASSESSMENT AND GRADING IN THE NEW NORMAL

To : Chief of Sections
Education Program Supervisors
Division Coordinators
Public Schools District Supervisors & Districts In-Charge
Secondary and Elementary School Heads
Secondary and Elementary Teachers
This Division

1. To ensure that assessment in schools and learning centers is holistic and authentic in capturing the target learning outcomes as well as the attainment of the most essential learning competencies, this policy anchored on DepEd Order No. 31, s. of 2020 will provide specific guidance on the assessment of students learning, grading process and progress reporting of learner's performance to be adopted this school year.
2. Thus, all school heads and teachers are advised to utilize this policy as a reference in the quarterly assessment, grading, and reporting of learning outcomes.
3. The following details are important considerations, to wit:

A. Assessment of Learner's Weekly Progress (Formative Assessment):

- a.1 Teachers must provide **formative practice activities** in their learning activity sheets (LAS). These **formative practice activities shall be provided with answer keys** to allow learners to self-check with their work and measure their learning. However, teachers must provide another **formative assessment** through a **post-test** without answer keys to measure how students learn the contents and the concepts of the lesson.
- a.2 Teachers must consider that items in both **formative practice activities** contained in the LAS and the **formative assessment** at the end of the lesson must **NOT** exceed **5** items. This is to align one of the provisions stated in the DepEd Memorandum on academic ease.
- a.3 The **formative assessment results through post-tests** must be used by teachers in the tracking of learner's weekly learning progress through the use of the **Students Weekly Monitoring Tool (SWMT)**.



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- a.4 Teacher's tracking of individual learner's progress must be focused on the skills and competencies required.
- a.5 The result of the student's weekly monitoring progress will be the basis of the **Individual Learners Intervention and Monitoring Plan (ILIMP)**. Only learners who belong to Not Proficient, Low proficient, and Nearly Proficient during the weekly formative assessment shall be subjected to ILIMP.
- a.6 Teachers must give **practical and realistic intervention** since learning and performance gaps will be addressed. Supplemental activities and strategies must be carefully designed to address the competency gaps manifested in learner's weekly formative assessment results.
- a.7 Teachers must document the learning progress of learners undergoing intervention. To track the significant progress, they must compile together the Students Weekly Monitoring Tool, the ILIMP, the supplemental materials provided, and the result of the learners from the intervention given.
- a.8 Teachers must **give intervention immediately** the moment learners did not meet the expected proficiency level during the weekly progress monitoring.
- a.9 Since the **weekly assessment activities including the post-tests are formative**, the **results will NOT be included in the computation of their grades**. This will only form part of tracking student's learning of the content and the concepts presented during the weekly lesson.

B. Assessment of Learning Outcomes (Summative Assessment):

- b.1 The Interim Guidelines on Assessment and Grading stipulated on DepEd Order No. 31, s. 2020 requires a minimum of **four (4) Written Works** and **four (4) Performance Tasks**. Since these written works and performance tasks are evaluative, these will form part of the learner's grades.
- b.2 **Written works** can be administered through quizzes and long/unit test to assess the essential knowledge and understanding of the learners, provided that:
 - b.2.1 Teachers must ensure that items in the quizzes and long or unit tests are properly distributed across the cognitive process dimensions as required by the competencies' levels of assessment.





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- b.2.2 Teachers can give **quizzes** on a **weekly or bi-weekly basis** as a **summative quiz** but this will not require a Table of Specifications (TOS). Teachers must design these quizzes only based on the competency requirement as well as the level of assessment that each competency requires.
- b.2.3 **Written work requirements thru multiple-choice, fill in the blanks, cloze test, completion type or any other selected-response objective types of the test must NOT be accompanied by rubrics. Only authentic written outputs or performance tasks need rubrics.**
- b.2.4 For the **weekly or bi-weekly summative quizzes**, teachers must consider the appropriate number of items to be given across key stages.
- | | |
|------------------------|----------------------------|
| Key Stage 1 (K to 3) | - must NOT exceed 5 items |
| Key Stage 2 (4 to 6) | - must NOT exceed 10 items |
| Key Stage 3 (7 to 10) | - must NOT exceed 15 items |
| Key Stage 4 (11 to 12) | - must NOT exceed 15 items |
- b.2.5 **Since these are summative quizzes, teachers must NOT attach answer keys to the test materials nor send copies of answer keys to parents and guardians.**
- b.2.6 **Two-way Table of Specifications (TOS)** must be designed by teachers only **ONCE** in a quarter and it must be done **during the last written examination**. This examination must encapsulate all competencies and all levels of assessment from remembering to creating following the **KPU domains (Knowledge-Process-Understanding)**.
- b.2.7 The **item distribution** must adhere to the **50-30-20** format. 50% of the items will be lodged to Knowledge (Easy) which comprises remembering and understanding, 30% for Process (Average) which comprises applying and analyzing, and 20% for Understanding (Difficult) which comprises evaluating and creating.
- b.2.8 To satisfy academic ease, required item numbers for unit tests are trimmed across key stages:
- | | | |
|------------------------|---|----------|
| Key Stage 1 (K to 3) | - | 10 items |
| Key Stage 2 (4 to 6) | - | 15 items |
| Key Stage 3 (7 to 10) | - | 20 items |
| Key Stage 4 (11 to 12) | - | 25 Items |





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- b.2.9 Teachers can also have options of requiring learners to produce authentic written works/outputs as replacements to weekly or bi-weekly quizzes. They must ensure that the required written outputs are based on the levels of assessment required by the competencies of the week or the combined week. Teachers must also consider appropriate rubrics when they require authentic written works/outputs.
- b.2.10 For teachers in a section handling all the subjects like in Grade 1 (*those handling straight teaching and multigrade classes*), the teacher may consider **interdisciplinary integration** or **thematic** activities and assessment to moderate the activities to be accomplished. The interdisciplinary integration or thematic activities will focus on the development of reading and writing skills and numeracy
- b.2.11 For grade levels with several teachers handling the subjects in a section like in Grade 7, the teachers may collaborate for interdisciplinary integration or thematic activities and assessment to moderate the tasks to be accomplished across the SLM/LAS.
- b.3 **Performance tasks** must allow learners to show what they know and can do in diverse ways. This refers to authentic outputs and products that learners can create from the concept/s of the lesson/s.
- b.3.1 Teachers must see to it that authentic outputs/products required from the learners are **aligned** to the competency requirements.
- b.3.2 Teachers must also consider learner's interests, capacity, and availability of resources at home to allow them to create or produce products that are suitable for their proficiency level and economic profile.
- b.3.3 Teachers must **design** appropriate scoring tools/**rubrics** in the designed performance tasks to guide learners in accomplishing the output/products.
- b.3.4 Teachers must also consider the flexibility of learners in the accomplishment of performance tasks including time and resources available to each learner.





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- b.3.5 Since four (4) performance tasks are needed, teachers must prepare at least three (3) performance output/tasks requirements. The fourth performance tasks will be Theme-Based Authentic Performance and Assessment developed by select teachers to be given on the last week of the quarter.
- b.3.6 Teachers may consider also authentic written outputs as performance tasks depending on what the competency/ies is/are requiring. The list of written outputs, products, and performance tasks are stipulated in DO 31, s. 2020.

C. Grading and Progress Reporting

- c.1 Quarterly assessments shall not be administered for this school year. However, teachers must ensure that all essential competencies must not be sacrificed. Days allotted for quarterly assessment may be used by teachers and schools for the presentation of major performance for the quarter that addresses the performance standards. Schools and teachers can have a **display of outputs that can be shown in any modalities and platforms.**
- c.2 Teachers can refer to the following options in planning and designing requirements for computation of grades. These **OPTIONS** are **NOT PRESCRIBED**. Teachers are allowed to decide on how assessments will be given based on the context of the schools and the learners without compromising the DepEd standards.

c2.1 Option 1 – All Written Tests and All Performance Tasks (Grade 4)

Component	Written Works				Performance Tasks			
	Written Quiz 1	Written Quiz 2	Written Quiz 3	Written Exam w/TOS	Performance Task 1	Performance Task 2	Performance Task 3	Theme-Based Assessment
Highest Possible Score	15	15	15	15	10	10	10	10
Learner A	10	12	11	14	8	9	9	10

c2.2 Option 2 – Combination of Written Tests and Authentic Written Outputs and All Performance Tasks (Grade 4)

Component	Written Works				Performance Tasks			
	Written Quiz	Authentic Written Output	Authentic Written Output	Written Exam w/TOS	Performance Task 1	Performance Task 2	Performance Task 3	Theme-Based Assessment
Highest Possible Score	15	10	10	15	10	10	10	10
Learner A	10	9	8	14	9	9	8	10





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c2.3 Option 3 – All Written Tests and Combination of Written Outputs and Performance Tasks (Grade 4)

Component	Written Works				Performance Tasks			
	Written Quiz 1	Written Quiz 2	Written Quiz 3	Written Exam w/TOS	Authentic Written Output	Authentic Written Output	Performance Task	Theme Based Assessment
Highest Possible Score	15	15	15	15	10	10	10	10
Learner A	10	12	11	14	9	9	8	10

c2.4 Option 4 – Combination of Written Tests, Written Outputs, and Performance Tasks across Two Components (Grade 4)

Component	Written Works				Performance Tasks			
	Written Quiz	Authentic Written Output	Authentic Written Output	Written Exam w/TOS	Authentic Written Output	Performance Task	Performance Task	Theme-Based Assessment
Highest Possible Score	15	10	10	15	10	10	10	10
Learner A	10	9	8	14	9	9	8	10

- c.3 Computation of learner’s grade per learning area must adhere to the provisions of DepEd Order No. 31, s. 2020.
 - c.4 Grading system guidelines including the computation of quarterly grades, the use of transmutation table, the reporting of learner’s progress, the promotion and retention shall likewise follow the provisions cited in DepEd Order No. 8, s. 2015.
 - c.6 Unless new assessment and grading guidelines will be released by the department, the existing provisions must be repelled. However, schools may opt to design methods of reporting learner’s progress to parents and stakeholders applicable to the context of the new learning delivery modality but with maximum considerations to existing policy guidelines.
 - c.7 Reporting of learner’s progress shall be done **two weeks after the summative assessment or end of the quarter** based on the school calendar of activities. Releasing of learner’s card shall be done through a meeting with parents provided that health protocols will be followed.
 - c.7 Recognition of honors/outstanding learners will be put on hold for the meantime until guidelines from DepEd relative to this matter will be released.
4. Education Program Supervisors, Division Coordinators, Public Schools District Supervisors/Districts In-charge shall monitor the dissemination and implementation of this policy to ensure comprehensive understanding and smooth execution of the enclosed provisions in schools and learning centers.





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5. School heads shall be held accountable for the implementation of this policy in schools. Schools may conduct LAC sessions to level off the implementation of this policy.
6. Widest and immediate dissemination of this memorandum is desired.

JOSITA B. CARMEN, CSO V
Schools Division Superintendent

Encl.: NONE

Reference:

DepEd Order No. 31, s. 2020

DepEd Order No. 8, s. 2015

POLICY

ASSESSMENT

CURRICULUM

CTCCC//DM-MEMO DIVISION POLICY ON ASSESSMENT AND GRADING IN THE NEW NORMAL

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