



Republic of the Philippines  
DEPARTMENT OF EDUCATION  
Region X  
**DIVISION OF MISAMIS ORIENTAL**  
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Division Memorandum  
No. 236 s. 2016

To: Elementary and Secondary School Heads  
Education Program Supervisors  
Senior Education Program Specialists  
Education Program Specialist II  
This Division

From: **CHERRY MAE L. LIMBACO, Ph.D. CESO V**  
Schools Division Superintendent

Subject: **REITERATING THE TIME ALLOTMENT FOR EACH SUBJECT UNDER THE K to 12 PROGRAM.**

1. Pursuant to DepEd Order No. 31, s 2012 on the Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum (BEC) Effective School Year 2012-2013, this office reiterates the time allotment for each subjects under the K to 12 Curriculum in each Grade Level as follows:

LEARNING AREA	TIME ALLOTMENT							Grade 7 to 10 weekly
	Grades 1 to 6 (No. of Minutes Daily)							
	G1		G2	G3	G4	G5	G6	
	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem						
Language Arts								
Mother Tongue	50	50	50	50				
Filipino	30	30	50	50	50	50	50	4 hours
English	-	30	50	50	50	50	50	4 hours
Science	-	-	-	50	50	50	50	4 hours
Mathematics	50	50	50	50	50	50	50	4 hours
Araling Panlipunan	40	40	40	40	40	40	40	3 hours
EPP/ TLE	-	-	-	-	50	50	50	4 hours
MAPEH	40	40	40	40	40	40	40	4 hours
EsP	30	30	30	30	30	30	30	2 hours
Total	240	270	310	360	360	360	360	29 hours

2. The learning time can be extended to include off-school learning experiences at home or in the community for transfer of learning to real life situations as provided for in the curriculum.
3. For more details, please refer to enclosure no.1 DepEd Order No.31,series of 2012.
4. For guidance and compliance.

CLL/cbo



Republic of the Philippines  
**Department of Education**

DepEd ORDER  
No. **31**, s. 2012

APR 17 2012

**POLICY GUIDELINES ON THE IMPLEMENTATION OF GRADES 1 TO 10 OF THE K TO 12 BASIC EDUCATION CURRICULUM (BEC) EFFECTIVE SCHOOL YEAR 2012-2013**

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

1. Effective School Year (SY) 2012-2013, the K to 12 Basic Education Curriculum (BEC) shall be implemented **starting with the roll-out of Grades 1 and 7** in all public elementary and secondary schools. Private schools are enjoined to do the same. They may further enhance the curriculum to suit their school vision/mission.
2. The general guidelines for the implementation of Grades 1 to 10 Curriculum which cover the following areas are stipulated in Enclosure No. 1:
  - a. Design of the Curriculum;
  - b. Desired Outcomes of Grades 1 to 10 Program;
  - c. Nomenclature/Learning Area and its Description;
  - d. Medium of Instruction;
  - e. Time Allotment;
  - f. Sample Class Program;
  - g. Learning Resources;
  - h. Assessment and Rating of Learning Outcomes; and
  - i. Culminating Activities/Performances.
3. The Sample Report Card for Grades 1 to 6 and Grades 7 to 10 are in Enclosure No. 2.
4. Schools are challenged to implement the guidelines in creative and innovative ways, for the curriculum can be localized without compromising the philosophy of total learner development.
5. At the end of every quarter, the end users of the Curriculum Guide are encouraged to send their feedback to the Division Office which will submit these reports to the Central Office (Attention: **Dr. Yolanda S. Quijano**, Undersecretary for Programs and Projects) through the Regional Office (RO).
6. Immediate dissemination of and strict compliance with this Order is directed.

  
**BR. ARMIN A. LUISTRO FSC**  
Secretary

Reference:

N o n e

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

CURRICULUM

POLICY

KINDERGARTEN EDUCATION

TEACHERS

Madel: Guidelines on the Implementation of Grades I to 10  
1152-April 10, 2012

(Enclosure No. 1 to DepEd Order No. 31, s. 2012)

## **IMPLEMENTING GUIDELINES OF GRADES 1 TO 10 TO ENHANCED BASIC EDUCATION CURRICULUM**

### **A. Design of the Curriculum**

The overall design of Grades 1 to 10 curriculum follows the spiral approach across subjects by building on the same concepts developed in increasing complexity and sophistication starting from grade school. Teachers are expected to use the spiral/progression approach in teaching competencies.

### **B. Desired Outcomes of Grades 1 to 10 Program**

The desired outcomes of grades 1 to 10 program are defined in terms of expectancies as articulated in the learning standards. In general terms, students are expected at the end of Grade 10 to demonstrate communicative competence; think intelligently, critically and creatively in life situations; make informed and values-based decisions; perform their civic duties; use resources sustainably; and participate actively in artistic and cultural activities and in the promotion of wellness and lifelong fitness.

These general expectancies are expressed in specific terms in the form of content and performance standards.

#### **Content Standards as Benchmarks of Knowledge and Skills**

The content standards define what students are expected to know (knowledge: facts and information), what they should be able to do (process or skills) with what they know, and the meanings or understandings that they construct or make as they process the facts and information. Thus, the content standards answer the question: "What do students want to know, be able to do, and understand?"

These expectations are unpacked in the Curriculum Guide in terms of learning competencies which can be adopted in the teaching-learning plan as instructional objectives.

The content standards are stated in broad terms, i.e., "students are expected to demonstrate understanding of . . ." so that teachers, on the one hand, can differentiate how students will manifest their understanding, and students, on the other hand, can have the option to express their understanding in their own way. Thus, students are not just expected to understand, but they should be able to demonstrate or provide

evidence of that understanding. Evidence-based understanding, therefore, makes the content standards measurable.

Performance Standards as Benchmarks of Transfer of Learning

The performance standards define the expected proficiency level which is expressed in two ways: students should be able to use their learning or understanding in real-life situations; and they should be able to do this on their own. Students are expected to produce products and/or performances as evidence that they can transfer or use their learning in real-life situations. The performance standards answer the questions: “What do we want students to do with their learning or understanding?” and “How do we want them to use their learning or understanding?”

**C. Nomenclature/Learning Area and its Description**

There are eight learning areas comprising the core curriculum each of which is described in the following matrix:

<b>NOMENCLATURE/ LEARNING AREA</b>	<b>DESCRIPTION</b>	
	<b>Grades 1 to 6</b>	<b>Grades 7 to 10</b>
<i>Integrated Language Arts</i> <i>Mother Tongue Filipino</i> <i>English</i>	Focused on the development of literacy and numeracy skills and learning of concepts first in the Mother Tongue from Grades 1-3 and later transfer to second language (Filipino and English) The macro skills – listening, speaking, reading, writing and viewing spiral across grade levels and across languages. The ultimate goal is communicative competence both oral and written in three languages.	Ang Filipino ay naglalayong malinang ang (1) kakayahang komunikatibo at (2) kahusayan sa pag-unawa at pagpapahalagang pampanitikan ng mga mag-aaral. Lilinangin ang makrong kasanayan (pakikinig, pagsasalita, pagbasa, pagsulat at panonood) sa tulong ng iba’t ibang dulog at pamamaraan tulad ng Komunikatibong Pagtuturo ng Wika (KPW), Pagtuturong Batay sa Nilalaman (PBL) ng iba’t ibang akdang pampanitikan at Pagsasanib ng Gramatika sa Tulong ng iba’t ibang Teksto (PGRT), at isinasaalang-alang din ang pagsasanib ng mga pagpapahalang pangkatauhan sa pag-aaral at pagsusuri ng iba’t ibang akdang pampanitikan.

## **SCIENCE**

Science education aims to develop scientific literacy among students that will prepare them to be informed and participative citizens who are able to make judgements and decisions regarding applications of scientific knowledge that may have social, health, or environmental impacts. The science curriculum recognizes the place of science and technology in everyday human affairs. It integrates science and technology in the civic, personal, social, economic, and the values and ethical aspects of life. The science curriculum promotes a strong link between science and technology, including indigenous technology, keeping our country's cultural uniqueness and peculiarities intact.

This course deals with the basic concepts in Biology, Chemistry, Physics and Earth/Space Science. Every quarter presents the different science disciplines across grade levels in increasing complexity. The course is focused on the development of awareness and understanding of practical everyday problems that affect the learners' lives and those around them.

## **MATHEMATICS**

Elementary mathematics covers basic concepts and ideas, skills and processes on numbers and number sense-geometry, measurement, patterns and algebra, probability and statistics as enlist, using appropriate technology in critical thinking, problem solving, reasoning, communicating, making

It includes key concepts and principles of number sense, measurement, algebra, geometry, probability and statistics as applied, using appropriate technology, in critical thinking, problem solving, reasoning, communicating, making connections, representations and decisions in real life.

connections, representations and decisions in real life.

**ARALING  
PANLIPUNAN (AP)**

Ito ay asignatura na nagtuturo ng mga konsepto sa pananagutang pansarili, pamilya, kapwa, bansa/daigdig at Diyos; pananagutan para sa kabutihang panlahat upang mamuhay nang may kaayusan, katiwasayan, kaunlaran tungo sa kaligayahan ng tao.

Ang asignaturang ito ay naglalayong tumalakay sa kasaysayan ng Pilipinas gamit ang sipi ng mga piling primaryang sanggunian mula sa iba't ibang panahon at uri; at magpamalas ng malalim na pang-unawa sa mga pangunahing kaisipan at mga napapanahong isyu sa pag-aaral ng kasaysayan, pamahalaan, kultura at lipunan ng mga rehiyong Asyano; kasaysayang pandaigdig at napapanahong isyu; at ang kaisipan at napapanahong isyu sa ekonomiks at pambansang pag-unlad.

**EDUKASYONG  
PANTAHAN AT  
PANGKABUHAYAN  
(EPP)/  
TECHNOLOGY  
AND LIVELIHOOD  
EDUCATION (TLE)**

Edukasyong Pantahanan at Pangkabuhayan develops knowledge, skills, values and attitude in Agriculture, Entrepreneurship and Information Communication Technology (ICT), Home Economics and Industrial Arts that can help improve self, family and community life considering sustainable development.

Technology and Livelihood Education (TLE) provides an enriched general education that will prepare our graduates for higher education, world of work and lifelong learning. The integration of Entrepreneurship concepts such as Personal Entrepreneurial Competencies (PECS), Environment and Market (E & M), and Process and Delivery prepares the students for gainful employment and to set up their own business in the areas of Agri-Fishery Arts, Industrial Arts, Home Economics, and Information and Communication Technology.

**MUSIC, ART,  
PHYSICAL  
EDUCATION AND  
HEALTH (MAPEH)**

The **Music Program** focuses on the learner as the recipient of the knowledge, skills, and values necessary for artistic expression and cultural literacy. The

This learning area covers four (4) major components namely: Music, Art, Physical Education and Health.

- Music and Art deal with the

curriculum design is student-centered, based on spiral progression, and grounded in performance-based learning. Thus, the learner is empowered, through active involvement and participation, to effectively correlate music and art to the development of his/her own cultural identity and expand his/her vision of the world.

The **Art Program** provides our Filipino learners with art experiences that include recognizing, creating, appreciating, and critiquing their own artistic works and the works of others. From Kindergarten, art instruction begins with creative exploration of art materials, concepts and processes found in the Philippines and other countries. It continues to develop the student's imagination and individual expression, and inquiry into the aesthetic qualities of his work, the work of others, artists of the past and present, from the Philippines and from other parts of the world. It culminates in seeing the connection of art to other areas of study and exposure to various art-related activities and careers.

The **Physical Education Program** is anchored on the tenet "Move to Learn and Learn to Move" with ultimate goal of achieving life long fitness. It shall contribute to the development of

study of man's aesthetic expression through sounds (music) and visuals (art) mirroring the sentiments and ideas of society and culture, and contributing to the development of individual and collective identity. It is designed to be student-centered, based on spiral progression, and grounded in performance-based learning focused on appreciation and application where basic fundamentals are further reinforced. The program design empowers the learners to effectively correlate Music and Art to the study of Philippine Culture, as influenced by history, the culture of its neighbors, and the effects of globalization and the advancement of information technology.

- Physical Education and Health promote the development of active and healthy lifestyle. Physical Education focuses on five strands namely: body management, movement skills,



fitness, health and wellness among school-age students as provided in the program's rich and challenging physical activity experiences. It shall promote the development of a participative and active body; learning to use the body in moving efficiently and effectively in a given space time, effort and assurance of quality movement. The desire for becoming a physical educated person, thus aid an individual in successfully selecting and participating activities appropriate at various stages of life.

The **Health Program** from Kindergarten to Grade 6 focuses on the physical, mental, emotional, social, moral and spiritual dimensions of health and enables the learners to acquire essential knowledge, attitudes, and skills necessary to promote good nutrition, prevent and control diseases and substance use and abuse, reduce health-related risk behaviors to prevent and control injuries with the end in view of maintaining and improving personal, family, community, national and global health.

games and sports, rhythm and dance and physical fitness.

Each strand is sequentially developed across grade levels including activities that are varied and age-appropriate to address the needs and interest of learners.

The Health program deals with physical, mental, emotional, social, moral and spiritual dimensions of health that enable learners to acquire essential knowledge, attitudes and skills necessary to promote good nutrition, prevent and control diseases, substance use and abuse, and reduce health-related risk behaviors and injuries with the view to maintaining and improving personal, family, community, national and global health.

## **EDUKASYON SA PAGPAPAKATAO (EsP)**

Ang Edukasyon sa Pagpapakatao (EsP) ay asignaturang bahagi ng K to 12 na gagabay at huhubog sa mga kabataan. Ang tunguhin o *outcome* ng EsP ay kabataang nagpapasya at kumikilos nang mapanagutan tungo sa

Ang Edukasyon sa Pagpapakatao ay naglalayong malinang at mapaunlad ang kakayahan ng mga mag-aaral sa moral na pagpapasya at paggawa ng mga pasyang batay sa idinidikta ng tamang konsensya.

kabutihang panlahat.  
Nangangahulugan ito na lilingin  
at pauunlarin ang **pagkataong**

**etikal** ng bawat mag-aaral.  
Upang maipamalas ito,  
kailangang magtaglay siya ng  
limang pangunahing kakayahan  
(*macro skills*): **pag-unawa,**  
**pagninilay, pagsangguni,**  
**pagpapasya at pagkilos.**

Apat na tema ang nililintang sa  
paraang *expanding spiral* mula  
*Kindergarten* hanggang Grade 10:

(a) Pananagutang Pansarili at  
Pagiging Kasapi sa Pamilya, (b)  
Pakikipagkapwa at Katatagan ng  
Pamilya, (c) Paggawa Tungo sa  
Pambansang Pag-unlad at  
Pakikibahagi sa Pandaigdigang  
Pagkakaisa, at (d) Pagkamaka-  
Diyos at Preperensya sa Kabutihan.

Ang nilalaman at istraktura ng  
Edukasyon sa Pagpapakatao ay  
nakaangkla sa dalawang disiplina:  
*Eithics* at *Career Guidance*. Ang  
**Etika** ay ang siyensya ng moralidad  
ng kilos ng tao. Ang **Career**  
**Guidance** ay ang paggabay sa  
mag-aaral na magpasya ng kursong  
akademiko o teknikal-bokasyonal  
na tugma sa kanyang mga talento,  
kakayahan at *aptitude* at mga  
trabahong kailangan sa ekonomiya  
kakayahan at *aptitude* at mga  
trabahong kailangan sa ekonomiya.

#### D. Medium of Instruction

Mother Tongue (MT) shall be used as the medium of instruction and as a subject from Grade 1-3. English or Filipino is used from Grade 4 to 10. Both languages are taught from Grade 1 to 10. The matrix below shows the specific medium of instruction per learning area and per grade level.

NOMENCLATURE/ LEARNING AREA	MEDIUM OF INSTRUCTION PER GRADE LEVEL						
	G1	G2	G3	G4	G5	G6	G7 to G10
<b>Language Arts</b>							
<i>Filipino</i>	Filipino						
<i>English</i>	English						
<i>Mother Tongue</i>	MT			-	-	-	-
<b>Science</b>	-	-	-	MT	English		
<b>Mathematics</b>	MT	English					
<b>AP</b>	MT	Filipino					
<b>EPP/TLE</b>	-	-	-	-	Filipino	English	
<b>MAPEH</b>	MT	Filipino			English		
<b>EsP</b>	MT	Filipino					

#### E. Time Allotment

The time allotment for each subject is the minimum period for class interaction. The learning time can be extended to include off-school learning experiences at home or in the community for transfer of learning to real-life situations as provided for in the curriculum. The outputs of such off-school learning experiences are usually in the form of products and performances which shall be monitored and credited accordingly.

NOMENCLATURE/ LEARNING AREA	TIME ALLOTMENT							
	Grades 1 to 6 (No. of Minutes Daily)							Grades 7 to 10 (Weekly)
	G1		G2	G3	G4	G5	G6	
	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.						
<b>Language Arts</b>								
<i>Mother Tongue</i>	50	50	50	50	-	-	-	-
<i>Filipino</i>	30	30	50	50	50	50	50	4 hrs
<i>English</i>	-	30	50	50	50	50	50	4 hrs
<b>Science</b>	-	-	-	50	50	50	50	4 hrs
<b>Mathematics</b>	50	50	50	50	50	50	50	4 hrs
<b>Araling Panlipunan</b>	40	40	40	40	40	40	40	3 hrs
<b>EPP/TLE</b>	-	-	-	-	50	50	50	4 hrs
<b>MAPEH</b>	40	40	40	40	40	40	40	4 hrs
<b>EsP</b>	30	30	30	30	30	30	30	2 hrs
<b>Total</b>	240	270	310	360	360	360	360	29 hrs

A one-hour period for Homeroom/Guidance Program is provided for the weekly meeting between the teacher-adviser and the class.

However, for grades 7 to 10 a separate period for Independent/Cooperative Learning ranging from two to four hours weekly may be provided as open time for learning in order to give students the option to learn on their own and/or with others those topics, content, or processes that they can handle by themselves. The provision of a separate period for independent and cooperative learning (i.e., on top of their adoption by teachers as a teaching strategy or instructional activity) is an option that schools might wish to consider for classes that can benefit the most from such class programming.

#### **F. SAMPLE CLASS PROGRAMMING**

##### **Grades 1**

Below is a model of classroom programs showing the learning areas in Grade One and suggested time allotments. The school is empowered to design their own but should consider the time allotment per learning area.

<b>Time</b>	<b>Learning Areas</b>	<b>Number of Minutes</b>
7:00 - 7:15	Pambansang Awit	
7:15 - 7:25	Homeroom	
7:25 - 7:55	Edukasyon sa Pagpapakatao	30
7:55 - 8:45	Mother Tongue	50
8:45 - 9:15	Filipino	30
9:15 - 9:35	RECESS	
9:35 - 10:15	Araling Panlipunan	40
10:15 - 10:45	English (Oral Fluency) 2 <sup>nd</sup> Semester	30
10:45 - 11:35	Mathematics	50
1:00 - 1:30	Remediation, Reinforcement, Enrichment Activities or Optional Religious Instruction	
1:30 - 2:10	MAPEH	40
<b>TOTAL:</b>		<b>240/ 270</b>

## 2.a Grades 7 to 10

A key feature of the Junior High School program is the provision of time for independent/cooperative learning. This learning block which may be allocated two to four hours weekly may be scheduled at the start, middle, or end of the learning day. The purpose is to develop student capacity for self-directed learning, teamwork, goal-orientation, sense of responsibility and accountability for results.

A prototype class program, which is designed for a four-hour period for independent/cooperative learning, is presented below. This block of time may be reduced to three or two hours weekly as the school may deem appropriate.

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 8:00	Homeroom/ Guidance Program	Independent/ Cooperative Learning	Independent/ Cooperative Learning	Independent/ Cooperative Learning	
8:00 – 9:00	MAPEH	Edukasyon sa Pagpapakatao		English	MAPEH
9:00 – 10:00		English			
10:00 - 10:15	<b>R E C E S S</b>				
10:15 – 11:15	Science	Science	Science	Science	Edukasyon sa Pagpapakatao
11:15 – 12:15	AP	AP	AP	Filipino	Filipino
12:15 – 1:15	<b>L U N C H</b>				
1:15 – 2:15	Mathematics	TLE	Mathematics	TLE	Mathematics
2:15 – 3:15			Filipino		Filipino
3:15 – 3:30	<b>R E C E S S</b>				
3:30 – 4:30					
<b>Total</b>	<b>6.0 hours</b>	<b>5.0 hours</b>	<b>5.0 hours</b>	<b>6.0 hours</b>	<b>6.0 hours</b>

b. A prototype class program without a separate period for independent/cooperative learning is presented as follows:

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 8:00	English	English	English	English	MAPEH
8:00 – 9:00	Science	Science	Science	Science	MAPEH
9:00 – 10:00	Filipino	Filipino	Filipino	Filipino	MAPEH
10:00 – 10:15	<b>RECESS</b>				
10:15 – 11:15	Mathematics	Mathematics	Mathematics	Mathematics	MAPEH
11:15 – 12:15	AP	AP	AP	EP	EP
12:15 – 1:15	<b>LUNCH</b>				
1:15 – 2:15	Homeroom Guidance	TLE	TLE	TLE	TLE
2:15 – 3:15					
3:15 – 3:30	<b>RECESS</b>				
3:30 – 4:30					
<b>Total</b>	<b>5.0 hours</b>	<b>6.0 hours</b>	<b>6.0 hours</b>	<b>6.0 hours</b>	<b>6.0 hours</b>

The total time daily does not include off-school learning experiences that teachers may require outside of school hours for the production of products and performances as evidence of transfer of learning.

### **G. Learning/Teaching Resources**

Modules shall be provided as the basic learning resource. These are self-instructional materials that lend themselves to independent and cooperative learning. For schools with connectivity, web-based resources and video materials are encouraged to be used to enrich and deepen students' understanding. Existing textbooks may still be used where appropriate.

Resources for Teachers include teaching guides, prototype lesson plans, lesson exemplars, matrix of existing books, workbooks, and modules.

### **H. Assessment and Rating of Learning Outcomes**

The assessment process is holistic, with emphasis on the formative or developmental purpose of quality assuring student learning. It is also standards-based as it seeks to ensure that teachers will teach to the standards and students will aim to meet or even exceed the standards. The students' attainment of standards in terms of content and performance is, therefore, a critical evidence of learning (The details of assessment and rating system in a separate DepEd Order).

The assessment shall be done at four levels and shall be weighted as follows:

<b>Level of Assessment</b>	<b>Percentage Weight</b>
Knowledge	15%
Process or skills	25%
Understanding(s)	30%
Products/Performances	30%
	100%

The levels are defined as follows:

1. "Knowledge" refers to the substantive content of the curriculum, the facts and information that the student acquires.
2. "Process" refers to cognitive operations that the student performs on facts and information for the purpose of constructing meanings and understandings.
3. "Understandings" refers to enduring big ideas, principles and generalizations inherent to the discipline, which may be assessed using the facets of understanding.
4. "Products/Performances" refers to real-life application of understanding as evidenced by the student's performance of authentic tasks.

## Levels of Proficiency

At the end of the quarter, the performance of students shall be described in the report card, based on the following levels of proficiency:

- **Beginning-** The student at this level struggles with his/her understanding; prerequisite and fundamental knowledge and/or skills have not been acquired or developed adequately to aid understanding.
- **Developing-** The student at this level possesses the minimum knowledge and skills and core understandings, but needs help throughout the performance of authentic tasks.
- **Approaching Proficiency-** The student at this level has developed the fundamental knowledge and skills and core understandings and, with little guidance from the teacher and/or with some assistance from peers, can transfer these understandings through authentic performance tasks.
- **Proficient-** The student at this level has developed the fundamental knowledge and skills and core understandings, and can transfer them independently through authentic performance tasks.
- **Advanced-** The student at this level exceeds the core requirements in terms of knowledge, skills and understandings, and can transfer them automatically and flexibly through authentic performance tasks.

The level of proficiency at which the student is performing shall be based on a numerical value which is arrived at after summing up the results of the student's performance on the various levels of assessment. The numerical values are as follows:

Level of Proficiency	Equivalent Numerical Value
Beginning	74% and below
Developing	75-79%
Approaching Proficiency	80-84%
Proficient	85-89%
Advanced	90% and above

What shall appear in the report card is not the numerical value, but the equivalent level of proficiency, abbreviated as follows:

- B** for Beginning;
- D** for Developing;
- AP** for Approaching Proficiency;
- P** for Proficient; and
- A** for Advanced.



At the end of the four quarters, the Final Grade for each learning area shall be reported as the average of the four quarterly ratings, expressed in terms of the levels of proficiency. The general average shall be the average of the final grades of the different learning areas, also expressed in terms of levels of proficiency with the numerical equivalent in parenthesis. Sample Report Cards are in Enclosure 2.a and 2.b.

Promotion and retention of students shall be by subject. Students whose proficiency level is Beginning (B) at the end of the quarter or grading period shall be required to undergo remediation after class hours so that they can immediately catch up as they move to the next grading period. If by the end of the school year, the students are still at the Beginning level, then they shall be required to take summer classes.

As a matter of policy every learning deficiency should be bridged even for those students whose level of proficiency is above the Beginning level. The guidelines for bridging gaps in learning are in a separate DepEd Order.

Honor students shall be drawn from among those who performed at the Advanced Level. Subsequent guidelines shall be issued as basis for ranking of honors.

The total time daily does not include off-school learning experiences that teachers may require outside of school hours for the production of products and performances as evidence of transfer of learning.

#### **I. Culminating Resources Activities/Performances**

At the end of the every quarter, schools are encouraged to put up exhibits of student products across subjects as culminating activity. Students may also do an exhibition of their performance in different subjects as evidence of their learning or attainment of performance standards. Thus, when parents receive the report card and confer with teachers they will actually be witnessing what students are learning in school.

Learning Areas	Periodic Rating				Final Rating
	1	2	3	4	
Mother Tongue	AP	AP	P	P	P
Filipino	P	P	P	A	P
English	AP	AP	P	P	P
Mathematics	P	P	P	P	P
Araling Panlipunan	AP	AP	P	P	P
MAPEH	A	A	A	A	A
Music	P	P	P	A	P
Art	A	A	A	A	A
Physical Education	A	A	A	A	A
Health	A	A	A	A	A
Edukasyon sa Pagpapakatao	P	P	A	A	A
General Average					P

Legend:

- Beginning (B) 74% and above
  - Developing (D) 75-79 %
  - Approaching Proficiency (AP) 80-84 %
  - Proficient (P) 85-89 %
  - Advanced (A) 90 % and above
- Attendance Record**

	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Total
No. of School Days	19	21	22	21	21	20	14	21	21	18		198
No. of School Days Present	19	21	22	21	21	20	14	21	21	18		198
No. of Times Tardy	0	0	0	0	0	0	0	0	0	0		0

**Character Building Activities**

Traits	1	2	3	4
1. Honesty	B	B	B	B
2. Courtesy	C	C	B	B
3. Helpfulness and Cooperation	B	B	A	A
4. Resourcefulness and Creativity	C	B	B	B
5. Consideration for Others	C	C	B	B
6. Sportsmanship	B	B	B	B
7. Obedience	B	B	A	A
8. Self-Reliance	C	C	C	B
9. Industry	B	B	B	B
10. Cleanliness and Orderliness	B	B	B	B

**Guidelines for Rating**

- A Very Good
- B Good
- C Fair
- D Poor

(Enclosure No. 2 to DepEd Order No. 31, s. 2012)

Sample Report Card for Grades 7 to 10

ULAT TUNGKOL SA PAG-UNLAD NG MARKA

Larangan ng Pag-aaral	MARKAHAN				Huling Marka	PASYA
	1	2	3	4		
Filipino	P	P	A	A	A	Promoted
English	AP	AP	AP	AP	AP	Promoted
Mathematics	D	AP	AP	AP	AP	Promoted
Science	D	D	AP	AP	AP	Promoted
Araling Panlipunan (AP)	AP	AP	AP	AP	AP	Promoted
Technology and Livelihood Education (TLE)	A	A	A	A	A	Promoted
MAPEH	B	B	B	D	B	Retained
Music	D	B	B	D	B	(Need not repeat Arts)
Arts	D	D	D	D	B	
Physical Education	B	B	D	D	B	
Health	B	B	B	B	B	
Edukasyon sa Pagpapakatao (Esp)	P	P	P	P	P	Promoted

Legend:  
 A (Advanced) 90% and above  
 P (Proficient) 85% - 89%  
 AP (Approaching Proficiency) 80% - 84%  
 D (Developing) 75% - 79%  
 B (Beginning) 74% and below

ULAT NG PAGPASOK

Buwan	Hunyo	Hulyo	Agosto	Setyembre	Oktubre	Nobyembre	Disyembre	Enero	Pebrero	Marso	Abril	Kabuuan
Bilang ng araw na may pasok	19	21	22	21	21	20	14	21	21	18		198
Bilang ng araw na pumasok	19	21	22	21	21	20	14	21	21	18		198
Bilang ng araw na pumasok nang huli	0	0	0	0	0	0	0	0	0	0		0

PAG-UNLAD SA TAGLAY NA MGA PAGPAPAHALAGA AT SALOOBIN

Panuto: Lagyan ng tatlong (3) istar (★★★) kung lubhang kasiya-siya ang ipinamalas, dalawang istar (★★) kung kasiya-siya, at isang istar (★) kung dapat pang linangin ang mag-aaral.

Mga Kinakailangan namasid na Pagpapahalaga at saloobin	MARKAHAN			
	1	2	3	4
Kaangkupang Piskal – Nagpamalas ng kasiya-siyang gawi tungo sa pagpapatali ng kaangkupang piskal at mental	...	...	...	...
Sining – Nagpamalas ng pagkamatihain sa pagsasagawa ng iba't ibang genre	..	...	..	...
Tolerance – Nagpakita ng paggalang sa pagkakaiba-iba ng mga paniniwala at paliyeg ng tao	..	...	..	...
Katapatan/Integridad – Nagpakita ng katapatan sa lahat ng pagkakatatan	..	...	..	...
Disiplina sa Sarili – Nagpamalas ng kasunyo-ayon na maihanap ang angkop na pagkilos sa pagsasagawa ng mga Gawain	...	..	..	...
Religions Tolerance – Nagpakita ng paggalang sa pagkakaiba ng rehiyon, tula ng mga lugar ng pagsamba at mga simbolong banal	..	...	..	...
Paggalang sa Karapatang Pantao – Nagpakita ng paggalang sa pagkakatanyo-pantay ng lahat maging animan ang edad, kasarian, lahi, wika, rehiyon, paniniwalang politikal, katayuang panlipunan at kapansanan	..	...	..	...
Mapayapang Pakikilahok – Nagpamalas ng kaaya-ayang pakikitungo sa kapwa	...	..	...	...
Pangangalaga sa Kapaligiran – Pinangalagaan ang kapaligiran	...	..	...	...
Tamang Paggamit ng mga Resorses – Ginamit ang mga resorses sa ekonomikal na paraan	..	...	..	...
Pagpapahalaga sa Yamanang Kultural – Nagpakita ng pagmamalaki sa mga katutubo at kontemporaryong sining at kultura ng Pilipinas	..	...	..	...
Kalayaan at Pananagutan – Nagpakita ng pag-unawa sa mga pangunahing kalayaan at ang mga katumbas na pananagutan	..	...	..	...
Mapanagulang Pamumuno – Nagsagawa ng sariling responsibilidad nang may dedikasyon	..	...	..	...
Pambansang Pagkakaisa – nagpamalas ng pakikisya sa sariling bansa sa kabila ng pagkakaiba-iba ng paniniwalang politikal at cultural, wika at rehiyon	..	...	..	...