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Session 13

C-EDUC5 (3 units) ASSESSMENT in Learning 1

Fall Semester 2023



Session 13

C-EDUC5 ASSESSMENT in Learning 1

**Fall Semester
2023**

Grading System based on DepEd Order No. 08, series of 2015

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P H I L I P P I N E S



Looking back...

Item Analysis
of Test Results

Reliability
& Quality

Are the tests we
give to our students
able to obtain
RELIABLE results?

Ability of the test to elicit
consistent responses from the
students that reflect their actual
performance level



For Multiple-Choice Tests

Analyzing the Quality of the Test Items

Looking back...

Item Analysis of Test Results

IMPORTANCE

Providing dependable inputs in planning, implementing, and evaluating the curriculum



**Looking
back...**

Item Analysis
of Test Results

For Multiple-
Choice Tests

Analyzing the Quality
of the Test Items

Item Difficulty

Discriminatory Power

Distracting Ability



Session 12

Reliability Testing through Item Analysis of Test Results

CONCLUSION

With item analysis, you can see how each student in your class did on each question. The Difficulty Index, the Discriminatory Index, and the Distracter Analysis are three popular types of item analysis that give teachers distinct kinds of information for decision-making in the teaching-learning process.



**Springboard
question for
Session 13**



Image 1: Global Filipino Schools Program Employs ICT to Uplift Quality of Philippine Education (Source: Globe Telecom Inc., 2017: Online)

How can assessment be teaching and learning at the same time?



Session 13

**Grading System
Based on DepEd
Order No. 8,
series of 2015**

OBJECTIVES

- 1.To distinguish among criterion-referenced, norm-referenced, and self-referenced grading in learning;**
- 2.To explore and practice how students are graded based on DepEd Order No. 8, series of 2015; and,**
- 3.To discuss essential ethical standards regarding students' grades.**



Topic 1

Forms of
Grading
Learning

**What does a
grade of **A+**
mean to you?**



How about an **F?**

Does grade matter?



Topic 1

Forms of Grading Learning

Significance of Grading Student Learning:

- **Present quantifiable feedback**
- **Specify quick referencing**
- **Provide a concrete status**
- **Make data-driven decisions**



Topic 1

Forms of Grading Learning

How learners are graded:

Self-referenced Grading

Norm-referenced Grading

Criterion-referenced Grading



Topic 1

Forms of Grading Learning

Self-referenced Grading

- **Students keep track of their scores**
- **Basis for teacher-student consultation**
- **For making individual learning action plans**



Topic 1

Forms of Grading Learning

Norm-referenced Grading

- Comparing learners' performance with one another
- Determining grades and levels of accomplishment based on ranks
- Challenging students to vie for placement in class

Norm-referenced Grading

<u>Grade Code</u>	<u>Performance Description</u>	<u>Norm group</u>
A	Excellent	Top 10% of the class
B	Superior	Next 10% of the class
C	Above Average	Next 30% of the class
D	Average	Next 30% of the class
E	Below Average	Next 10% of the class
F	Failed	Bottom 10% of the class

Topic 1

Forms of Grading Learning





Topic 1

Forms of Grading Learning

Criterion-referenced Grading

- Grading students based on standards and learning goals
- Criteria are represented by values and specific levels of performance
- Individual grading



Criterion-referenced Grading

Topic 1

Forms of Grading Learning

<u>Grade Code</u>	<u>Performance Description</u>	<u>GradeRange</u>
A+	Excellent	98 – 100
A	Superior	95 – 97
A-	Very Satisfactory	90 – 94
B+	Satisfactory	88 – 89
B	Good	85 – 87
B-	Fair	80 – 84
C	Above Passing	78 – 79
D	Passing	75 – 77
F	Failed	74 and below



Order No. 8, series of 2015
**POLICY GUIDELINES ON CLASSROOM
ASSESSMENT FOR THE K TO 12 BASIC
EDUCATION PROGRAM**

What is
the
grading
system?

“The K to 12 Basic Education Program uses a standard and competency-based grading system. These are found in the curriculum guides. All grades will be based on the weighted raw score of the learners’ summative assessments. The minimum grade needed to pass a specific learning area is **60**, which is transmuted to **75** (60 raw score = 75) in the report card. The lowest mark that can appear on the report card is **60** for Quarterly Grades and Final Grades.”

(V. Paragraph 1, p. 9 of 33)



Topic 2



Grading System

Kindergarten Grading System

- Numbers are not used for grading.
- Checklist and anecdotal evaluation
- Teacher-prepared individual learner's portfolio



Topic 2



Grading System

Kindergarten Grading System

Social-Emotional Development

(*B – Beginning, D – Developing, C – Consistent*)

Learning Competency	Q1	Q2	Q3	Q4	Overall
1. Able to introduce themselves before the class (name, sex, age, birthday, residence, etc.)	B	D	D	C	C
2. Able to express their personal interests, hobbies, likes, needs, and dislikes politely	B	B	D	D	D
3. Demonstrates preparedness in performing tasks for the first time	B	B	B	D	B



Topic 2



Grading System

Grades 1 - 12 Grading System ELEMENTS

- **Written Works**
- **Performance Tasks**
- **Quarterly Assessment**



Topic 2



Grading System

Grades 1 - 12 Grading System

STEPS

1. Scores per grade component are added up.
2. Sum is converted to percentage score.
3. Percentage score is converted to Weighted Score.



Topic 2



Grading System

Grades 1 - 10 Grading System

Weight of the Components

	Components	Languages	AP	EsP	Science	Math	MAPEH	EPP/ TLE
1 to 10	Written Work	30%			40%		20%	
	Performance Tasks	50%			40%		60%	
	Quarterly Assessment	20%			20%		20%	



Grades 11 - 12 Grading System

Weight of the Components

Topic 2



Grading System

	Core Subjects	Academic Track		Technical-Vocational and Livelihood (TVL)/ Sports/ Arts and Design Track	
		All other subjects	Work Immersion/ Research/ Business Enterprise Simulation/ Exhibit/ Performance	All other subjects	Work Immersion/ Research/ Exhibit/ Performance
11 to 12	Written Work	25%	25%	35%	20%
	Performance Tasks	50%	45%	40%	60%
	Quarterly Assessment	25%	30%	25%	20%



Topic 2



Grading System

Grades 1 - 12 Grading System

STEPS

1. Written Work Scores (WWS):
 $17/20 + 24/25 + 29/35 = \underline{70/80}$
2. $70/80 = 0.875 \times 100\% = \underline{87.5\%}$
3. $87.5 \times 30\% = \underline{26.25}$



Topic 2



Grading System

Grades 1 - 12 Grading System

STEPS

4. All weighted scores are added together to become the Initial Grade (IG).
5. The IG will be transmuted to the equivalent Quarterly Grade (QG).
6. At the end of the school year, get the average of the four QGs.



Grades 1 - 12 Grading System

81-100

Topic 2



Transmutation Table

Initial Grade	Transmuted Grade	Initial Grade	Transmuted Grade
100	100	84.00 – 85.59	90
98.40 – 99.99	99	82.40 – 83.99	89
96.80 – 98.39	98	80.80 – 82.39	88
95.20 – 96.79	97	79.20 – 80.79	87
93.60 – 95.19	96	77.60 – 79.19	86
92.00 – 93.59	95	76.00 – 77.59	85
90.40 – 91.99	94	74.40 – 75.99	84
88.80 – 90.39	93	72.80 – 74.39	83
87.20 – 88.79	92	71.20 – 72.79	82
85.60 – 87.19	91	69.60 – 71.19	81



Grades 1 - 12 Grading System

60-80

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Transmutation Table

Initial Grade	Transmuted Grade	Initial Grade	Transmuted Grade
68.00 – 69.59	80	40.00 – 43.99	70
66.40 – 67.99	79	36.00 – 39.99	69
64.80 – 66.39	78	32.00 – 35.99	68
63.20 – 64.79	77	28.00 – 31.99	67
61.60 – 63.19	76	24.00 – 27.99	66
60.00 – 61.59	75	20.00 – 23.99	65
56.00 – 59.99	74	16.00 – 19.99	64
52.00 – 55.99	73	12.00 – 15.99	63
48.00 – 51.99	72	8.00 – 11.99	62
44.00 – 47.99	71	4.00 – 7.99	61
		0 – 3.99	60



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Grading System

Grades 1 - 12 Grading System

STEPS

4. $WW: \underline{26.25} + PeTa: \underline{41.67} + QE: \underline{19.20}$
 $= (\text{Initial Grade. IG}) \underline{87.12}$
5. $IG: 87.12 (82.20-87.19)$
 $= \text{Quarterly Grade (QG): } \underline{91}$
6. $(Q1=\underline{91} + Q2=\underline{89} + Q3=\underline{92}; Q4$
 $=\underline{95})/4 = \underline{367/4} = \underline{91.75}$



Grades 1 - 12 Grading System

SAMPLE CLASS RECORD (English Grade 4)

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Grading System

	Written Work (30%)									Performance Tasks (50%)									Quarterly Assessment (20%)			Initial Grade	Quarterly Grade	
	1	2	3	4	5	6	7	Total	PS	WS	1	2	3	4	5	6	Total	PS	WS	1	PS			WS
Highest Possible Score	20	25	20	20	25	30	20	160	100	30%	15	15	25	20	20	25	120	100	50%	50	100	20%	100	100
Learner A	18	22	20	17	23	26	19	145	90.63	27.19	12	13	19	15	16	25	100	83.33	41.67	40	80	16	84.86	90
Learner B	19	15	15	9	13	14	9	94	58.75	17.63	15	15	23	15	18	23	109	90.83	45.42	48	96	19.20	82.25	88
Learner C	9	11	5	8	8	9	4	54	33.75	10.13	10	6	7	12	10	18	63	52.50	26.25	29	58	11.60	47.98	71



Grades 1 - 12 Grading System

SAMPLE REPORT CARD (Grade 4)

Topic 2



Grading System

Learning Area	Quarter				Final Grade
	1	2	3	4	
Filipino	80	89	86	84	85
English	89	90	92	87	90
Mathematics	82	85	83	83	83
Science	86	87	85	84	86
Araling Panlipunan	90	92	91	89	91
Edukasyon sa Pagpapakatao	89	93	90	88	90
Edukasyong Pantahanan at Pangkabuhayan	80	81	84	79	81
MAPEH	85	86	85	84	85
General Average					86

Grades 1 - 12 Grading System

Final
Evaluation

DESCRIPTOR	GRADING SCALE	REMARKS
Outstanding	90 – 100	Passed
Very Satisfactory	85 – 89	Passed
Satisfactory	80 – 84	Passed
Fairly Satisfactory	75 – 79	Passed
Did Not Meet Expectations	Below 75	Failed



Topic 2



Grading System



Topic 3

Ethics on Student Grading

Features of the Grading System:

- **Standards are transparent and fair.**
- **Computation mechanics is made clear to the students.**
- **Feedback is timely given.**
- **Grades are considered private data.**
- **Parents and guardians have the right to proper information.**



Session 13

**Grading System
Based on DepEd
Order No. 8,
series of 2015**

CONCLUSIONS

Grading the learner's progress and achievement in school provides a concrete evaluation of learning. The grading system analytically credits learning performance across measures such as written works, performance tasks, and quarterly examinations so that stakeholders can easily comprehend and interpret every student's extent and degree of learning.



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Grading System Based on DepEd Order No. 8, series of 2015

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