

Session 13

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

A. Introduction

Assessment is an essential component of education. It acts as a system for evaluating individuals and assessing performance across various populations. However, in today's world, there are so many different kinds of assessments accessible for multiple organizations that it is sometimes difficult to maintain the true objective of assessing front and center in one's mind.



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

The goal of assessment is to either collect pertinent information about a student's performance or development or to establish a student's interests to generate conclusions about how they learn best. After receiving this information, teachers can adapt their lesson plans based not just on the individual levels of success of each student but also on the particular preferences of the group.

Session 12 Conclusion

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

B. Session Objectives

After studying this lecture, you are expected to accomplish the following.

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

C. Session Content

1. Grading Student Academic Performance in Three Ways

Work submitted by students is graded to evaluate and provide comments. This is how teachers let their students know how they're doing in class and where they can use extra aid to reach the course objectives. Teachers can see how well or poorly their pupils have grasped the material by looking at their grades. This data can inform your decisions about what to emphasize in class and what to change about the curriculum. Students and their home departments can use grades to consistently understand and discuss students' progress in a given course.

Teachers should consider how specific assignments relate to the larger course goals and clearly express their expectations and grading processes to students to ensure that grades are fair and to encourage them to improve their performance. Students are highly motivated to improve their work when the following conditions are met: (1) the assignment's instructions are clear and attainable; (2) the instructor's grading standards are transparent and fair; and (3) the feedback is timely and well connected with the task. Students will benefit from this level of openness by realizing where they stand regarding course mastery and where they still need help.

In our previous lectures, we discussed that a student's performance can be assessed and described in various ways. There are at least three ways teachers can evaluate learning based on the test results. Grades are provided for the students to quantify the evaluation of their academic performance. Grading can be (1) self-referenced, (2) norm-referenced, and (3) criterion-referenced.

Self-referenced Grading. Accurate grading is essential for self-grading, and for a teacher to acquire a reliable mark from a student, the student must be exposed to and motivated to address any areas of weakness revealed by the self-grading process. When a student keeps track of his performance, he will know his strengths and where else to improve.

Teachers can benefit from a self-grading system because they will know exactly where to spend their attention, and students will benefit from it because they will know precisely what they need to do to improve. Teacher and student growth is mutual when both parties have clarity on areas for improvement; feedback gleaned from various self-evaluations can inform the development of an entire session. Students can self-assess in a variety of ways, not just by assigning themselves a letter grade; they can also include comments about what they're struggling with, their overall impression of a given assignment, and a ton of

questions designed to provide instructors insight into how their students are responding to course content.

Norm-referenced Grading. Norm-referenced grading is the most frequently used method of evaluation today. A student's grade is positioned about the performance of a group in a norm-referenced grading system. In this grading scheme, an 80 indicates that the student did as well as or better than 80% of their peers. At first look, this grading style seems to have no flaws, as it only describes a student's performance about a set of other students.

Norm-referenced measures compare the level of knowledge or skill an individual possesses to the level of knowledge or skill the norm group contains. The evaluation results will determine which individuals make up the norm group.

While students in norm-referenced grading may appear to be working independently, they are vying for placement inside a grading band based on how well they do relative to that band's criteria. It's a great way to get kids in the same class to compete with one another. The norm-referenced marking method can be stressful for a student who unexpectedly finds themselves in a class entirely of really bright mathematicians. If a teacher has a class of 100 students and decides that only the top 10% of students would receive an excellent grade, then ten pupils will obtain this designation. Below is an example of such a grading scheme:

Table 1. *Sample Norm-Referenced Grading*

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

In norm-referenced grading, students' abilities are assumed to follow a normal distribution. The aim is to identify the highest achievers among these people. When it is recognized that not all students can progress due to limits such as available spaces, jobs, or other regulating factors, norm-referenced systems are most typically employed for screening chosen student populations. For instance, the norm-referenced grading system can be used in the Philippines because not all high school students can attend college or university level due to budgetary constraints.

Criterion-referenced Grading. Criterion-referenced tests evaluate a person's knowledge or abilities with a particular standard, learning goal, performance level, or other criterion established in advance. When using criterion-referenced exams, each individual's performance is compared directly to the standard without considering the results that other students achieve on the test. Criterion-referenced assessments generally employ cut scores to place pupils into basic, proficient, and advanced groups.

Criterion-referenced grading systems are based on a specific criterion measure. Students must meet a predetermined standard independent of their classmates' performance to pass a course. The scale remains the same regardless of how well or poorly the kids perform. For instance, in a class of 100 students, no one will receive an exceptional mark if no one achieves a score of 98 or 85 above (depending on the criterion employed). A criterion-referenced grading system has no predetermined distribution of predicted grades among pupils. The table below shows students are graded according to their test scores.

Table 2. *Sample Criterion-Referenced Grading*

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

It's reasonable to wonder, given that the criterion measure in criterion-referenced grading is a measure that ultimately rests with the teacher, what prevents teachers who employ criterion-referenced grading from making the performance criteria so low that everyone may pass with ease? The grading system has several safeguards meant to eliminate the possibility of this happening. First, the criterion shouldn't be based on a single educator's expectations. It should be collectively arrived at. The standard should be established by a committee of educators who are all experts in the same field. To avoid being arbitrary and subject to the whims and caprices of the teacher, the criterion should be made public and open to public examination after it has been developed.

2. The K-12 Grading System in the Department of Education

Students receive feedback through grades on their assignments, examinations, and activities. How are grades and assessments different from one another? Grades, in their most fundamental sense, are markers of relative accomplishment among students in a class section. They also reflect the teacher's pedagogy and the particular range of student skills in each class. The primary goal of assessment is to evaluate how well specific learning objectives are being met by a course's assignments and tests to understand better and enhance the quality of student learning, which can be defined as the quantity and quality of knowledge, skills, attitudes, and beliefs that students have obtained, typically as a direct result of what they have learned in their classes. Even though assessment is, on some levels, a process that involves goal setting and evidence collection, when seen in a distinct context, assessment can also indicate activities carried out by teachers and students to document student learning in a specific class.

Below is the exact directive from the DepEd Order No. 8, series of 2015, [V. What is the grading system?] (p. 9 of 33).

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

2.1 Recording and Computing Learners’ Progress for Kindergarten

Based on the Kindergarten Curriculum Framework, numbers are not utilized for grading; instead, checklists and anecdotal recordings are kept. Teachers should preserve a portfolio of their students' work, including finished assignments, artwork, and writing samples. The portfolio can demonstrate the degree to which the learner has mastered the competencies. Using checklists, the instructor can indicate whether or not the student has demonstrated mastery of Kindergarten learning outcomes. Teachers can describe students' demeanor, motivation, and effort in class using anecdotal records and narrative reports.

Table 3. Sample Excerpt of a Kindergarten Report Card

Social-Emotional Development (B – Beginning, D – Developing, C – Consistent)

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

2.2 Recording and Computing Learners’ Progress for Grades 1 – 12

Students are expected to have opportunities to generate Written Work and demonstrate knowledge and skills through Performance Tasks throughout a grading period, in addition to the single Quarterly Assessment. Written Work and Performance Tasks will be administered throughout the quarter to evaluate students' mastery of unit objectives after instruction.

The following procedure is used in all public schools, taken from pages 9 to 19 of DepEd Order No. 8, s. 2015.

Step 1: Grades from all student work are added up.

This results in the total score for each component, namely Written Work, Performance Tasks, and Quarterly Assessment.

Raw scores from each component have to be converted to a Percentage Score. This is to ensure that values are parallel to each other.

Step 2: The sum for each component is converted to the Percentage Score.

To compute the Percentage Score (PS), divide the raw score by the highest possible score, then multiply the quotient by 100%. This is shown below:

$$\text{PERCENTAGE SCORE (PS)} = \left[\frac{\text{Learner's total raw score}}{\text{Highest possible score}} \right] \times 100\%$$

Step 3: Percentage Scores are then converted to Weighted Scores to show the importance of each component in promoting learning in the different subjects.

To do this, the Percentage Score is multiplied by the weight of the component found in Table 4 for Grades 1 to 10 and Table 5 for Senior High School. The product is known as the Weighted Score (WS).

Weighted Score (WS) = Percentage Score X Weight of Component

Table 4. Weight of the Components for Grades 1-10

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

Table 5. Weight of the Components for SHS

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

Step 4: The sum of the Weighted Scores in each component is the Initial Grade.

This Initial Grade will be transmuted using the given transmutation table to get the Quarterly Grade (QG).

Table 6. *DepEd Transmutation Table*

Initial Grade	Transmuted Grade	Initial Grade	Transmuted Grade
100	100		
98.40 – 99.99	99	66.40 – 67.99	79
96.80 – 98.39	98	64.80 – 66.39	78
95.20 – 96.79	97	63.20 – 64.79	77
93.60 – 95.19	96	61.60 – 63.19	76
92.00 – 93.59	95	60.00 – 61.59	75
90.40 – 91.99	94	56.00 – 59.99	74
88.80 – 90.39	93	52.00 – 55.99	73
87.20 – 88.79	92	48.00 – 51.99	72
85.60 – 87.19	91	44.00 – 47.99	71
84.00 – 85.59	90	40.00 – 43.99	70
82.40 – 83.99	89	36.00 – 39.99	69
80.80 – 82.39	88	32.00 – 35.99	68
79.20 – 80.79	87	28.00 – 31.99	67
77.60 – 79.19	86	24.00 – 27.99	66
76.00 – 77.59	85	20.00 – 23.99	65
74.40 – 75.99	84	16.00 – 19.99	64
72.80 – 74.39	83	12.00 – 15.99	63
71.20 – 72.79	82	8.00 – 11.99	62
69.60 – 71.19	81	4.00 – 7.99	61
68.00 – 69.59	80	0 – 3.99	60

Step 5: The Quarterly Grade for each learning area is written on the student's report card.

To better understand how to record the summative assessments, Table 7 presents a sample class record showing three learners for the first quarter of Grade 4 English. Table 8 offers a step-by-step process for computing the Quarterly Grade based on this class record.

Table 7. Sample Class Record for English Grade 4 (First Quarter)

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

Step 6: Get the average grade of the student per subject area for the four grading periods (quarterly grades)

The average of the Quarterly Grades (QG) produces the Final Grade.

Final Grade by Learning Area	=	$\frac{\text{1st-quarter grade} + \text{2nd-quarter grade} + \text{3rd-quarter grade} + \text{4th-quarter grade}}{4}$
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The General Average is computed by dividing the sum of all final grades by the total number of learning areas. Each learning area has equal weight.

General Average	=	$\frac{\text{Sum of Final Grades of All Learning Areas}}{\text{Total number of Learning Areas in a grade level}}$
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The summary of learner progress is shown quarterly to parents and guardians through a parent-teacher conference, in which the report card is discussed. The grading scale, with its corresponding descriptors, is in Table 8. Remarks are given at the end of the grade level.

Table 8. *Descriptors, Grading Scale, and Remarks*

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

3. Ethics on Student Grading

The grading process is a risk of existence for most academics. The working academic must give their pupils grades multiple times throughout the year. Academics frequently gripe about this procedure, bemoaning both the amount of time it requires and the mindless nature of the activity, but they rarely consider the procedure's ethical implications. Most teachers view it as an inescapable and necessary component of their job. What would be the use of all that instruction if the teachers didn't mark the tests and assignments the students turned in? It is not hard to see that grading is the inevitable culmination of the teaching process. It has always been done, and it would be strange if it were not done. Students would raise objections, and members of the general public would begin to speculate about the activities that take place in educational institutions. In light of this, most academics regard the practice with sarcastic detachment rather than placing it under careful ethical scrutiny. They had a good chuckle over it, and then they moved on with what they were doing.

D. Conclusion

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

E. References

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