



Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
SCHOOLS DIVISION OF MISAMIS ORIENTAL

Office of the Schools Division Superintendent

6 OCTOBER , 2020

DIVISION MEMORANDUM

No. 271 S.2020

TO : Assistant Schools Division Superintendent
Chiefs Education Program Supervisors
All Education Program Supervisors
All Public Schools District Supervisors (PSDS)
All Elementary and Secondary School Heads
All Teachers
This Division

FROM : **JONATHAN S. DELA PEÑA, PhD, CESO V**
Schools Division Superintendent *[Signature]*

SUBJECT : **INTERIM GUIDELINES FOR ASSESSMENT AND GRADING IN LIGHT OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN**

1. Pursuant to DepEd Order No. 031, s. 2020 dated October 2, 2020 re: **Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan**, this Office announces to all concerned persons to follow the said order.
2. Attached in this Memorandum is the DepEd Order No. 31, s. 2020 dated October 2, 2020 for your perusal.
3. Wide dissemination of this Memorandum is hereby desired.

Encls.: As stated

References:

DepEd order (Nos. 8, s. 2015 & 012 s. 2020

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

ASSESSMENT BASIC EDUCATION CLASSES CURRICULUM
LEARNERS OFFICIALS POLICY SCHOOLS TEACHERS



JSDP/ / SGOD-MTMA-rlg



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Republic of the Philippines
Department of Education

02 OCT 2020

DepEd ORDER
No. **031** s. 2020

**INTERIM GUIDELINES FOR ASSESSMENT AND GRADING IN LIGHT
OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private School Heads
All Others Concerned


1. In its commitment to ensure teaching and learning continuity while looking after the health, safety, and wellbeing of its learners, teachers, and personnel, the Department of Education (DepEd) issued DepEd Order No. 012, s. 2020 titled *Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year (SY) 2020-2021 in light of the COVID-19 Pandemic*.
2. To supplement the said DO, the DepEd issues the **Interim Policy Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan** (Enclosure No. 1) to provide guidance on the assessment of student learning and on the grading scheme to be adopted this school year.
3. As DepEd pursues learning continuity, it is imperative for schools to take stock of assessment and grading practices that will most meaningfully support learner development and respond to varied contexts at this time.
4. The policy is grounded on the following principles:
 - a. Assessment should be holistic and authentic in capturing the attainment of the most essential learning competencies;
 - b. Assessment is integral for understanding student learning and development;
 - c. A variety of assessment strategies is necessary, with formative assessment taking priority to inform teaching and promote growth and mastery;
 - d. Assessment and feedback should be a shared responsibility among teachers, learners, and their families; and
 - e. Assessment and grading should have a positive impact on learning
5. This policy shall be implemented in all public elementary and secondary schools nationwide for SY 2020-2021. While DO No. 8, s. 2015 titled *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program* is still in effect, provisions inconsistent with these new guidelines are suspended for this school year.

6. Private schools, technical and vocational institutions, and higher education institutions, including state and local universities and colleges offering the K to 12 Basic Education Program are encouraged to implement these interim policy guidelines as well. Private schools and institutions are permitted to modify these policy guidelines according to their philosophy, vision, and mission, with the approval of their respective DepEd regional office.

7. Additional information to help implement effective assessment practices that are in line with the principles of this policy can be found in the **Classroom Assessment Resource Book** (Enclosure No. 2).

8. For inquiries, please contact the **Bureau of Learning Delivery**, 4th Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bld.od@deped.gov.ph or at telephone numbers (02) 8637-4346 and (02) 8637-4347.

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


LEONOR MAGTOLIS BRIONES
Secretary

Encls.:
As stated



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References:
DepEd Order (Nos. 8, s. 2015 and 012, s. 2020)

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

ASSESSMENT
BASIC EDUCATION
CLASSES
CURRICULUM
LEARNERS
OFFICIALS
POLICY
SCHOOLS
TEACHERS

**INTERIM POLICY GUIDELINES FOR ASSESSMENT AND GRADING IN LIGHT
OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN**

I. Rationale

1. The continuing threat of COVID-19 in the country and the world brings about unprecedented challenges to basic education. As schools prepare for SY 2020–2021, teachers and parents must adapt to alternative learning modalities to ensure that learners achieve essential curricular goals. This will require creative and innovative ways of designing optimal learning experiences and assessing learning progress effectively under adverse circumstances.
2. As stated in DepEd Order (DO) No. 8, s. 2015, the Policy Guidelines in Classroom Assessment for the K to 12 Basic Education Program, assessment should be used to inform and improve classroom practices and promote learning outcomes. However, in distance or blended learning environments, it is necessary to utilize alternative tools and strategies for assessing and supporting learning, while avoiding creating undue pressure on the teachers, learners and their families.

II. Scope

3. This DepEd Order provides for the **Interim Policy Guidelines for Assessment and Grading in light of the Basic Education Learning Continuity Plan (BE-LCP)** that will be implemented by public elementary and secondary schools nationwide this SY 2020–2021.
4. Private schools, technical and vocational institutions, and higher education institutions including state and local universities and colleges offering the K to 12 Basic Education Program are encouraged to implement these interim policy guidelines as well. Private schools and institutions are permitted to modify these policy guidelines according to their Philosophy, Vision, and Mission, with the approval of their respective DepEd Regional Office.

III. Definition of Terms

5. For the purposes of this policy, the following terms are defined as follows:

a. Classroom Assessment is an ongoing process of identifying, gathering, organizing, and interpreting quantitative and qualitative information about what learners know and can do.

b. Formative Assessment is a process that involves teachers using evidence about what learners know and can do to inform and improve their teaching. This process, through the teacher's immediate feedback, enables students to take responsibility for their own learning and identify areas where they do well and where they need help.

Summative Assessment is an assessment that is usually administered toward the end of a learning period to measure the extent to which the learners have mastered the essential learning competencies, the results of which are recorded and are used to report the learner's achievement.



- c. **Grading** is the way of reporting assessment data by assigning a value to the results as a record of students' ability, achievement, or progress (Association for Supervision and Curriculum Development, 2020).

IV. Policy Statement

6. The DepEd is committed to ensure educational continuity in this time of crisis while looking after the health, safety, and well-being of all its learners, teachers, and personnel. Schools must adopt assessment and grading practices that can most meaningfully support student development and respond to varied contexts at this time.
7. This policy is grounded on the following principles:
- Assessment should be **holistic** and **authentic** in capturing the attainment of most essential learning competencies;
 - Assessment is integral for understanding student learning and development;
 - A variety of assessment strategies is necessary, with formative assessment taking priority to inform teaching and promote growth and mastery;
 - Assessment and feedback should be a shared responsibility among teachers, learners, and their families; and
 - Assessment and grading should have a positive impact on learning.
8. Teachers, school leaders, learners, and parents must commit to uphold the integrity of learning and instruction in the context of distance education. The main desired outcomes of this policy are:
- To ensure that all learners are fairly assessed and graded in the continuation of education during this health crisis; and
 - To emphasize that learning standards shall be attained, with the provision of reasonable leniency and considerations for possible difficulties met by the learner.

V. Procedures

9. Distance learning poses challenges for teachers and learners in the conduct of assessment, including limitations on giving immediate feedback, and the need to account for different contexts in designing, implementing, and grading assessment tasks.
10. To address these challenges, learners, teachers, and parents/guardians each have significant roles and responsibilities:
- Teachers.** For this school year, particular focus will be given to the following:
 - Designing the assessment to allow for flexibility in multiple modalities;
 - Communicating to learners and parents/guardians the design and standards for grading the assessment;
 - Setting up mechanisms to monitor and record progress remotely;
 - Giving timely, constructive, and relevant feedback; and
 - Facilitating remediation for learners who need further guidance.



- b. **Learners.** Learners are expected to be proactive in updating their teacher of their situation, progress and challenges encountered. A non-mandatory Self-Monitoring Tool (see Annex E) may be accomplished independently or with the assistance of their parent/guardian, if necessary. It is **NOT** required to accomplish the self-monitoring tool, but its usage is highly recommended to keep track of learners' academic progress.
- c. **Parents and guardians.** DepEd aims to develop independent learners who can study and work on the assessments on their own. However, in this school year's implementation of distance learning modalities, parents and guardians will play a crucial role in guiding their children in adapting to the changes of distance learning processes.

Thus, only when necessary, parents/guardians are requested to assist in the assessment process by:

- i. Communicating with the teacher to give updates on their child's situation, progress, and challenges encountered; and
- ii. Guiding their children in accomplishing the assessment tasks and/or monitoring tools designed by their teacher.

A. Planning the Assessment

11. Teachers need to be creative and flexible in assessing student learning, while still adhering to the principles of quality assessment practice. With safety, health, and well-being foremost in mind, assessment decisions must be made in the best interest of all learners, ensuring that all assessment activities:
 - a. align with the most essential learning competencies;
 - b. are reliable, valid and transparent;
 - c. are fair, inclusive and equitable;
 - d. are practical and manageable for both learners and teachers;
 - e. give learners a range of ways to demonstrate their learning; and
 - f. provide timely and accurate information as basis for feedback.
12. In distance learning modalities, teachers shall design assessments bearing the assumption that the learners will asynchronously take them and have open access to various sources.
13. When deciding on which assessment methods to use, it is important to consider the following questions:
 - a. What is the purpose of the assessment?
 - b. What will be assessed?
 - c. Which method would best allow learners to demonstrate what they have learned, considering their learning modality?
 - d. Which method would make it easy to gather evidence of learners' progress over time?
 - e. Will the assessment be completed individually or in groups?
 - f. Will the assessment be taken at the same time or submitted within a specific period?
 - g. How will class size affect the way the assessment will be conducted?
 - h. How can technology help?



14. In order to inform teaching and promote growth and mastery, formative assessment strategies should:

- a. establish clear learning targets and success criteria;
- b. elicit useful evidence of learning;
- c. provide timely and effective feedback;
- d. engage learners in assessing and improving each other's work; and
- e. increase ownership of their own learning (adapted from William & Leahy, 2015).

Annex A provides a matrix of sample techniques for each formative assessment strategy. Teachers are highly encouraged to adapt these techniques where appropriate, and to explore other alternatives that are feasible in their respective contexts.

15. Formative assessment is about getting better, so it should be specific, frequent, repetitive, and free from the restrictions of grading (Christodolou, 2016). It should target skills that are necessary to the attainment of learning competencies as measured in summative assessments.

16. To evaluate student learning at particular points in each quarter, **summative assessments shall continue in the form of written works and performance tasks.**

a. Written works shall be administered to assess essential knowledge and understandings through **quizzes and long/unit tests**. Items should be distributed across the Cognitive Process Dimensions (DepEd, 2015, p. 4) using a combination of selected-response and constructed-response formats so that all are adequately covered.

b. Performance tasks refer to assessment tasks that “allow learners to show what they know and are able to do in diverse ways. They may **create or innovate products or do performance-based tasks [including] skill demonstrations, group presentations, oral work, multimedia presentations, and research projects. It is important to note that written outputs may also be considered as performance tasks**” (DepEd, 2015, pp. 7–8). Annex B provides a list of sample summative assessments that fall under performance task for the purpose of this policy.

17. Performance tasks must be designed to provide opportunities for learners to apply what they are learning to real-life situations. In addition, teachers should take into consideration the following:

- a. Each task must be accompanied with clear directions and appropriate scoring tools (i.e. checklists, rubrics, rating scale, etc.) to help learners demonstrate their learning (see Annex C for sample scoring tools).
- b. Teachers are advised to collaboratively design and implement performance tasks that integrate two or more competencies within or across subject areas. Complex tasks may be broken down into shorter tasks to be completed over longer periods of time (see Annex D for sample integrative assessment tasks).
- c. Learners must be given flexibility in the accomplishment of the performance tasks to consider time and resources available to them.



Nonetheless, all learners within a class should be assessed on the same competencies using the same scoring tool.

- d. Teachers must exercise their professional judgment in carrying out summative assessments, providing enough opportunities for learners to practice and to redo their work whenever necessary, so that they can reach their learning targets with the least amount of pressure.

18. Teachers should set realistic expectations and use their professional judgment to find a good balance between what is effective and what is feasible to accomplish remotely.

B. Conducting Assessment Remotely

19. **Communicating the assessment task.** In communicating the assessment task, teachers must ensure that the following details are explained:

- a. Objectives of the assessment task
- b. Roles of learners and parents/guardians
- c. Procedure and expected timeline
- d. Standards and rubrics

The teacher must consult the learners and, when necessary, parents/guardians, to allow room for adjustments/flexibilities needed, if any.

20. **Record of progress.** The collection and recording of evidences of learning is integral for monitoring student learning and development. Listed below are some sample strategies for this purpose:

- a. Self-Monitoring Tool (see Annex E; consider the needs of learners per key stage, e.g. early grades need assistance from parents, while older learners are expected to accomplish self-reflection tools on their own.)
- b. Check-ins of teacher with learner (during assessment period)
- c. Evidence of learning in the student's learning portfolio

C. Feedback and Remediation

21. To benefit student learning, both formative and summative assessment must be accompanied with timely, constructive, and meaningful feedback based on the learner's record of progress. In giving feedback, teachers need to maximize available communication options (e.g. writing feedback on the output, texting feedback via SMS, and using online channels, among others). Annex F provides a guide to help frame decisions on appropriate feedback to learners.
22. Consistent with DO No. 8, s. 2015, "teachers should ensure that learners receive remediation when they earn raw scores which are consistently below expectation" in summative assessments "by the fifth week of any quarter. This will prevent a student from failing in any learning area at the end of the year."

D. Grading and Promotion

23. The challenges brought to light by the coronavirus pandemic, specifically the implementation of different distance learning delivery modalities, have sparked



a larger conversation about the role grades play in student learning, prompting education sectors to rethink traditional grading schemes. The grading system implemented in this interim policy provides reasonable leniency to learners who are put to a larger disadvantage by the pandemic, but at the same does not compromise the integrity and principles of assessment and grading.

24. Written works and performance tasks shall be administered to assess the content and performance standards that describe the knowledge, abilities and skills that learners are expected to demonstrate. These tasks could be designed to include the following:
 - a. Student's Learning Portfolio that documents all the evidence of learning within the grading period including self-reflections, self-evaluations of performance tasks guided by rubrics, and self-selected best outputs in learning modules.
 - b. Minimum of four (4) written works and four (4) performance tasks within the quarter, preferably one in two weeks integrating two or more competencies.
 - c. All competencies should be covered by the performance tasks (e.g. A performance task can be used to assess Science, Math, and English altogether for certain topics).

25. For the current school year, quarterly assessments shall not be administered. However, days allotted for quarterly assessments in DepEd Order 7, s. 2020 or the School Calendar and Activities for School Year 2020-2021, may be used for the presentation of major performance for the quarter that addresses the **performance standard**.

26. Quarterly Examinations were given a weight of 20% constantly in DO No. 8, s. 2015. Since it will no longer be a part of the grading system for this school year, its previously determined weight was distributed equally into Written Works and Performance Tasks, allotting an additional 10% to each component. This maintains an emphasis on Performance Tasks for some learning areas.

Table 1: Weight Distribution of the Summative Assessment Components per Learning Area for Grade 1 to Grade 10

Assessment Components	Weights		
	Languages/AP/EsP	Science/Math	MAPEH/EPP/TLE
Written Works	40%	50%	30%
Performance Tasks	60%	50%	70%

Table 2: Weight Distribution of the Summative Assessment Components for Senior High School

Assessment Components	Core Subjects	Academic Track		Technical/Vocational and Livelihood (TVL)/Sports/Arts and Design Tracks	
		All Other Subjects	Work Immersion/Research/Business Enterprise Simulation/Exhibit/Performance	All Other Subjects	Work Immersion/Research Exhibit/Performance
Written Works	40%	40%	50%		30%
Performance Tasks	60%	60%	50%		70%



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Table 3: Sample Computation of Written Works and Performance Tasks in Languages/AP/EsP for Grade 1 to Grade 10 and SHS Core Subjects

	Written Works (40%)							Performance Tasks (60%)							Initial Grade	Quarterly Grade
	1	2	3	4	Total	PS	WA	1	2	3	4	Total	PS	WA		
Highest Possible Score	20	25	20	20	85	100	40%	15	15	25	20	75	100	60%	100	100
Learner A	18	22	20	17	77	91	36.4%	12	13	19	15	56	75	45%	81.4	88

Table 4: Sample Computation of Written Works and Performance Tasks in Math/Science for Grade 1 to Grade 10

	Written Works (50%)							Performance Tasks (50%)							Initial Grade	Quarterly Grade
	1	2	3	4	Total	PS	WA	1	2	3	4	Total	PS	WA		
Highest Possible Score	20	25	20	20	85	100	50%	15	15	25	20	75	100	50%	100	100
Learner A	18	22	20	17	77	91	45.5%	12	13	19	15	56	75	37.5%	83	89

Table 5: Sample Computation of Written Works and Performance Tasks in MAPEH/EPP/TLE for Grade 1 to Grade 10

	Written Works (30%)							Performance Tasks (70%)							Initial Grade	Quarterly Grade
	1	2	3	4	Total	PS	WA	1	2	3	4	Total	PS	WA		
Highest Possible Score	20	25	20	20	85	100	30%	15	15	25	20	75	100	70%	100	100
Learner A	18	22	20	17	77	91	27.3%	12	13	19	15	56	75	52.5%	79.8	87

27. The transmutation table, which is Appendix B in DO No. 8, s. 2015, shall still be used in this grading system. The guidelines on learner's progress report, as well as on promotion and retention shall likewise follow the provisions cited in the said policy.

E. Role of Technology

28. Technology plays a substantial role in helping teachers in the development, communication, implementation, and grading of assessment tasks. A matrix of sample tools organized by low, medium, and high technology is provided in Annex G.



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VI. Monitoring and Evaluation

29. The School Heads shall be primarily responsible for supervising the implementation of this policy in their schools, ensuring that the provisions are communicated to all concerned stakeholders in the school community.
30. The Regional and Schools Division Offices shall jointly monitor the compliance of schools with these guidelines. The Curriculum and Learning Management Division and Curriculum Implementation Division shall diligently collaborate with each other in ensuring that the provisions of this policy are complied with.
31. At the school level, the implementation of this policy shall be monitored and evaluated at least once every quarter by the School Heads. The School Head shall prepare a quarterly report that includes the challenges and issues encountered throughout the policy implementation. The said reports shall be submitted to the Schools Division Office for collation and analysis. The SDOs will then prepare a bi-annual analysis report for submission to the Regional Office.
32. Overall policy feedback from the Regional Offices shall be provided to the DepEd Central Office to be used in evaluating the policy for continuous improvement of its design and implementation. It will also be used in improving the design and systems of the Learning Continuity Plan which may be useful should there be arising challenges in the future which are analogous to the COVID-19 pandemic.
33. Such information shall be addressed to the **Office of the Director IV of the Bureau of Learning Delivery**, via telephone numbers (02) 8637-4346 and 8637-4347 or email at bld.od@deped.gov.ph.

VII. Effectivity

34. This Order shall take effect immediately upon its approval and shall remain in force and in effect for the duration of SY 2020-2021. This shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.
35. DO No. 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program) is still in effect, but its provisions inconsistent with these guidelines are suspended for the upcoming school year.

VIII. References

Association for Supervision and Curriculum Development. (2020). *Assessment and Grading*. Retrieved August 2020, from <http://www.ascd.org/research-a-topic/student-assessment-and-grading-resources.aspx>

Department of Education (2015). *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program (DepEd Order No. 8, s. 2015)*. Manila: Department of Education, Republic of the Philippines.

Department of Education (2018). *Classroom Assessment Resource Book*. Manila: Department of Education, Republic of the Philippines.



Magaña, S., & Marzano, R. J. (2014). *Enhancing the art & science of teaching with technology*. Marzano Research Laboratory.

Roberts, E. W. (2017). *Using Self-Assessment Scoring Guides to Improve Student Self-Efficacy and Achievement*.

William, D., & Leahy, S. (2015). *Embedding formative assessment: Practical techniques for K-12 classrooms*. Learning Sciences International.



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Annex A
SAMPLE TECHNIQUES FOR EACH FORMATIVE ASSESSMENT STRATEGY

Strategy	Asynchronous (e.g. email, text/mobile message, social media, LMS)	Synchronous (e.g. phone call, video call, live chat)
Establishing clear learning target and success criteria	<ul style="list-style-type: none"> ▪ Post the learning targets before the start of a lesson to get learners to think about what they will be learning and how these are connected to their prior knowledge and personal experiences. ▪ Present at least two contrasting samples of anonymous work and ask learners to post a comment on which is better and why. ▪ Show a checklist or rubric to provide learners a clear idea of what is expected of them to achieve in relation to the learning targets. Then invite them to comment or raise questions. 	<ul style="list-style-type: none"> ▪ Share and highlight important details of the learning targets, and then ask learners to explain the targets in their own words. ▪ Present at least two contrasting pieces of anonymous work and ask learners which is better and why. ▪ Show a checklist or rubric and initiate an interactive discussion on the expected levels of performance. Invite learners to comment or raise questions.
Eliciting useful evidences of learning	<ul style="list-style-type: none"> ▪ Pose a variety of questions, especially those that will engage learners in deep thinking. Ask learners to respond and to comment on other classmates' answers. ▪ Provide exercises in multiple formats (binary choice, multiple choice, matching, short answer, essay). Let learners choose when to complete each exercise during a specified period. ▪ Have learners use a paper-based or digital journal to keep a record of what they learn each day. 	<ul style="list-style-type: none"> ▪ Pose a variety of questions, especially those that will engage learners in deep thinking. In a whole- or small-group discussion, call at random at least two learners to answer, and then allow volunteers to contribute responses. ▪ Provide exercises in multiple formats (binary choice, multiple choice, matching, short answer, essay) to be taken on the same day and at the same time. Give learners a set time to complete each exercise.
Providing effective feedback	<ul style="list-style-type: none"> ▪ Record and upload an audio/video file containing feedback on a learner's performance. ▪ Send written feedback via email, SMS, or mobile message. If necessary, add photographs or screenshots of learners' outputs to support the feedback. ▪ Use the comments feature in word processing software to provide feedback on writing tasks. 	<ul style="list-style-type: none"> ▪ Initiate a real-time conversation with a learner to give feedback about his/her performance, or a live class session to highlight details of common strengths and areas for improvement. Then, have them note down the feedback they received. ▪ During a live small-group session, have learners show and explain the improvements they made



	<p>Embed hyperlinks to external resources which learners can safely navigate to improve future work.</p> <ul style="list-style-type: none"> Write feedback on an anonymous work and provide learners a copy of the work with the success criteria for the task. Ask pairs or small groups of learners to improve the work by following the feedback. 	<p>on an anonymous work based on given feedback. Once they get used to this, begin using actual samples from the class.</p>
Engaging learners in assessing and improving each other's work	<ul style="list-style-type: none"> Post ground rules for peer feedback. Invite learners to express their concerns with the rules and to suggest any improvements. Provide examples of different kinds of feedback comments. Ask learners to reflect on which comments would be helpful to one's work and which ones would not. Let learners make multiple attempts at one task and select one that they think is the best. Have them exchange their work with a partner, who selects one of their partner's attempts they believe is the best, compare their choices, and discuss any areas of concern. 	<ul style="list-style-type: none"> Conduct a whole-class session to construct ground rules for peer feedback. Ask learners to explain the rules in their own words. Present examples of different kinds of feedback comments. Ask learners which ones they think would be helpful for improving one's work and why. Let learners present their work, on which classmates will provide constructive feedback afterwards. Encourage them to incorporate the suggestions and resubmit the revised documents later.
Increasing learners' ownership of their own learning	<ul style="list-style-type: none"> Have learners use a paper-based or digital journal to keep a record of what they learn each day. Have learners keep a learning portfolio that documents their progress. Ask them to review their portfolio regularly and reflect on what has improved about their work. After completing a task, ask learners to write down one thing they found easy about the task, one thing they found difficult, and one thing they found interesting. Establish a "parking lot" for questions learners may want to raise outside a live conversation or class session. Respond to these questions as they are posted. Invite learners to respond as well. 	<ul style="list-style-type: none"> Provide clear instructions about how learners can use a learning journal or portfolio to keep a record of their progress. Ask learners to share one thing they found easy about a task they have just completed, one thing they found difficult, and one thing they found interesting. Schedule a session for answering the questions posted in the "parking lot". Encourage the learners to respond first.



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Annex B
Sample Summative Assessment Tools that Qualify as Performance Tasks in Various Learning Delivery Modalities

Below is a list of sample summative assessment tools that count as performance tasks per learning area in each learning delivery modality. The list is not exhaustive, and teachers may use other appropriate tools specific to the assessment task.

Face-to-Face Learning

Learning Area	Summative Assessment Tools		
	Written Outputs	Products	Performance Tasks
Languages	<ol style="list-style-type: none"> 1. book / article reviews 2. essays 3. journals 4. letter writing 5. reaction / reflection papers 6. reports 	<ol style="list-style-type: none"> 1. campaigns 2. case studies 3. collages 4. compositions 5. literary analyses 6. multimedia productions 7. portfolios 8. research projects 9. story / poem writing 	<ol style="list-style-type: none"> 1. debates 2. interviews 3. multimedia presentations 4. panel discussions 5. presentations 6. project making 7. role plays 8. speech delivery 9. storytelling / reading
Math	<ol style="list-style-type: none"> 1. data recording and analyses 2. geometric and statistical analyses 3. graphs, charts, or maps 4. problem sets 5. surveys 	<ol style="list-style-type: none"> 1. diagrams 2. mathematical investigatory projects 3. models / making models of geometric figures 4. number representations 5. portfolio 	<ol style="list-style-type: none"> 1. constructing graphs from surveys conducted 2. multimedia presentation 3. outdoor math 4. probability experiments 5. problem-posing 6. reasoning and proof through recitation 7. using manipulatives to show math concepts / solve problems 8. using measuring tools / devices
Science	<ol style="list-style-type: none"> 1. concept maps 2. data recording and analyses 3. laboratory reports and documentations 4. reaction / reflection papers 5. surveys 	<ol style="list-style-type: none"> 1. investigatory projects 2. models and diagrams construction 3. prototype building 4. research papers 	<ol style="list-style-type: none"> 1. designing and implementation of action plans 2. debates 3. designing various models 4. doing scientific investigations 5. issue-awareness campaigns



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Learning Area	Summative Assessment Tools		
	Written Outputs	Products	Performance Tasks
			<ol style="list-style-type: none"> 6. laboratory activity 7. multimedia presentations 8. simulation 9. skills demonstration 10. verification experiments
Araling Panlipunan (AP)	<ol style="list-style-type: none"> 1. concept maps and organizers 2. essays 3. journals 4. news writing 5. news / article reviews 6. reaction / reflection papers 	<ol style="list-style-type: none"> 1. collages and diorama making 2. leaflet, poster, and slogan making 3. map construction 4. research work 5. timelines 6. film/documentary reviews and analysis/advocacy paper 	<ol style="list-style-type: none"> 1. community involvement 2. debate 3. interviews 4. issue-awareness campaigns 5. news reporting presentations and multimedia presentations 7. role plays 8. simulations
Music	<ol style="list-style-type: none"> 1. essays 2. reaction / reflection papers 3. research paper 	<ol style="list-style-type: none"> 1. musical arrangements 2. musical / song analysis 3. musical research 4. writing program notes 	<ol style="list-style-type: none"> 1. multimedia presentation 2. musical presentation 3. skills demonstration (singing, playing instruments)
Art	<ol style="list-style-type: none"> 1. essays 2. reaction / reflection papers 3. research paper 	<ol style="list-style-type: none"> 1. art criticism and appreciation compilation 2. art exhibit 3. art projects 4. portfolio 	<ol style="list-style-type: none"> 1. art production 2. multimedia presentation 3. portfolio 4. skills demonstration (drawing, coloring, painting) 5. stage / bulletin board production
Physical Education (PE)	<ol style="list-style-type: none"> 1. essays 2. reaction / reflection papers 3. research paper 	<ol style="list-style-type: none"> 1. article / journal review 2. personal fitness and health logs 3. portfolio 	<ol style="list-style-type: none"> 1. personalized exercise programs 2. physical activity participation 3. physical activity / fitness assessment 4. role plays 5. skills demonstration



Learning Area	Summative Assessment Tools		
	Written Outputs	Products	Performance Tasks
Health	<ol style="list-style-type: none"> essays journal / article review reaction / reflection papers research paper 	<ol style="list-style-type: none"> journal responses personal fitness and health logs portfolio 	<ol style="list-style-type: none"> debates personalized fitness and health program issue-awareness campaigns role plays
Edukasyon sa Pagpapakatao (ESP)	<ol style="list-style-type: none"> essays journal writing journal / article reviews reaction / reflection papers 	<ol style="list-style-type: none"> argument analyses expressing feelings and ideas through art activities journal responses letter/song/poem writing 	<ol style="list-style-type: none"> issue-awareness campaigns presentations and multimedia presentations role plays personal action plans (plano ng pagsasabuhay) situation analysis (pagsusuri ng sitwasyon)
Edukasyong Pantahanan at Pangkabuhayan (EPP) / Technology and Livelihood Education (TLE)	<ol style="list-style-type: none"> essays diagrams, charts, and models work designs and plans 	<ol style="list-style-type: none"> technical drawing output prototype building products / projects using locally available materials 	<ol style="list-style-type: none"> skills demonstration skills application laboratory exercises oral tests design, creation, and layout of outputs diagnosis and repair of damaged equipment

Online Distance Learning

Learning Area	Summative Assessment Tools		
	Written Outputs	Products	Performance Tasks
Languages	<ol style="list-style-type: none"> blog post on a book / article review essays submitted through email e-journals electronic mail writing reaction / reflection papers 	<ol style="list-style-type: none"> YouTube campaign videos case studies published through Adobe Acrobat e-collages compositions submitted through email blog on literary analyses 	<ol style="list-style-type: none"> online debates via Zoom or Google Meet online interviews multimedia presentation using PowerPoint or Canva panel discussions via Zoom or Google Meet online presentations



	<p>submitted through email</p> <ol style="list-style-type: none"> 6. PDF reports 	<ol style="list-style-type: none"> 6. multimedia productions uploaded in Facebook/ YouTube 7. e-portfolios 8. research projects published in an e-journal 9. story / poem writing narrated through PowerPoint presentations 	<ol style="list-style-type: none"> 6. recorded project presentation 7. recorded monologues 8. speech delivery via Zoom/Google Meet 9. storytelling / reading via Zoom/Google Meet
Math	<ol style="list-style-type: none"> 1. data recording and analyses using Google Forms 2. geometric and statistical analyses using Stata or Aleks 3. graphs, charts, or maps using Microsoft Excel or Google Sheets 4. problem sets submitted via email 5. surveys using Google Forms 	<ol style="list-style-type: none"> 1. e-diagrams using Adobe Illustrator 2. mathematical investigatory projects with video presentation 3. models / making models of geometric figures presented via Zoom/Google Meet 4. number representations using Photoshop or Illustrator 5. e-portfolio 	<ol style="list-style-type: none"> 1. constructing graphs through MS Word or Excel from surveys conducted 2. multimedia presentation 3. probability experiments 4. problem-posing 5. reasoning and proof through recitation during online classes 6. video presentation using manipulatives to show math concepts / solve problems 7. video demonstration using measuring tools / devices
Science	<ol style="list-style-type: none"> 1. concept maps submitted via email 2. data recording and analyses using MS Excel or Google Sheets 3. laboratory reports and video documentation 4. reaction / reflection papers 5. surveys using Google Forms 	<ol style="list-style-type: none"> 1. investigatory projects 2. e-models and diagrams e-construction 3. prototype building with video demonstration 4. research papers 	<ol style="list-style-type: none"> 1. designing of action plans 2. online debates 3. designing various models using software 4. doing scientific investigations with video demonstration 5. issue-awareness campaigns uploaded in YouTube 6. multimedia presentations 7. simulation software



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			8. skills demonstration via videos 9. verification experiments
Araling Panlipunan (AP)	1. concept maps and organizers 2. blog essays 3. e-journals 4. news writing 5. news / article reviews 6. reaction / reflection papers	1. e-collages 2. leaflet, poster, and slogan making 3. map construction 4. research work 5. timelines 6. film/documentary reviews and analysis/advocacy paper	1. community involvement via Zoom/Google Meet 2. online debate 3. online interviews 4. issue-awareness campaigns uploaded in YouTube 5. news reporting presentations and multimedia presentations 7. e-simulations
Music	1. blog essays 2. reaction / reflection papers 3. research paper	1. musical arrangements 2. musical / song analysis 3. musical research 4. writing program notes	1. multimedia presentation 2. musical presentation 3. online skills demonstration (singing, playing instruments)
Art	1. blog essays 2. reaction / reflection papers 3. research paper	1. art criticism and appreciation compilation 2. online art exhibit via website/Facebook page 3. art projects 4. portfolio	1. art production 2. multimedia presentation 3. e-portfolio 4. online skills demonstration (drawing, coloring, painting)
Physical Education (PE)	1. blog essays 2. reaction / reflection papers 3. research paper	1. article / journal review 2. personal fitness and health logs 3. portfolio	1. video demonstration of personalized exercise programs 2. home physical activity / fitness assessment 3. skills demonstration
Health	1. blog essays 2. journal / article review 3. reaction / reflection papers 4. research paper	1. e-journal responses 2. personal fitness and health logs 3. e-portfolio	1. online debates 2. personalized fitness and health program 3. issue-awareness campaigns via YouTube
Edukasyon sa Pagpapakatao (ESP)	1. blog essays 2. journal writing	1. argument analyses 2. expressing feelings and ideas	1. issue-awareness campaigns via YouTube



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	<ol style="list-style-type: none"> 3. journal / article reviews 4. reaction / reflection papers 	<p>through art activities submitted via email</p> <ol style="list-style-type: none"> 3. journal responses 4. letter/song/poem writing 	<ol style="list-style-type: none"> 2. presentations and multimedia presentations 3. personal action plans (plano ng pagsasabuhay) 4. situation analysis (pagsusuri ng sitwasyon)
Edukasyong Pantahanan at Pangkabuhayan (EPP) / Technology and Livelihood Education (TLE)	<ol style="list-style-type: none"> 1. blog essays 2. diagrams, charts, and models 3. work designs and plans 	<ol style="list-style-type: none"> 1. technical drawing output 2. prototype building with video demonstration 3. products / projects using locally available materials 	<ol style="list-style-type: none"> 1. skills demonstration via YouTube/Zoom/Google Meet 2. skills application with video demonstration 3. online oral tests 4. design, creation, and layout of outputs 5. video demonstration on diagnosis and repair of damaged equipment

Digital/Printed Modular Learning, TV/RBI, and Homeschooling

Learning Area	Summative Assessment Tools		
	Written Outputs	Products	Performance-Based Tasks
Languages	<ol style="list-style-type: none"> 1. book / article reviews 2. essays 3. journals 4. letter writing 5. reaction / reflection papers 6. reports 	<ol style="list-style-type: none"> 1. campaigns 2. case studies 3. collages 4. compositions 5. literary analyses 6. multimedia productions 7. portfolios 8. research projects 9. story / poem writing 	<ol style="list-style-type: none"> 1. interviews 2. multimedia presentations 3. project making
Math	<ol style="list-style-type: none"> 1. data recording and analyses 2. geometric and statistical analyses 3. graphs, charts, or maps 4. problem sets 5. surveys 	<ol style="list-style-type: none"> 6. diagrams 7. mathematical investigatory projects 8. models / making models of geometric figures 9. number representations 10. portfolio 	<ol style="list-style-type: none"> 1. constructing graphs from surveys conducted 2. multimedia presentation 3. outdoor math 4. probability experiments 5. problem-posing 6. reasoning and proof 7. using manipulatives to show math



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Learning Area	Summative Assessment Tools		
	Written Outputs	Products	Performance-Based Tasks
			concepts / solve problems 8. using measuring tools / devices
Science	1. concept maps 2. data recording and analyses 3. laboratory reports and documentations 4. reaction / reflection papers 5. surveys	1. investigatory projects 2. models and diagrams construction 3. prototype building 4. research papers	1. designing and implementation of action plans 2. designing various models 3. doing scientific investigations 4. issue-awareness campaigns 5. laboratory activity 6. multimedia presentations 7. simulation 8. skills demonstration 9. verification experiments
Araling Panlipunan (AP)	1. concept maps and organizers 2. essays 3. journals 4. news writing 5. news / article reviews 6. reaction / reflection papers	1. collages and diorama making 2. leaflet, poster, and slogan making 3. map construction 4. research work 5. timelines 6. film/documentary reviews and analysis/advocacy paper	1. community involvement 2. interviews 3. issue-awareness campaigns 4. news reporting 5. presentations and multimedia presentations 6. simulations
Music	1. essays 2. reaction / reflection papers 3. research paper	1. musical arrangements 2. musical / song analysis 3. musical research 4. writing program notes	1. multimedia presentation 2. musical presentation 3. skills demonstration (singing, playing instruments)
Art	1. essays 2. reaction / reflection papers 3. research paper	1. art criticism and appreciation compilation 2. art exhibit 3. art projects 4. portfolio	1. art production 2. multimedia presentation 3. portfolio 4. skills demonstration (drawing, coloring, painting)
Physical Education (PE)	1. essays 2. reaction / reflection papers	1. article / journal review	1. personalized exercise programs



Learning Area	Summative Assessment Tools		
	Written Outputs	Products	Performance-Based Tasks
	3. research paper	2. personal fitness and health logs 3. portfolio	2. physical activity participation 3. physical activity / fitness assessment 4. skills demonstration
Health	1. essays 2. journal / article review 3. reaction / reflection papers 4. research paper	1. journal responses 2. personal fitness and health logs 3. portfolio	1. personalized fitness and health program 2. issue-awareness campaigns
Edukasyon sa Pagpapakatao (ESP)	1. essays 2. journal writing 3. journal / article reviews 4. reaction / reflection papers	1. argument analyses 2. expressing feelings and ideas through art activities 3. journal responses 4. letter/song/poem writing	1. issue-awareness campaigns 2. presentations and multimedia presentations 3. personal action plans (plano ng pagsasabuhay) 4. situation analysis (pagsusuri ng sitwasyon)
Edukasyong Pantahanan at Pangkabuhayan (EPP) / Technology and Livelihood Education (TLE)	1. essays 2. diagrams, charts, and models 3. work designs and plans	1. technical drawing output 2. prototype building 3. products / projects using locally available materials	1. skills demonstration 2. skills application 3. laboratory exercises 4. oral tests 5. design, creation, and layout of outputs 6. diagnosis and repair of damaged equipment



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Annex C

A **rubric** is a learning and assessment tool that is used to evaluate written outputs, products, or performance-based tasks. It is a scoring guide that articulates the expectations and describes the levels of quality expected from a learner. (Andrade, 2000; Arter & Chappuis, 2007; Stiggins, 2001).

Rubrics contain four essential features (Stevens & Levi, 2013):

- 1) a **task description** or a **descriptive title** of the task students are expected to produce or perform;
- 2) a **scale (and scoring)** that describes the level of mastery (e.g., exceed expectation, meets expectation, doesn't meet expectation);
- 3) **components/criteria** students are to attend to in completing the assignment/tasks (e.g., types of skills, knowledge, etc.); and
- 4) **description of the performance quality (performance descriptor)** of the components/dimensions at each level of mastery.

A rubric can be *analytic* or *holistic*. An analytic rubric articulates different dimensions of performance and provides ratings for each criterion or dimension. A holistic rubric describes the overall characteristics of a performance and provides a single score. In developing a rubric, it should be emphasized that higher points could be given for a certain level of mastery depending on the complexity of the question.

Sample:

Holistic Rubric

Portfolio Grading

→ Title

→ Description

This rubric is designed to evaluate the portfolio submission based on *content, presentation of work, and reflection.*

Scoring	Performance Descriptor
100 – 95	All required items are included, with a significant number of additions. Items clearly demonstrate that the desired learning outcomes for the term have been achieved. The student has gained a significant understanding of the concepts and applications. Reflections illustrate the ability to effectively critique work, and to suggest constructive practical alternatives. Items are clearly introduced, well organized, and creatively displayed, showing connection between items.
94 – 90	All required items are included, with a few additions. Items clearly demonstrate most of the desired learning outcomes for the term. The student has gained a general understanding of the concepts and applications. Reflections illustrate the ability to critique work, and to suggest constructive practical alternatives. Items are introduced and well organized, showing connection between items.
89 – 85	All required items are included. Items demonstrate some of the desired learning outcomes for the term. The student has gained some understanding of the concepts and attempts to apply them. Reflections illustrate an attempt to critique work, and to suggest alternatives. Items are introduced and somewhat organized, showing some connection between items.
85 – 80	A significant number of required items are missing. Items do not demonstrate basic learning outcomes for the term. The student has limited understanding of the concepts. Reflections illustrate a minimal ability to critique work. Items are not introduced and lack organization.

Based on Pierette Pheeny, in The Science Teacher, October 1998.

Scoring

Performance Descriptor



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Analytic Rubric

Math Problem Solving Rubric

Title

This rubric is designed to measure the quality of a process, rather than the quality of an end-product. Work samples or collections of work will need to include some evidence of the individual's thinking about a problem-solving task (e.g., reflections on the process from problem to proposed solution; steps in a problem-based learning assignment; record of think-aloud protocol while solving a problem).

Description

Dimension	Mastered	Working towards Mastery	Needs Improvement
	3 points	2 points	1 point
Define the Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.
Identify Appropriate Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.

Scale and Scoring

Performance Descriptor

Criteria

Source: Rcampus. Retrieved August 11, 2020 from <https://www.rcampus.com/rubricshowc.cfm?code=W2X637A&nocache=1597141552802>



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Annex D
Sample Integrative Performance Task

(Contributed by Norman C. Barroso, Elizabeth A. Soriano, Rufina E. Rivera, Noreen S. Malabanan & Marilou I. Cabugo, Tanza National Comprehensive High School – Senior High School)

Target Subjects: Grade 11 Core Subjects (Oral Communication, General Mathematics, Earth and Life Science, Empowerment Technologies, Understanding Culture, Society and Politics and Physical Education and Health 1)

Time Frame of Assessment: MELC-Week 1

Integrated Most Essential Learning Competencies:

Subjects	Most Essential Learning Competencies (MELC)	Budget of Work (BOW)
Oral Communication	Explains the functions, nature and process of communication	Week 1
General Mathematics	Represents and evaluates real-life situations using functions	Week 1
Earth and Life Science	Recognizes the uniqueness of Earth, being the only planet in the solar system with properties necessary to support life.	Week 1
Empowerment Technologies	Compare and contrast the nuances of varied online platforms, sites, and content to best achieve specific class objectives or address situational challenges.	Week 1
Understanding Culture, Society and Politics	Discuss the nature, goals and perspectives in/of anthropology, sociology and political science.	Week 1
Physical Education and Health 1	Self-assesses health-related fitness (HRF) status, barriers to physical activity assessment participation and one's diet.	Week 1

Integrative Performance Task for Week 1:

The Performance Task:

For Online Learners: The learners are expected **to create blog** as the first entry for their **virtual learning portfolio** entitled “*Pandemic Ka Lang, I am Filipino*”, discussing learner’s awareness of one self, their changing environment and realized initiatives that a Filipino youth can contribute in the society amidst the global pandemic. The output is to be shared through social media platforms.

For Offline Digital Learners: The learners are expected **to create an offline interactive** presentation (through slide decks and injection of self-made videos) as the first entry for their **offline digital learning portfolio** entitled “*Pandemic Ka Lang, I am Filipino*”, discussing learner’s awareness of one self, their changing environment and realized initiatives that a Filipino youth can contribute in the society amidst the



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global pandemic. The output is to be shared to family members and immediate community.

For Modular Learners (Learners with no Gadgets and Connection): The learners are expected **to create an informative write-up report** as first entry for their **learning portfolio** entitled *“Pandemic Ka Lang, I am Filipino”*, discussing learner’s awareness of one self, their changing environment and realized initiatives that a Filipino youth can contribute in the society amidst the global pandemic. The output is to be shared to family members and immediate community.

Goal:

The learner predicts the number of COVID-19 positive cases in the Philippines after the 60th, 90th, 120th, 150th, and 180th days using the function (simple linear regression model) presented in the study of Medina (2020) about *“Preliminary Estimates of COVID-19 Case Fatality Rate in the Philippines Using Linear Regression Analysis”* (MELC-General Mathematics).

Using the data as the background, the learner explains the implication of the predicted information about the pandemic in relation to society through the perspectives of anthropology, sociology and political science (MELC- Understanding Culture, Society and Politics).

After the discussion, the learner shares insights starting from his/her personal self-check on health-related fitness status and implication of the pandemic lockdown to his/her changes in physical routines, habits and diets (MELC-Physical Education and Health I).

After the self-check, the learner extends his/her observation of the changes from personal perspective going to global effects of the pandemic. Encourage learners to search online articles, consult tv and radio news, and read printed articles about them. This may include mortality of man as organisms of the earth and how the lockdown affects environment and earth subsystems due to the cease of the normal human activity. The learners may highlight how unique earth is and its properties (including destruction and healing) to support life (MELC-Earth and Life Science).

From the global and environmental perspective, the learners share their initiatives and contributions as a youth or individual that may help Filipino community by discussing the power of the nuance and substantial information presented in different web platforms and sites. This also includes the importance of being vigilant to presented contents in addressing goals and situational challenges in time of pandemic. Learners could also relate the presence of the provision of the punishment for dissemination of fake information and news in the *Bayanihan to Heal As One Act* or Republic Act No. 11469 (MELC-Empowerment Technologies).

Finally, the learner reflects on how their output such as the blog, offline interactive presentation, and informative write-up report is considered as means of “communication” and how its function serves their goal in promoting information, awareness and initiatives as a Filipino youth in the time of pandemic. (MELC-Oral Communication).



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Role:

The learner is an **analyst, researcher** and an **influencer** of personal and social awareness and initiatives for global stewardship.

Audience:

For online learners the task addresses a **wider general public audience** in different social media platforms. While offline digital learners and modular learners addresses their task to **family members** and **immediate community**.

Situation:

The quarantine lockdown forced the youths ages 19 below to stay in their homes. Despite the quarantine restrictions, the *Samahan ng mga Kabataan* in Tanza launches a youth empowerment campaign highlighting the contributions and initiatives that young people can still do amidst the threat of the COVID-19. The learner as the president of the organization designs the campaign through creation of blog, interactive presentation and informative write-up report showcasing knowledge, awareness and initiatives of a Filipino youth in the time of pandemic. \

Product:

The online learner creates a **blog**. The offline digital learner creates an **offline interactive presentation**. The learner creates an **informative write-up report**.

Standards:

The performance task is to be assessed with the following guides:



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A. Rubric for Assessing Online Blog (For Online Learner)

Criteria	5	4	3	2	1	Rating
Organization	Blog follows the correct arrangement of idea. It is easy to understand, navigate and clear to read; visually appealing and relevant to the discussed ideas.	Blog follows the correct arrangement of idea. It is easy to understand and navigate; clear to read.	Blog follows the correct arrangement of idea. It is easy to understand and navigate.	Blog is easy to understand, neat and presentable. It is fairly easy to navigate.	Blog is unorganized, difficult to follow and navigate. It is visually unappealing.	
Content	The data presented have 100% accuracy. The insights are comprehensively discussed. There is a deep understanding of the idea. The thoughts are reflective and convincing. Statements are supported by experience or related research.	The data presented have 80-99% accuracy. The insights are moderately discussed, understood and reflectively thought of.	The data presented have 60-79% accuracy. The insights are minimally discussed, understood and reflectively thought of.	The data presented have 40-59% accuracy. The insights are unsatisfactorily discussed, understood and reflectively thought of.	The data presented have 40% below accuracy. The ideas presented show no evidence of insights, understanding, or reflective thought about the topic.	
Creativity	The insights are discussed in varied and interactive multimedia means or presentation (graphical representation, appropriate links, images, graphics, text or video); visually attractive to readers.	The insights are discussed in three (3) multimedia means and interactively presented.	The insights are discussed in two (2) multimedia means and interactively presented	The insights are presented in texts and limited image/s. No evidence of interactive presentation.	The insights are presented in pure text.	
Audience	It is shared to 10-12 readers with complete number of feedbacks.	It is shared to 10-12 readers with incomplete number of feedbacks	It is shared to 5-9 viewers with complete number of feedbacks	It is shared to 5-9 viewers with incomplete number of feedbacks	Blog has reached 1-4 readers or has no reader at all.	
Total						
Teacher Feedback:						



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B. Rubric for Assessing Offline Interactive Presentation (For Offline Digital Learner)

Criteria	5	4	3	2	1	Rating
Organization	Presentation follows the correct arrangement of idea. It is easy to understand, follow and clear to read; visually appealing and relevant to the discussed ideas.	Presentation follows the correct arrangement of idea. It is easy to understand and follow; clear to read.	Presentation follows the correct arrangement of idea. It is easy to understand and follow.	Presentation is easy to understand, neat and presentable. It is fairly easy to follow.	Presentation is unorganized, difficult to understand and follow. It is visually unappealing.	
Content	The data presented have 100% accuracy The insights are comprehensively discussed. There is a deep understanding of the idea. The thoughts are reflective and convincing. Statements are supported by experience or related research.	The data presented have 80-99% accuracy. The insights are moderately discussed, understood and reflectively thought of.	The data presented have 60-79% accuracy. The insights are minimally discussed, understood and reflectively thought of.	The data presented have 40-59% accuracy. The insights are unsatisfactorily discussed, understood and reflectively thought of.	The data presented have 40% below accuracy. The ideas presented show no evidence of insights, understanding, or reflective thought about the topic.	
Creativity	The insights are discussed in varied and interactive means of presentation (slide decks, graphical representation, images, graphics, text or self-made video); visually attractive to viewers.	The insights are discussed in three (3) multimedia means and interactively presented.	The insights are discussed in two (2) multimedia means and interactively presented	The insights are presented in texts and limited image/s. No evidence of interactive presentation.	The insights are presented in pure text.	
Audience	It is shared to 5 viewers with complete number of feedbacks.	It is shared to 5 viewers with incomplete number of feedbacks	It is shared to 2-4 viewers with complete number of feedbacks	It is shared to 2-4 viewers with incomplete number of feedbacks	Interactive presentation has reached 1 viewer or has no viewer at all.	
Total						
Teacher Feedback:						



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Annex E

Sample Self-Monitoring Tool

Below is a sample self-monitoring tool that teachers can use to both record evidences of learning, and to give feedback to the learners and their parents. Teachers must consider the needs of the learners and modify this sample tool accordingly. For instance, the portion on parents' feedback may be removed for older learners, e.g. for those in Senior High School.

(Accomplishment of the Self-Monitoring Tool is **NOT** mandatory, but it is highly recommended to be accomplished to keep track of the academic progress of learners.)

Pangalan ng mag-aaral		Pangalan ng magulang o guardian ng mag-aaral	
Baitang at pangkat		Petsa na sakop ng form	

A. Para sa mag-aaral

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES	SABADO
1. Anong mga asignatura ang napag-aralan mo ngayon?						
2. Kumusta ka sa mga aralin ngayon? Alin sa mga ito ang madali para sa'yo? Bakit?						
3. May mga gusto ka bang itanong sa iyong guro tungkol sa aralin? Ilista mo dito ang iyong mga tanong.						



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**C. Rubric for Assessing Informative Write-Up Report
(For Modular Learners with no gadget and connection)**

Criteria	5	4	3	2	1	Rating
Organization	Write-up report follows the correct arrangement of idea. It is easy to understand, follow and clear to read; visually appealing and relevant to the discussed ideas.	Write-up report follows the correct arrangement of idea. It is easy to understand and follow clear to read.	Write-up report follows the correct arrangement of idea. It is easy to understand and follow.	Write-up report is easy to understand, neat and presentable. It is fairly easy to follow.	Write-up report is unorganized, difficult to understand and follow. It is visually unappealing.	
Content	The data presented have 100% accuracy The insights are comprehensively discussed. There is a deep understanding of the idea. The thoughts are reflective and convincing. Statements are supported by experience or related research.	The data presented have 80-99% accuracy. The insights are moderately discussed, understood and reflectively thought of.	The data presented have 60-79% accuracy. The insights are minimally discussed, understood and reflectively thought of.	The data presented have 40-59% accuracy. The insights are unsatisfactorily discussed, understood and reflectively thought of.	The data presented have 40% below accuracy. The ideas presented show no evidence of insights, understanding, or reflective thought about the topic.	
Creativity	The insights are discussed in neat and well-presented through graphical representation, appropriate image (cut-outs or drawn), and texts. The write-up report is visually appealing to the readers.	The insights are presented in varied means.	The insights are presented in texts and limited image/s.	The insights are presented in pure text.	The insights are presented with no creativity at all.	
Audience	It is shared to 5 readers with complete number of feedbacks.	It is shared to 5 readers with incomplete number of feedbacks	It is shared to 2-4 readers with complete number of feedbacks	It is shared to 2-4 readers with incomplete number of feedbacks	Write-up report has reached 1 reader or has no reader at all.	
Total						
Teacher Feedback:						



Annex E

Sample Self-Monitoring Tool

Below is a sample self-monitoring tool that teachers can use to both record evidences of learning, and to give feedback to the learners and their parents. Teachers must consider the needs of the learners and modify this sample tool accordingly. For instance, the portion on parents' feedback may be removed for older learners, e.g. for those in Senior High School. (Accomplishment of the Self-Monitoring Tool is **NOT** mandatory, but it is highly recommended to be accomplished to keep track of the academic progress of learners.)

Pangalan ng mag-aaral		Pangalan ng magulang o guardian ng mag-aaral	
Baitang at pangkat		Petsa na sakop ng form	

A. Para sa mag-aaral

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES	SABADO
1. Anong mga asignatura ang napag-aralan mo ngayon?						
2. Kumusta ka sa mga aralin ngayon? Alin sa mga ito ang madali para sa'yo? Bakit?						
3. May mga gusto ka bang itanong sa iyong guro tungkol sa aralin? Ilista mo dito ang iyong mga tanong.						



B. Para sa magulang o guardian

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
1. Nagawa ba ng iyong anak ang kanyang mga gawain sa paaralan ngayong araw?	<input type="checkbox"/> Nagawa ng bata mag-isa <input type="checkbox"/> Nagawa ng bata na may tulong ng iba <input type="checkbox"/> Di-nagawa	<input type="checkbox"/> Nagawa ng bata mag-isa <input type="checkbox"/> Nagawa ng bata na may tulong ng iba <input type="checkbox"/> Di-nagawa	<input type="checkbox"/> Nagawa ng bata mag-isa <input type="checkbox"/> Nagawa ng bata na may tulong ng iba <input type="checkbox"/> Di-nagawa	<input type="checkbox"/> Nagawa ng bata mag-isa <input type="checkbox"/> Nagawa ng bata na may tulong ng iba <input type="checkbox"/> Di-nagawa	<input type="checkbox"/> Nagawa ng bata mag-isa <input type="checkbox"/> Nagawa ng bata na may tulong ng iba <input type="checkbox"/> Di-nagawa
2. Kumusta ang pag-aaral ng inyong anak? May mga gusto ka bang iulat o itanong sa kanyang guro? Isulat dito ang iyong mga puna, suhestyon, o tanong.					

C. Para sa guro

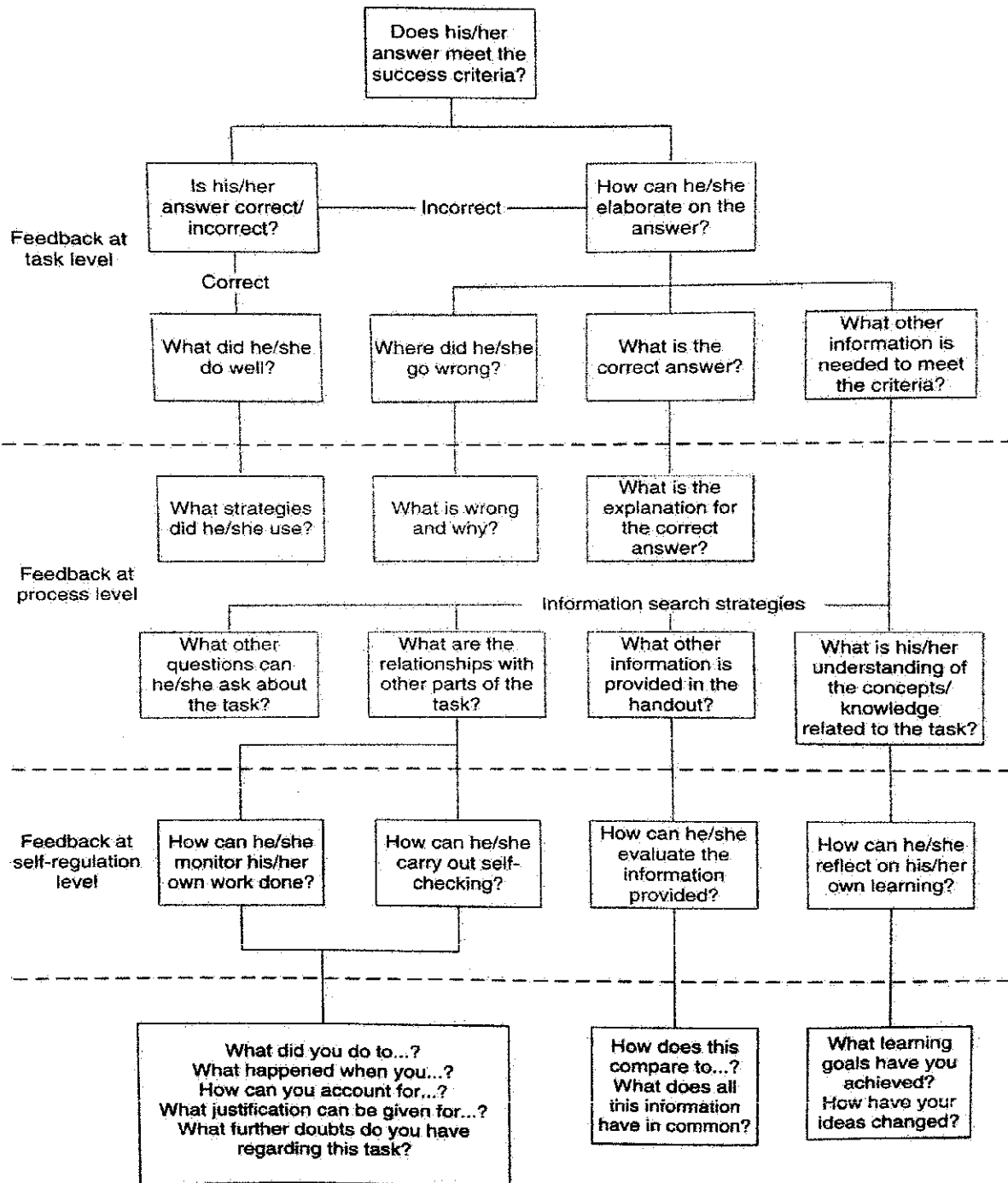
Mga komento at sagot:



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Annex F
Three-Level Model of Feedback



Source: Gan, J. (2011). *The effects of prompts and explicit coaching on peer feedback quality*. Unpublished doctoral dissertation. University of Auckland.



Annex G

Matrix of sample tools organized by low, medium, and high technology

Assessments for Remote Learning

This strategic intelligence brief on assessments for remote learning maps out relevant technologies ranging from low to high forms of technology that can be used for assessing student learning depending on the person administering the assessment. Because remote learning is more viable in times of emergencies or health outbreaks, learners and their parents or guardians play a larger role in the assessment of learning. Self-administered and parent- or guardian-assisted assessments are more likely in the face of limited teacher interaction and technological difficulties. In this document, assessment resources and specific examples that can be administered by teachers, parents/guardians, and learners are presented. The second part of this document is the mapping of potential assessment resources for the common competencies in the streamlined curriculum (Most Essential Learning Competencies). The resources are broken down into low-, medium-, and high-technologies.

Person administering the assessment	Type of Relevant Assessment Resource		
	Low-Technology	Medium-Technology	High-Technology
Teacher	<ul style="list-style-type: none"> • Printed supplemental activities and assessments picked up from school or delivered to homes <ul style="list-style-type: none"> ○ Flashcards ○ Pop-up books ○ Posters ○ Comics ○ Creative Self-evaluation questions at the end of each topic ○ Multi-colored post-it that represent level of understanding per page of submitted module ○ Rubrics ○ RubiStar http://rubistar.4teachers.org/index.php 	<ul style="list-style-type: none"> • Bite-sized assessments through SMS <ul style="list-style-type: none"> ○ Text examples or summaries ○ Photo/drawing ○ Voice memo ○ Self-evaluation questions or reflection questions • Bite-sized comics • Radio/TV plug-ins like CDs, DVDs, and USB storage containing all small sized assessments 	<ul style="list-style-type: none"> • PDF-format assessments created using an iPad/tablet or laptop or desktop computer through the following apps/software: <ul style="list-style-type: none"> ○ Word/Pages ○ PowerPoint/Keynote ○ Excel/Numbers ○ iBooks • Formative and summative assessments accessed from Local Online Open Resource (e.g. DepEd Commons) • Digital assessments (e-book, video, audio or image format; mixed formative assessment and dynamic media) created through the following sites and tools: <ul style="list-style-type: none"> ○ Kotobee https://www.kotobee.com/ ○ Thinglink https://www.thinglink.com/ ○ Buncee https://app.edu.buncee.com/ ○ EdPuzzle https://edpuzzle.com/



	<p>Rubric Maker https://rubric-maker.com/</p> <p>Quick Rubric https://www.quickrubric.com/</p> <p>Science Rubric Makers https://www.edmentum.com/web_tools/rubrics/sciences/</p>		<ul style="list-style-type: none"> ○ Nearpod https://nearpod.com/ ○ Pear Deck https://www.peardeck.com/ ○ Squigl https://squiglit.com/ ○ Photos - camera, scanner, Canva, Skitch, PicCollage, Photo Grid, Photoshop Express, Adobe Lightroom, Snapseed ○ Videos or Timelapse - MovieMaker, iMovie, Clips, Adobe Premier, StopMotion, iMotion ○ Audio or Podcast - Voice Recorder Lite, Audacity, Voice Memos, GarageBand, Anchor, Podbean <ul style="list-style-type: none"> • Teacher-created digital assessments distributed through online platforms or LMS's such as: <ul style="list-style-type: none"> ○ ClassDojo https://www.classdojo.com/ ○ Edmodo https://www.edmodo.com/ ○ Google Classroom https://classroom.google.com/h ○ Moodle https://moodle.org/ ○ Schoology https://www.schoology.com/ ○ Seesaw https://web.seesaw.me/ ○ Skooler https://skooler.com/ ○ Youtube https://www.youtube.com/ ○ iTunesU https://itunesu.itunes.apple.com/ • Assessments that involve communication skills (e.g., oral report or presentation, speech delivery, direct question-and-answer assessment) can be done in live-video or voice communication through the following platforms: <ul style="list-style-type: none"> ○ Dingtalk https://www.dingtalk.com/en
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			<ul style="list-style-type: none"> ○ Hangouts Meet https://gsuite.google.com/products/meet/ ○ Microsoft teams https://www.microsoft.com/en-us/education/products/teams ○ Skype https://www.skype.com/en/ ○ Viber https://www.viber.com/en/ ○ Messenger https://www.messenger.com/ ○ Zoom https://zoom.us/ ○ Miro https://miro.com/ <ul style="list-style-type: none"> • Gamified Quizzes: <ul style="list-style-type: none"> ○ Kahoot! https://kahoot.com/ ○ Mentimeter https://www.mentimeter.com/ ○ Polleverywhere https://www.polleverywhere.com/ ○ Socrative https://socrative.com/#play-video/ ○ Quizlet https://quizlet.com/ ○ Quizizz https://quizizz.com/ • Digital Flashcards: Quizlet, Slides/Keynote/Powerpoint • Digital Teacher-made self-evaluation for students (see Appendix A for samples): <ul style="list-style-type: none"> ○ Emoji Worksheet ○ Self-Assessment Questions ○ Exit Slip ○ Lesson Tweet ○ RubricScorer App
Parent/ Guardian/ Para-teacher	<ul style="list-style-type: none"> • Used learning materials/assessments by older children 	<ul style="list-style-type: none"> • Consult teachers through Text messaging apps, FB messenger, E-mail 	<ul style="list-style-type: none"> • Digital copies of Basic Education Curriculum Guide or MELC's for certain Grade Levels used as a checklist (see sample format in Appendix B)



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	<ul style="list-style-type: none"> • Daily monitoring of children. Avoid questions that would only require yes/no answer. Start with phrase such as 'Tell me about...' • Printed supplemental activities and assessments <ul style="list-style-type: none"> ○ Flashcards ○ Pop-up books ○ Posters ○ Comics ○ Printed MELC's used as a checklist ○ Rubrics 	<ul style="list-style-type: none"> • Bite-sized assessments through SMS <ul style="list-style-type: none"> ○ Text examples or summaries ○ Photo/drawing ○ Voice memo ○ Self-evaluation questions or reflection questions • Bite-sized copies of information for parents • Radio/TV plug-ins like CDs, DVDs, and USB storage containing all small sized assessments • Soft copy of MELCs or Curriculum Guide for certain grade levels to be used as a checklist 	<ul style="list-style-type: none"> • Digital copies of information for parents such as parenting guides for homeschooling (sample: https://www.k12blueprint.com/sites/default/files/attachments/Intel%20Parents%20Guide%20to%20Remote%20Learning.pdf) • Free SIM cards coupled with special data plans • Use online recommended resources for parents from DepEd Commons, FB groups, etc. for parents doing home schooling • Home Learning Support: <ul style="list-style-type: none"> ○ Firefly Learning www.fireflylearning.com ○ Kaligo Apps www.kaligo-apps.com ○ Microsoft Family https://education.microsoft.com/en-us/resource/755e5a8b ○ MyTutor www.mytutor.co.uk ○ Spaghetti Brain www.spaghetibrain.co.uk • Pre-made Gamified Quizzes with Variety of Subjects and Topics to Choose from: <ul style="list-style-type: none"> ○ Kahoot! https://kahoot.com/ ○ Socrative https://socrative.com/#play-video/ ○ Quizlet https://quizlet.com/ ○ Quizizz https://quizizz.com/ • Digital Flashcards: Quizlet, Slides/Keynote/Powerpoint
Learner/Self	<ul style="list-style-type: none"> • Printed self-assessment tools (see Appendix B for samples): <ul style="list-style-type: none"> ○ Checklist ○ Free rubrics designed for students' reference https://rubric-maker.com/ ○ Reflection sheets 	<ul style="list-style-type: none"> • E-journal • Bite-sized assessments through SMS <ul style="list-style-type: none"> ○ Text examples, summaries, or checklists 	<ul style="list-style-type: none"> • Massive Open Online Courses (MOOC) with formative and summative assessments: <ul style="list-style-type: none"> ○ Coursera https://www.coursera.org/ ○ EdX https://www.edx.org/ ○ TED-Ed Earth School https://ed.ted.com/earth-school



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