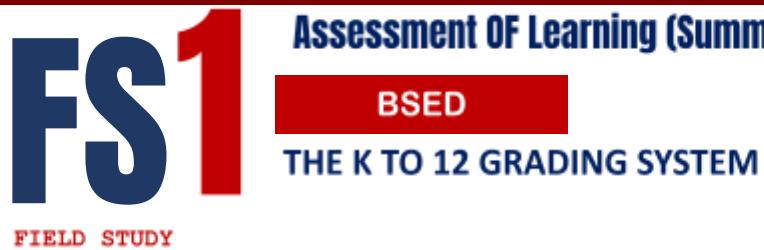




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FS 1

Observations of Teaching-Learning in Actual School Environment



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ON BECOMING A TEACHER

Episode 13 Assessment OF Learning (Summative Assessment)

THE K TO 12 GRADING SYSTEM

Assessment OF Learning (Summative Assessment)



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SPARK Your Interest

Episode # 12 dwelt on Assessment for Learning (formative assessment) and Assessment as Learning (self-assessment). These refer to assessment that teachers do while still teaching and students' assessing their own learning. Episode # 13 will be focused on Assessment of Learning. When teachers have done everything they can to help learners attain the intended learning outcome/s, teachers subject their students to assessment for grading purposes. This referred to as assessment of learning which is also known as **summative assessment**.

Episode # 13 will be focused on 1) assessment of learning in the cognitive, psychomotor and affective domains with the use of traditional and non-traditional assessment tasks and tools, 2) assessment of learning outcomes in the different levels of cognitive taxonomy; 3) construction of assessment items with content validity; 4) Table of Specifications; 5) Portfolio, 6) Scoring Rubrics, 7) The K to 12 Grading system and 8) reporting Students' Performance.



TARGET Your Intended Learning Outcome

At the end of this Episode, I must be able to demonstrate understanding of the design, selection, organization and use of summative strategies consistent with the curriculum requirements by being able to:

- Determine the alignment of assessment tools and tasks with intended learning outcomes;
- Critique traditional and authentic assessment tools and tasks for learning in the context of established guidelines on test construction;
- Evaluate non-traditional assessment tools including scoring rubrics;
- Examine different types of rubrics used and relate them to assessment of student learning;
- Distinguish among the 3 types of learners' portfolio;
- Evaluate a sample portfolio;
- Construct assessment questions for HOTS following Bloom's Taxonomy as revised by Anderson and Krathwohl and Kendall's and Marzano's Taxonomy;
- Explain the function of a Table of Specifications;
- Distinguish among types of learners' portfolio and their functions;
- Compute students' grade based on DepEd's grading policy;
- State the reason(s) why grades must be reported to parents; and describe what must be done to make grade reporting meaningful.



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ON BECOMING A TEACHER

Episode 13 Assessment Of Learning (Summative Assessment)

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OBSERVE, ANALYZE, REFLECT

Activity 13.1

Aligning Assessment Task with the Learning Outcome

Resource Teacher: Sir Kim Paolo Armin A
Torcelino VI

Teacher's Signature:

School: CNSC College of
Education
Laboratory School

Grade/Year
Level:

Grade 9

Subject
Area:

Science

Date:

September
30, 2025



TARGET Your Intended Learning Outcome

- Determine alignment of assessment task with learning outcome.
- Formulate assessment task aligned with the learning outcome.



REVISIT the Learning Essentials

- In accordance with Outcome-Based Teaching-Learnig, the learning outcome determines assessment task.
- Therefore, the assessment task must necessarily be aligned to the learning outcome.

OBSERVE



- Observe at least 3 classes - 1 Physical or Biological Science or Math, English, Filipino; 1 Social Science or Literature/Panitikan, EsP and 1 P.E/Computer /EPP/ TLE.



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Subjects	Learning Outcome/s	Assessment Task (How did Teacher assess the learning outcome/s? Specify.)	Is the assessment tool/task aligned to the learning outcome/s?	If not aligned, improve on it.
P.E/EPP/TLE	To dance tango	Written quiz-Enumerate the step of tango in order	No	Performance test – Let students dance tango.
Subjects	Learning Outcome/s	Assessment Task (How did Teacher assess the learning outcome/s? Specify.)	Is the assessment tool/task aligned to the learning outcome/s?	If not aligned, improve on it.
Social Science. Literature/Panitkan Esp	<ul style="list-style-type: none"> • Explain the concept of Globalization and describe the positive effect of it. 	<ul style="list-style-type: none"> • Group discussion • Oral Questioning • Written Quiz - identify the positive effects of Globalization and explain how it influences people's lives. 	Yes, the learning outcome was achieved as students showed understanding of globalization through discussion, questioning, and written tasks.	



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Physical/Biological Science/Math/ English/Filipino	B. Writing <ul style="list-style-type: none"> • Identify one's meaning and purpose in selecting prose for composition; and • Construct an outline for writing a short story. 	Activity 5.1 Structuring a story	Yes	
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- Are all the assessment tasks aligned to the learning outcome?

Based on the observation sheet, all the three selected subjects achieved the intended outcomes and aligned with the activity tasks.

- What are possible consequence if teacher's assessment tasks are not aligned to learning outcome/s? Does this affect assessment result? How?

If a teacher's assessment tasks are not aligned with the learning outcomes, students might get confused about what they are really supposed to learn and receive an inaccurate assessment result because the assessment no longer measures or aligns with the goal and what the students were supposed to achieve. Hence, the result won't truly reflect what the students have learned or how well they understood the lesson.

- Why should assessment tasks be aligned to the learning outcomes?

Assessment tasks should be aligned with the learning outcomes and competencies because this ensures that what students are being asked to do or demonstrate matches what they were expected to learn in class. This helps make the evaluation fair, objective-based, and meaningful because it directly measures how well the students understood by the end of the lesson. Moreover, when these two are aligned, it strengthens the validity and reliability of the results, ensuring that the established objectives accurately represent the intended educational goals.



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REFLECT

- Reflect on past assessment you have been through. Were they all aligned with what your teacher taught (with learning outcomes)

Looking back on the assessments I have taken, I realize that most of them were closely aligned with what our teacher taught and the learning outcomes outlined at the start of the lessons. It was exciting when I read the questions and my answers clicked in my head because they reflected the topics we discussed in class. However, there were a few times when some questions seemed unexpected or required applying concepts in ways we hadn't practiced, which challenged me and make connections beyond what was explicitly taught. Reflecting on this experience, I see how assessments can both guide learning and push us to develop deeper understanding, and it reminds me of the importance of paying attention in class while also preparing to think independently.

- How did this affect your performance? As a future teacher, what lesson do you learn from this past experience and from this observation?

When assessments were aligned with what was taught in class, my performance improved significantly because I felt prepared and confident. On the other hand, when questions required applying knowledge in new ways, I sometimes struggled at first, but it taught me to think more critically and approach problems from different angles. As a future teacher, this experience reminds me of the importance of aligning lessons with learning outcomes while also challenging students to apply their knowledge creatively. It also taught me that supporting students, providing clear guidance, and encouraging critical thinking can make a big difference in how they perform and grow as learners



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Activity 13.2

Observing the use of Traditional Assessment Tools

Resource Teacher: Sir Kim Paolo Armin A.
Torcelino VI

Teacher's Signature:

School: CNSC College of
Education
Laboratory School

Grade/Year
Level: Grade 9

Subject
Area: Science

Date: September
30, 2025



TARGET Your Intended Learning Outcome

- Critique traditional assessment tools and tasks for learning in the context of established guidelines on test construction.



REVISIT the Learning Essentials

- Traditional assessment tools are also called paper-and-pencil tests.
- Traditional assessment tools usually measure learning in the cognitive domain.
- Traditional or paper-and-pencil tests can be classified either as selected-response tests or constructed-response/supply type of tests.
- Common examples of selected-response type of tests are alternate response test (True-False, yes-no), multiple choice and matching type of test.
- Common examples of constructed-response type of test are short answer, problem solving and essay.

OBSERVE



- Observe classes and pay particular attention to the assessment tool used by the teacher.
- With teacher's permission, secure a copy of the assessment tool.

Direction: Put a check (/) on the test which teacher used. From your teacher's test items, give an example.



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Type of Traditional Assessment Tool/Paper-and-Pencil Test	Put a check (/) Here	Learning Outcome Assessed	Sample Test Item of Resource Teacher	Comments (Is the assessment tool constructed in accordance with established guidelines?) Explain your answer.
Selected Response Type				
1. Alternate response	N/A			
2. Matching type	N/A			
3. Multiple Choice	✓	Identify the functions of major organ systems and their roles in maintaining body processes.	1.Which organ system directly works with the respiratory system to deliver oxygen to body cells? A. Nervous system B. Circulatory system C. Digestive system D. Excretory system 2.During exercise, breathing and heart rate increase mainly to: A. Remove excess water from the body B. Increase oxygen delivery and carbon dioxide removal C. Strengthen bones and muscles D. Reduce body temperature	The item aligns with assessment guidelines and evaluates conceptual understanding, assessing how organ systems interact, specifically the role of the circulatory system in transporting oxygen from the respiratory system to body cells.
Type of Traditional Assessment Tool/Paper-and-Pencil Test	Put a check (/) if Resource Teacher used it.	Learning Outcome Assessed	Sample Test Item of Resource Teacher	Comments (Is the assessment tool constructed in accordance with established guidelines?) Explain your answer.
Constructed-Response Type				
1. Completion	N/A			



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2. Short answer type	<input checked="" type="checkbox"/>	Recall the major divisions of geological time and their approximate durations	1. What is the name given to the largest divisions of geological time? _____ 2. Approximately how long are these divisions? _____ 3. Name the three of these divisions which extend throughout Earth history. _____	The item follows established guidelines and assesses factual recall. It asks for the term for the largest divisions of geological time. This question evaluates recall of factual knowledge in geology, specifically the terminology. It tests familiarity with the basic structure of Earth's historical timeline.
3. Problem solving	<input checked="" type="checkbox"/>	Determine the phenotypes and ratios of offspring from genetic crosses involving codominance.	37-40. In cattle, coat color shows codominance. A cow with red hair (RR) crossed with a cow with white hair (WW) produces a roan-colored cow (RW), where both red and white hairs are visible. If a roan cow is crossed with a red cow, what phenotypes will the offspring for F ₂ display and in what ratio?	The item aligns with established assessment guidelines and evaluates both conceptual understanding and analytical skills. It presents a codominance cross in cattle, asking students to determine the offspring phenotypes and their ratios when a roan cow (RW) is crossed with a red cow (RR). Solving the problem requires applying codominance and Mendelian genetics principles, using a Punnett square, and interpreting the results. This effectively assesses students' ability to apply genetic concepts to predict outcomes and analyze inheritance patterns.
4. Essay-restricted	N/A			



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5.Essay-non-restricted	N/A			
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1. Which assessment tools/tasks were most commonly used by teacher? Which ones were rarely used? Why were they rarely used?

When observing the teacher, it was evident that the most commonly used assessment tools were student reporting and activity worksheets, often using traditional materials for presentations and pencil-and-paper tests. These methods were used to assess knowledge, participation, and quickly evaluate student performance and comprehension. Student reporting allowed evaluation of how learners organize and communicate information, while activity worksheets provided a systematic way to check understanding and accuracy. Matching and essay-type questions were rarely used, likely because they require more time to prepare, administer, and grade, making them less practical given the limited class hours.

2. Based on your answers found in the Tables above in which type of assessment tools and tasks were the Resource Teachers most skilled in test construction? Least skilled?

From the table above, Sir Kim were most skilled in constructing multiple-choice, short-answer, and problem-solving items, which are commonly used in tests and worksheets. These tools are ideal because they provide objective, easy-to-score results, making them a practical and efficient way to assess students' understanding and skills. On the other hand, matching and essay-type questions were rarely used, likely because they require more time and effort to design and grade, making them difficult to create within limited time constraints.

3. Can an essay or other written requirements, even if it is written paper-and-pencil test, be considered an authentic form of assessment? Explain your answer.

I believe an essay or other written requirements can be considered an authentic form of assessment when they are designed to go beyond recalling facts and instead encourage students to analyze, apply, and reflect on what they have learned. Even though they may take the form of a traditional paper-and-pencil task, essays can mirror real-world demands by requiring students to organize their ideas, support arguments with evidence, and communicate effectively. In this sense, authenticity lies not only in the format of the task but also in the kind of thinking and demonstration of learning it requires.

Aligning assessment tasks to learning outcomes is crucial because it ensures that students are tested on what they are actually expected to achieve. Without alignment, there is a risk of assessing skills or knowledge that do not truly reflect the goals of instruction, which may lead to unfair or misleading results.



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How good are you at constructing traditional assessment tools? Which do you find most difficult to construct? Any lesson/s learned?

I am fairly confident in creating multiple-choice, identification, and true-or-false questions, as they allow me to test students' recall and comprehension of key concepts. On the other hand, designing essay questions and performance-based tasks proves more difficult because they require careful planning to assess higher-order thinking skills, such as analysis, synthesis, and evaluation. I've come to realize that creating effective questions requires aligning them with learning objectives and anticipating how students interpret them. This process has taught me to be intentional in designing assessments that are both fair and meaningful, a balance between testing foundational knowledge and encouraging critical thinking.



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Activity 13.3

Observing the use of Non-traditional Assessment Tools and Scoring Rubrics

Resource Teacher: Sir Kim Paolo Armin A
Torcelino VI

Teacher's Signature:

School: CNSC College of
Education
Laboratory School

Grade/Year
Level: Grade 9

Subject
Area: Science

Date: September
30, 2025



TARGET Your Intended Learning Outcome

- Evaluate non-traditional assessment tools including scoring rubrics.



REVISIT the Learning Essentials

- There are learning outcomes that cannot be assessed by traditional assessment tools.
- Authentic/nontraditional/alternative assessment tools measure learning outcomes like performance and product.
- These performance task and product are assessed by the use of scoring rubric.
- A rubric is a coherent set of criteria for student's work that includes descriptions of levels of performance quality on the criteria. (Brookhart, 2013)
- The main purpose of rubrics is to assess performances and products.
- There are two types of rubrics – analytic and holistic. Analytic rubrics describe work on each criterion separately while a holistic rubric assesses a student's work as a whole.
- For diagnostic purposes, the analytic rubric is more appropriate.
- For holistic view of a product or performance, the holistic rubric will do.
- A good scoring rubric contains the criteria against which the product or performance is rated, the rating scale and a description of the levels of performance.



- Observe classes in at least 3 different subjects and pay particular attention to the assessment tool used by the teacher.
- With teacher's permission, secure a copy of the assessment tool.



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3. Study the assessment tool then accomplish Observation Sheet.
4. Did your Resource Teacher explain the rubric to the students.
5. Which type of rubric did the Resource Teacher use - analytic or holistic?

Authentic Assessment/Non-Traditional/Alternative	Learning Outcome Assessed	Sample of Product/Performance Assessed	How a product/performance was assessed	Comment/s (Is the scoring rubric constructed according to standards?)
1. Product- Group Report Visual Output	Define Geologic Time Describe and Identify subdivision of geologic time.	Written and electronic presentation of the geologic time.	An analytic rubric was applied, emphasizing key criteria such as content, accuracy, organization, visual presentation, and collaboration.	The rubric was designed based on standards to assess both content knowledge and mastery.
2. Performance - Reporting Performance	Analyze the geologic time. Appreciate the immensity of geologic time.	Group presentations of their prepared outputs using visual materials such as cartolina and slides.	A holistic rubric was used, emphasizing clarity, audience awareness, engagement, creativity, collaboration, and individual contribution.	The rubric is well-designed and aligns with performance assessment standards.



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1. Between analytic and holistic rubrics which one was more used? Why do you think that type of rubric was used more?

Between the two types of rubrics, the most common used rubrics is Analytic due to the fact that it offers a systematic and comprehensive detailed of student product and performance. It contains essential point such as criteria, rating scales, and a description, with these I mind it offers a fair and meaningful Harding accompanied with relevant comments from the teacher.

2. Based on your answers in # 1, what can you say about the scoring rubrics made and used by the Resource Teachers?

When I looked closely at the rubrics used by Sir Kim, I noticed he combines both analytic and holistic approaches, which I find very effective. The performance rubric is analytic, breaking the assessment into clear criteria like Content Accuracy, Organization & Clarity, Creativity, Visual Presentation, and Group Collaboration. Each of these is scored separately on a scale of 1 to 4, with detailed descriptions that make expectations very clear. I think this is smart because it helps students see exactly where they are strong and where they need to improve. In contrast, the reporting rubric is holistic, giving one overall score for the entire presentation based on criteria into four level such as 4-excellent, 3-Proficient, 2-Developing, and 1-Beginning, without breaking it down into separate criteria or individual scores. Overall, I feel Sir Kim's combination of rubrics is practical and balanced. It not only guides students on specific areas to work on but also encourages them to think about their performance as a whole.

3. Will it make a difference in assessment of student work if the teacher would rate the product or performance without scoring rubrics? Explain.

Yes, it would make a significant difference if a teacher assessed student work without using scoring rubrics. Without a rubric, evaluation becomes more subjective, and personal biases or inconsistent judgment can affect the rating of performance. This may lead students to feel that the assessment is unfair or unclear because they don't know the criteria used to measure their performance. Ultimately, when teachers use rubrics it provides a structured framework and clear expectations on how different levels of performance are rated and ensures that all students are assessed using the same standards. They also help teachers give meaningful feedback, highlighting both strengths and areas for improvement.

4. If you were to improve on one scoring rubric used, which one and how?

When I looked closely at the reporting rubric, I realized that while it does a great job of assessing how student present their work, it doesn't fully capture how much they actually understand the content individually. Personally, the rubrics feels static and stationary. If I were to improve this rubric, instead of



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four level, I would add and refine it by focus on content mastery making sure students are evaluated not just on delivery, but also on what they truly know and understood. Including criteria for scientific accuracy, depth of explanation, and use of evidence, would make the rubrics more balanced, meaningful and capture both content delivery and skills. I believe these changes would enrich student performance by encouraging them to engage more deeply with the subject while still presenting work effectively.

5. Can an essay or other written requirements, even if it is a written paper-and-pencil test, be considered an authentic form of assessment? Explain your answer.

I believe an essay or other written requirements can be considered an authentic form of assessment when they are designed to go beyond recalling facts and instead encourage students to analyze, apply, and reflect on what they have learned. Even though they may take the form of a traditional paper-and-pencil task, essays can mirror real-world demands by requiring students to organize their ideas, support arguments with evidence, and communicate effectively. In this sense, authenticity lies not only in the format of the task but also in the kind of thinking and demonstration of learning it requires. Aligning assessment tasks to learning outcomes is crucial because it ensures that students are tested on what they are actually expected to achieve. Without alignment, there is a risk of assessing skills or knowledge that do not truly reflect the goals of instruction, which may lead to unfair or misleading results.

6. Can rubrics help make students to become self-directed or independent learners? Do rubrics contribute to assessment AS learning (self-assessment) What if there were no rubrics in assessment?

In my experience, I am fairly confident when it comes to constructing traditional assessment tools such as multiple-choice, identification, and true-or-false items because they follow clear formats and are easier to structure. However, I often find essay-type questions more challenging to construct since they require well-thought-out prompts that measure higher-order thinking without being too broad or vague. From this, I have learned that clear alignment, careful planning, and balance in difficulty are essential in creating effective assessments.

7. Does the Scoring Rubric in this FS Book 1 help you come up with better output?

Yes, the scoring rubric in FS 1 helps me produce better output because it provides clear standards and expectations. It serves as a guide on what to prioritize, such as content, organization, and clarity, making my work more focused and structured. With the rubric, I can self-check my output, identify areas that need improvement, and ensure that I meet the required level of performance.



Are authentic assessment tools and tasks new? Reflect on your experiences of tests for all the years as a student.



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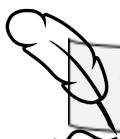
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Authentic assessment tools and tasks are not entirely new, but they differ from the traditional tests most students have experienced over the years. Reflecting on my experience at school, I was mostly assessed through multiple-choice, true or false, and short-answer exams that focused on traditional memorization, facts, and recall rather than application. Looking back, I see that these traditional tests didn't always show how well I understood or could apply what I learned. However, I've witnessed and experienced authentic assessments such as community projects, presentations, demonstrations, and practical tasks. These types of assessments challenged me not only to remember but to think critically and creatively, apply my knowledge in real situations, and develop essential skills like problem-solving and communication. They made learning more meaningful and helped me move beyond memorization to truly understand concepts by fully immersing myself in them.



SHOW your Learning Artifacts

- Accomplished Observation Sheet



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Authentic Assessment/Non-Traditional/Alternative	Learning Outcome Assessed	Sample of Product/Performance Assessed	How a product/performance was assessed	Comment/s (Is the scoring rubric constructed according to standards?)
		<p>One example of a product assessed. (Put a photo of the product/documentated performance in <i>My Teaching Artifacts</i>. INCLUDE THE RUBRIC IN MY TEACHING ARTIFACTS.</p>	<p>Describe how the product/performan ce was assessed. Which was used analytic rubric or holistic rubric? INCLUDE THE RUBRIC IN MY TEACHING ARTIFACTS.</p>	
1. Product- Group Report Visual Output	Define Geologic Time Describe and Identify subdivision of geologic time.	Written and electronic presentation of the geologic time.	An analytic rubric was applied, emphasizing key criteria such as content, accuracy, organization, visual presentation, and collaboration.	The rubric was designed based on standards to assess both content knowledge and mastery.
2. Performance - Reporting Performance	Analyze the geologic time. Appreciate the immensity of geologic time.	Group presentations of their prepared outputs using visual materials such as cartolina and slides.	A holistic rubric was used, emphasizing clarity, audience awareness, engagement, creativity, collaboration, and individual contribution.	The rubric is well-designe d and aligns with performance assessment standards.

- Observations

1. Between analytic and holistic rubrics which one was more used? Why do you think that type of rubric was used more?

Between the two types of rubrics, the most common used rubrics is Analytic due to the fact that it offers a systematic and comprehensive detailed of student product and performance. It contains essential point such as criteria, rating scales, and a description, with these I mind it offers a fair and meaningful Harding accompanied with relevant comments from the teacher.

2. Based on your answers in # 1, what can you say about the scoring rubrics made and used by the Resource Teachers?

Upon observing the prepared outputs, Sir Kim used an analytic rubric that effectively captured essential criteria, guiding and supporting students throughout their presentations.

3. Will it make a difference in assessment of student work if the teacher would rate the product or performance without scoring rubrics? Explain.



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Yes, it would make a significant difference if a teacher assessed student work without using scoring rubrics. Without a rubric, evaluation becomes more subjective, and personal biases or inconsistent judgment can easily affect the grade and performance. This may lead students to feel that the assessment is unfair or unclear because they don't know the criteria used to measure their performance. Ultimately, when teachers use rubrics it provides a structured framework and clear expectations on how different levels of performance are rated and ensures that all students are assessed using the same standards. They also help teachers give meaningful feedback, highlighting both strengths and areas for improvement.

4. If you were to improve on one scoring rubric used, which one and how?

When I looked closely at the Performance Reporting rubric, I realized that while it does a great job of assessing how student present their work, it doesn't fully capture how much they actually understand the content. Personally, the rubrics feels static and focus on presentation alone. If I were to improve this rubric, I would add a clear focus on content mastery—making sure students are evaluated not just on delivery, but also on what they truly know and understood. Including criteria for scientific accuracy, depth of explanation, and use of evidence, would make the rubrics more balanced, meaningful and capture both content delivery and skills. I believe these changes would enrich student performance by encouraging them to engage more deeply with the subject while still presenting work effectively.

5. Can an essay or other written requirements, even if it is a written paper-and-pencil test, be considered an authentic form of assessment? Explain your answer.

I believe an essay or other written requirements can be considered an authentic form of assessment when they are designed to go beyond recalling facts and instead encourage students to analyze, apply, and reflect on what they have learned. Even though they may take the form of a traditional paper-and-pencil task, essays can mirror real-world demands by requiring students to organize their ideas, support arguments with evidence, and communicate effectively. In this sense, authenticity lies not only in the format of the task but also in the kind of thinking and demonstration of learning it requires. Aligning assessment tasks to learning outcomes is crucial because it ensures that students are tested on what they are actually expected to achieve. Without alignment, there is a risk of assessing skills or knowledge that do not truly reflect the goals of instruction, which may lead to unfair or misleading results.

6. Can rubrics help make students to become self-directed or independent learners? Do rubrics contribute to assessment AS learning (self-assessment) What if there were no rubrics in assessment?

In my experience, I am fairly confident when it comes to constructing traditional assessment tools such as multiple-choice, identification, and true-or-false items because they follow clear formats and are easier to structure. However, I often find essay-type questions more challenging to construct since they require well-thought-out prompts that measure higher-order thinking without being too broad or vague. From this, I have learned that clear alignment, careful planning, and balance in difficulty are essential in creating effective assessments.



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7. Does the Scoring Rubric in this FS Book 1 help you come up with better output?

Yes, the scoring rubric in FS 1 helps me produce better output because it provides clear standards and expectations. It serves as a guide on what to prioritize, such as content, organization, and clarity, making my work more focused and structured. With the rubric, I can self-check my output, identify areas that need improvement, and ensure that I meet the required level of performance.

- Reflection

Are authentic assessment tools and tasks new? Reflect on your experiences of tests for all the years as a student.

Authentic assessment tools and tasks are not entirely new, but they differ from the traditional tests most students have experienced over the years. Reflecting on my experience at school, I was mostly assessed through multiple-choice, true or false, and short-answer exams that focused on traditional memorization, facts, and recall rather than application. Looking back, I see that these traditional tests didn't always show how well I understood or could apply what I learned. However, I've witnessed and experienced authentic assessments such as community projects, presentations, demonstrations, and practical tasks. These types of assessments challenged me not only to remember but to think critically and creatively, apply my knowledge in real situations, and develop essential skills like problem-solving and communication. They made learning more meaningful and helped me move beyond memorization to truly understand concepts by fully immersing myself in them.

- A photo of a product assessed and a document performance test

Product (Visual output)	Performance (Presentation of output)



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ON BECOMING A TEACHER

Episode 13 Assessment Of Learning (Summative Assessment)

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- Samples of scoring rubrics used by Resource Teacher – one rubric to assess a particular product and another rubric to asses a particular performance together with your comment/s and improved version/s, if necessary.

Members: _____ Date: _____

Grade 9 – Geologic Time Reporting

RUBRIC

Performance Reporting

Level	Description
4 – Excellent	Presentation is clear, engaging, and highly organized. Audience is fully engaged. Creativity, teamwork, and equal participation are strongly evident.
3 – Proficient	Presentation is mostly clear and engaging with minor lapses. Audience is engaged most of the time. Creativity and teamwork are evident, with nearly equal participation.
2 – Developing	Presentation is somewhat clear but lacks strong engagement. Audience is only partly engaged. Creativity and teamwork are limited, and participation is uneven.
1 – Beginning	Presentation is unclear and not engaging. Audience is disengaged. Little evidence of creativity, teamwork, or equal participation.

Prepared by :

Kim Paolo A. Torcelino VI, LPT



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Episode 13 Assessment Of Learning (Summative Assessment)

THE K TO 12 GRADING SYSTEM

Activity 13.4

Scrutinizing the Types and Parts of a Portfolio

Resource Teacher: Sir Kim Paolo Armin A
Torcelino VI

Teacher's Signature:

School: CNSC College of
Education
Laboratory School

Grade/Year
Level: _____

Grade 9

Subject
Area: _____

Science

Date: September
30, 2025



TARGET Your Intended Learning Outcome

- Evaluate a sample portfolio
- Distinguish among the 3 types of portfolio.



DISCOVER the Learning Essentials

- A portfolio is a purposeful collection of selective significant samples of student work accompanied by clear criteria for performance which prove student effort, progress or achievement in a given area or course.
- A portfolio of student's work is a direct evidence of learning. But it is not a mere collection of student's work. The students's reflection must accompany each output or work.
- A portfolio is different from *a work folder*, which is simply a receptacle for all work, with no purpose to the collection. A portfolio is an intentional collection of work guided by learning objectives.
- Effective portfolio systems are characterized by a clearer picture of the students skills to be addressed, student involvement in selecting what goes into the protfolio, use of criteria to define quality performance as a basis for communication, and self-reflection through which students share what they think and feel about their work, their learning and about themselves.
- There are several types of portfolio depending on purpose. They are: 1) development or growth portfolio, 2) best work or showcase or display portfolio, and 3) assessment/evaluation portfolio.



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OBSERVE



1. Ask your Resource Teacher for samples of portfolio, if any. If there are, select one best portfolio from what you examined.
2. If none, research for a sample portfolio and include them in *My Learning Artifacts*.
3. Based on the sample portfolio given by your Resource Teacher/researched by you, accomplish Observation Sheet #
4. Put a check in the right column.

What a Portfolio Includes

Elements of a Portfolio	Present?	Missing?
1. Clear objectives – The objectives of the lesson/unit/course are clear which serve as a bases for selection.		✓
2. Explicit guidelines for selection – What, when, where how are products/documentated performances selected?	✓	
3. Comprehensible criteria-the criteria against which the portfolio is graded must be understood by the learners.	✓	
4. Selective significant pieces – The portfolio includes only the selected significant materials.	✓	
5. Student's reflection – There is evidence that students reflected on their learning.	✓	



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6. Evidence of student participation in selection of content of portfolio – There is proof that the students took part in the selection of the content of the portfolio.

✓



1. With OBE in mind, which should be the basis for the selection of pieces of evidence to show that what the student was supposed to learn was learned?

The selection of pieces of evidence should be directly aligned with the intended learning outcomes. The evidence must clearly demonstrate that the student has achieved the knowledge, skills, and competencies expected, rather than just showing effort or task completion. This can include projects, presentations, or practical tasks that reflect the application and understanding of the concepts outlined in the learning outcomes. Choosing evidence that directly corresponds to what students are supposed to learn ensures that assessment is meaningful, accurate, and truly measures the achievement of the objectives.

2. Scrutinize the elements of this portfolio. Based on the parts, under which type of portfolio does this fall?

Elements of a	Development/Growth	Portfolio (Which type of Portfolio)
1. Cover Letter- "About the Author" and "What My Portfolio Shows About My Progress as a Learner"	The e-portfolio includes a student's profile containing the basic information, facts about himself, ambition, expectation on the subject, and memorable class experience, which is key component of reflective portfolio.	
2. Table of Contents with numbered pages	Explicitly presented the table of contents in an organized and chronological format containing summarizing the student's written works and performance tasks, including titles, types of activities, and corresponding scores, providing a comprehensive view of student's works.	
3. Entries-both core (required items) and optional items (chosen by students).	Only the core item is included in the portfolio.	
4. Dates on all entries to facilitate proof of growth over time	Some entries include dates, but not all, which limits clear tracking of progress over time.	
5. Drafts of aural/oral and written products and revised revisions, i.e. (first drafts and corrected/revised versions.)	Not included.	
6. Student's Reflections		



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The student's reflection showcases his engagement and growth during the quarter, highlighting both challenges and the accomplishment they achieved.

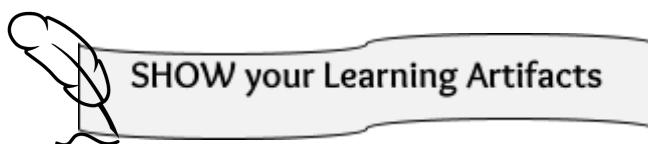
3. Where and when does the teacher make use of each of the 3 types of portfolio?

The teacher uses each type of portfolio thoughtfully, matching it to the purpose and timing of the lesson. The growth portfolio is used throughout the lessons, where students' daily work, activities, and assignments are collected. This allows the teacher to monitor progress over time and provide personalized feedback that helps each student improve continuously. The showcase portfolio is introduced at the end of a unit or term, giving students the opportunity to select their strongest work. This not only highlights their achievements but also encourages self-reflection and a sense of pride in their learning journey. Meanwhile, the assessment portfolio is utilized during formal evaluations to measure mastery of concepts and learning outcomes, providing the teacher with a clear and comprehensive view of each student's performance. Each type serves a distinct purpose, yet together they create a balanced system that supports growth, celebrates achievement, and provides clear, evidence-based evaluation.



Have portfolios made the learning assessment process more inconvenient? Is the effort exerted on portfolio assessment commensurate to the improvement of learning and development of learner's metacognitive process that result from the use of portfolio?

Portfolios are an important tool that support both the achievement and reflection of students because they provide a structured way to document and track a learner's progress over time, allowing for a more comprehensive evaluation than traditional exams or assignments. However, they can sometimes make the learning assessment process seem inconvenient, as they require consistent effort, organization, and time to compile. Despite these challenges, the effort invested in creating and maintaining portfolios is worthwhile, as it promotes deeper learning, self-assessment, and the development of metacognitive skills. By putting their works together, students can identify their strengths and become more aware of their understanding and growth.



- Sample/s of improved Written Tests, both selected-response type and supply type.
- Sample/s of product and performance assessed



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- Sample/s of a rubric

Members: _____ Date: _____

Grade 9 – Geologic Time Reporting

RUBRIC

Group Report Visual Output

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Content Accuracy	All information is accurate and complete; demonstrates deep understanding of geologic time.	Most information is accurate; minor errors present but overall understanding is clear.	Some information is accurate; minor errors present but key concepts of geologic time are missing/misunderstood.	Information is mostly inaccurate or incomplete; lacks understanding of geologic time.
Organization & Clarity	Information is logically organized; ideas flow smoothly, and presentation is very clear.	Information is organized and mostly clear; minor lapses in flow.	Organization is somewhat weak; ideas are not clearly connected.	Information is disorganized and difficult to follow.
Creativity	Presentation is highly engaging and uses unique approaches (visuals, design, style).	Presentation shows some creativity with engaging elements.	Presentation has few creative elements; minimally engaging.	Presentation is plain, lacks creativity or engagement.
Visual Presentation	Excellent use of visuals/graphics that strongly support the content.	Good use of visuals/graphics that support most of the content.	Limited use of visuals; only somewhat supports the content.	Poor or no use of visuals; does not support the content.
Group Collaboration	All members contributed actively and equally; clear evidence of teamwork.	Most members contributed; teamwork is evident.	Few members contributed actively; uneven participation.	One or two members did most of the work; little teamwork.

Prepared by :
Kim Paolo A. Torcelino VI, LPT

Members: _____ Date: _____

Grade 9 – Geologic Time Reporting

RUBRIC

Performance Reporting

Level	Description
4 – Excellent	Presentation is clear, engaging, and highly organized. Audience is fully engaged. Creativity, teamwork, and equal participation are strongly evident.
3 – Proficient	Presentation is mostly clear and engaging with minor lapses. Audience is engaged most of the time. Creativity and teamwork are evident, with nearly equal participation.
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Prepared by :

Kim Paolo A. Torcelino VI, LPT



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- Sample/s of students' reflection on his/her portfolio



ENHANCED SCIENCE 9 THIRD QUARTER REFLECTION

I learned about a wide range of topics in earth and space science during my Enhanced Science 9 class. I started by learning about volcanic eruptions, including how they happen and the effects they can have on civilization and the environment. After studying about the various kinds of stars and their life cycles, I continued my exploration of the fascinating universe of stars. I was able to recognize and pinpoint some of the most well-known star formations in the night sky through the class's coverage of constellations. I also discovered how weather and climate affect the environment, including the origins and effects of phenomena like El Niño and La Niña. Overall, the class gave me a thorough understanding of significant scientific phenomena and concepts, which helped me better appreciate the natural world around us.

Learning about volcanoes was one of the hardest subjects I had to master in Science 9: Earth and Space. It was quite overwhelming due to the number of concepts and terminologies there were. I had to memorize terms such as, pyroclastic flow, tephra, and magma chamber. I had a hard time recalling the meanings of all these words. I overcame this obstacle, though, by combining a number of learning techniques into my daily practice. To start with, I studied every day, even for a brief period of time, to jog my recollection of the various ideas we studied. In order to assist me remember the various terminology and their meanings, I also made flashcards. I also used online activities and quizzes to practice, which helped me pinpoint my areas of weakness and focus on improving them. In addition, when I was confused of a concept, I gained clarification and other information from my peers. This enabled me to understand the topic better. Last but not least, I participated in group study sessions with my peers, which let us work together and impart knowledge to one another. To conclude, I overcame the difficulties I ran into when learning about volcanoes and was able to develop a deeper understanding of the subject by continuously putting these learning techniques to use.

During the third quarter of my academic year, I experienced a lot of enjoyable and memorable activities in my science class. However, the most unforgettable activity for me was the stargazing activity. This activity was not only fun to conduct but also creating the video itself was an enjoyable experience. It was amazing to see the different stars and constellations. The teacher's strategy of using flowchart recapitulation was very helpful for me to recall the concepts that were discussed in the previous class. It made it easier for me to follow along with the lessons and helped me to remember the topics discussed. As the academic year moves into the fourth quarter, I am looking forward to experiencing more laboratory activities. I believe that these hands-on experiences will further enhance my understanding of scientific concepts and make learning even more enjoyable. Overall, the third quarter was an exciting and enjoyable experience for me, and I am looking forward to the new challenges and opportunities that the fourth quarter will bring.



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Evaluate Your Work Task Field Study 1, Episode 13 - Assessment Of Learning (Summative Assessment)

Learning Outcome:

Name of FS Student: Rizza Joy A. Jane
Year & Section: 4th year Block A

Date Submitted: October 19, 2025
Program: BSEd Major in Sciences

LEARNING EPISODES	EXCELLENT 4	VERY SATISFACTORY 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
ACCOMPLISHED OBSERVATION SHEET	All observation questions/tasks completely answered/accomplished.	One (1) or two (2) observation questions/tasks not answered/accomplished	Three (3) observation questions/tasks not answered/accomplished	Four (4) or more observation questions/tasks not answered/accomplished.
ANALYSIS	All questions were answered completely; answers are in depth and are thoroughly grounded on theories; grammar and spelling are free from error.	All questions were answered completely; answers are clearly connected to theories; grammar and spelling are free from errors.	Questions were not answered completely; answers are not clearly connected to theories; one (1) to three (3) grammatical spelling errors.	Four (4) or more observation was not answered; answers not connected to theories; more than four (4) grammatical/spelling errors.
REFLECTIONS	Profound and clear; supported by what were observed and analyzed	Clear but lacks depth; supported by what were observed and analyzed	Not so clear and shallow; somewhat supported by what were observed and analyzed	Unclear and shallow; rarely supported by what were observed and analyzed
LEARNING ARTIFACTS	Portfolio is reflected on the context of the learning outcomes; Complete, well-organized, highly relevant to the learning outcome	Portfolio is reflected on the context of the learning outcomes. Complete; well-organized, very relevant to the learning outcome	Portfolio is not reflected on in the context of the learning outcomes. Complete; not organized, relevant to the learning outcome	Portfolio is not reflected on in the context of the learning outcomes; not complete; not organized, not relevant
SUBMISSION	Submitted before the deadline	Submitted on deadline	Submitted a day after the deadline	Submitted two (2) days after the deadline
Comment/s				
SCORE	24	23-22	21 - 20	19 - 18
				17 - 16
				15 - 14
				13-1 2
				11
				10
				9-8
				Below



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GRADE	1.0	1.25	1.5	1.75	2.00	2.25	2.50	2.75	3.00	3.5	5.00
	99	96	93	90	87	84	81	78	75	72	71-Below

KIM PAOLO ARMIN A. TORCELINO VI

Signature of FS Teacher above Printed Name

October 2, 2025

Date



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Activity 13.5

Determining the Level of Teacher's Questions

Resource Teacher: Sir Kim Paolo Armin A
Torcelino VI

Teacher's Signature:

School: CNSC College of
Education
Laboratory School

Grade/Year
Level: _____

Grade 9

Subject
Area: _____

Science

Date: October 2
, 2025



TARGET Your Intended Learning Outcome

- Construct assessment questions to measure HOTS following Bloom's and Anderson's revised taxonomy and Kendall's and Marzano's taxonomy.



REVISIT the Learning Essentials

Table: 1.4 Example of Cognitive Activities

Cognitive Process	Examples
Remembering – Produce the right information from memory	
Recognizing	
Recalling	<ul style="list-style-type: none">Name three 19th -century women English authors.Write the multiplication facts.Reproduce the chemical formula for carbon tetrachloride.
Understanding – Make meaning from educational materials or experiences	
Interpreting	<ul style="list-style-type: none">Translate a story problem into an algebraic equation.Draw a diagram of the digestive system.Paraphrase Jawaharlal Nehru's tryst with destiny speech.
Exemplifying	<ul style="list-style-type: none">Draw a parallelogram.Find an example of stream-of-consciousness style of writing.Name a mammal that lives in our area.



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Classifying	<ul style="list-style-type: none">Label numbers odd or even.List the events of the Sepoy Mutiny of 1857.Group native animals into their proper species.
Inferring	
Comparing	<ul style="list-style-type: none">Explain how the heart is like a pump.Compare Mahatma Gandhi to a present-day leader.Use a Venn diagram to demonstrate how two books by Charles Dickens are similar and different.
Explaining	<ul style="list-style-type: none">Draw a diagram explaining how air pressure affects the weather.Provide details that justify why the French Revolution happened when and how it did.Describe how interest rates affect the economy.
Applying – Use a procedure	
Executing	<ul style="list-style-type: none">Add a column of two-digit numbers.Orally read a passage in foreign language.Have a student open house discussion.
Implementing	<ul style="list-style-type: none">Design an experiment to see how plants grow in different kinds of soil.Proofread a piece of writing.Create a budget.
Analyzing – Break a concept down into its parts and describe how the parts relate to the whole	
Differentiating	<ul style="list-style-type: none">List the important information in a mathematical word problem and cross out the
Organizing	<ul style="list-style-type: none">Place the books in the classroom library into categories.Make a chart of often-used figurative devices and explain their effect.Make diagram showing the ways plants and animals in your neighborhood interact with each other.
Attributing	<ul style="list-style-type: none">Read letters to the editor to determine the authors' points of view about a local issue.Determine a character's motivation in a novel or short story.



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	<ul style="list-style-type: none">Look at brochures of political candidates and hypothesize about their perspective on issues.
Evaluating - Make judgments based on criteria and syllabus guidelines	
Checking	<ul style="list-style-type: none">Participate in writing group, giving peers feedback on organization and logic or arguments.Listen to a political speech and make a list of any contradictions within the speech.Review a project plan to see if all the necessary steps are included.
Critiquing	<ul style="list-style-type: none">Judge how well a project meets the criteria of a rubric.Choose the best method for solving a complex mathematical problem.Judge the validity of arguments for and against astrology.
Creating - Put pieces together to form something new or recognize components of a new structure	
Generating	<ul style="list-style-type: none">Given a list of criteria, list some options for improving race relations in the school.Generate several scientific hypotheses to explain why plants need sunshine.Propose a set of alternatives for reducing dependence on fossil fuels that address both economic and environmental concerns.Come up with alternative hypotheses based on criteria.
Planning	<ul style="list-style-type: none">Make a storyboard for a multimedia presentation on insects.Outline a research paper on Mark Twain's views on religion.Design a scientific study to test the effect of different kinds of music on hens' egg production.
Producing	<ul style="list-style-type: none">Write a journal from the point of view of mountaineer.Build a habitat for pigeons.Put on a play based on a chapter from a novel you're reading.



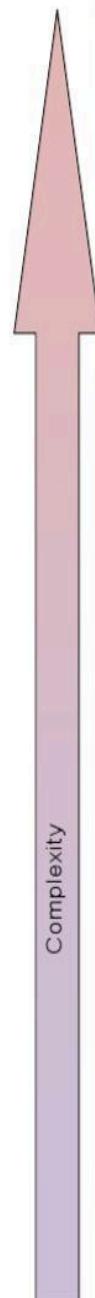
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The New Taxonomy (Marzano and Kendall, 2007)

Level of Difficulty	Process	Useful Verbs, Phrases, Definitions
6 Self System Thinking	Examining Importance	The student can analyze how important specific knowledge is to them.
	Examining Efficacy	The student can examine how much they believe they can improve their understanding of specific knowledge.
	Examining Emotional Response	The student can identify emotional responses associated with a piece of knowledge and determine why those associations exist.
	Examining Motivation	The student can examine their own motivation to improve their understanding or competence in specific knowledge.
	Specifying Goals	The student can set specific goals relative to knowledge and develop a plan for accomplishing the goal.
	Process Monitoring	The student can self-monitor the process of achieving a goal.
5 Metacognition	Monitoring Clarity	The student can determine how well they understand knowledge.
	Monitoring Accuracy	The student can determine how accurate their understanding of knowledge is and defend their judgment.
	Investigating	investigate; research; find out about; take a position on; what are the differing features of; how & why did this happen; what would have happened if; The student generates a hypothesis and uses the assertions and opinions of others to test the hypothesis.
	Experimenting	experiment; generate and test; test the idea that; what would happen if; how would you test that; how would you determine if; how can this be explained; based on the experiment; what can be predicted The student generates and tests a hypothesis by conducting an experiment and collecting data.
4 Knowledge Utilization	Problem-Solving	solve; how would you overcome; adapt; develop a strategy to; figure out a way to; how will you reach your goal under these conditions The student can accomplish a goal for which obstacles exist.
	Decision-Making	decide; select the best among the following alternatives; which among the following would be the best; what is the best way; which of these is most suitable The student can select among alternatives that initially appear to be equal and defend their choice.
	Specifying	make and defend; predict; judge; deduce; what would have to happen; develop an argument for; under what conditions The student can make and defend predictions about what might happen.
	Generalizing	what conclusions can be drawn; what inferences can be made; create a principle; generalization or rule; trace the development of; form conclusions The student can infer new generalizations from known knowledge.
	Analyzing Errors	identify errors or problems; identify issues or misunderstandings; assess; critique; diagnose; evaluate; edit; revise The student can identify and explain logical or factual errors in knowledge.
	Classifying	classify; organize; sort; identify a broader category; identify different types/categories The student can identify super ordinate and subordinate categories to which information belongs.
3 Analysis	Matching	categorize; compare & contrast; differentiate; discriminate; distinguish; sort; create an analogy or metaphor The student can identify similarities and differences in knowledge.
	Symbolizing	symbolize; depict; represent; illustrate; draw; show; use models; diagram chart The student can depict critical aspects of knowledge in a pictorial or symbolic form.
	Integrating	describe how or why; describe the key parts of; describe the effects; describe the relationship between; explain ways in which; paraphrase; summarize The student can identify the critical or essential elements of knowledge.
2 Comprehension	Executing	use; demonstrate; show; make; complete; draft The student can perform procedures without significant errors.
	Recalling	exemplify; name; list; label; state; describe; who; what; where; when The student can produce information on demand.
	Recognizing	recognize (from a list); select from (a list); identify (from a list); determine if the following statements are true The student can determine whether provided information is accurate, inaccurate or unknown.
1 Retrieval		



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OBSERVE



1. Observe a teacher in the classroom.
2. Note his/her questions both oral and written.
3. Score him/her according to the level of questions that he/she asks from remembering to creating and metacognition and self-system thinking. You may also refer to written tests for samples of questions in the various levels.
4. Make tally, then get the total. Use Table 1 and table 2 separately.

Table 1. Number of Questions per Level.

Cognitive Processes (Bloom as revised by Anderson and Krathwohl)	Rank	Cognitive Processes (and Kendall and Marzano)	Rank	Tally of Assessment Task/Questions	Total
		Self-system Thinking	6 - HIghest	/	1
		Metacognition	5	////	5
Creating	6-Highest				
Evaluating	5		5	///	3
Analyzing/An	4	Analysis	4	//	2
Applying	3	Knowledge Utilization	4	////	4
Understanding/	2	Comprehension	6 - Highest	//	2
Remembering?	1-Lowest	Retrieval	1 - Lowest	/	1



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Table 2. Examples of Assessment Questions/Assessment Tasks

Cognitive Processes (Bloom as revised by Anderson and Krathwohl)	Rank	Tally and Total Score of Cognitive Processes (Kendall and Marzano)	Rank	Example of Assessment Tasks/Questions Given by Resource Teacher	Rank Based on Use
		Self-system Thinking	6 - Highest	"What do we feel about the climate of our environment today?"	6
		Metacognition	5	"Naintindihan ba class?"	5
Examples: Creating = I	6-Highest				
Evaluating = I	5		5	"What can you conclude from your presentation?"	5
Analyzing/An = II	4		4	"What causes the grazing of animals?" "Compare the Mesozoic and Cenozoic eras in terms of dominant life forms."	4
Applying = II	3		4	"What are the seasons or climate we experience in our country?"	4
Understanding = II	2		6 - Highest	"Based on what you know about the Cambrian climate, which environmental factors do you	6



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				think had the biggest impact on marine life?"	
Remembering = IIIII	1-Lowest		1 - Lowest	"What is primate development?"	1



- Which cognitive skills had the highest number of assessment questions? Lowest number?

Based on the assessment questions given by the teacher, Understanding and Self-system Thinking had the highest number of assessment questions, indicating that most questions are focused on helping students to interpret, explain, and make sense of concepts. In contrast, Remembering had the lowest number, showing that simple recall-based questions were least emphasized.

- What do these (lowest and highest number of assessment questions) reveal about Resource Teacher's level of questions?

The Resource Teacher seems to focus more on questions that encourage students to think, reflect, and connect with the lesson, rather than just recall facts. I noticed this approach promotes deeper understanding and connection with the lesson, which helps students become more aware of their own learning process. At the same time, the lower number of basic recall questions suggests that the teacher assumes students already grasp the fundamentals concepts, allowing assessments to challenge them at a higher, more reflective level.

- Based on Kendall's and Marzon's taxonomy, which are the highest cognitive skills? Give an example of an assessment question for each of the two highest cognitive skills-metacognitive skills and self-system thinking.

Based on Kendall's and Marzano's taxonomy, the highest cognitive skills are self-system thinking and metacognition. Metacognition involves being aware of one's own thinking process, monitoring, and adjusting strategies. It goes beyond simply recalling facts, encouraging students to reflect on how they solve problems and understand concepts. An example of an assessment question that targets metacognitive skills could be:

"Which part of the lesson was easiest for you to understand, and which part was more challenging? Why?" This question allows the student to evaluate their understanding and identify which parts of the lesson were clear or challenging.



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Self-system thinking involves personal motivation, beliefs, values, and emotions that influence how students approach learning. It asks students to reflect on their experience and choices in relation to the topic, making the learning personally meaningful. An example of an assessment question that targets metacognitive skills could be:

"How does knowing about the Earth's past help you make better decisions about protecting the planet?"
This encourages students to connect scientific knowledge to personal values and real-world issues.



If you were to rate yourself on HOTS – where will you be from a scale of 1 to 5 (5 as highest) where will you be?

On a scale of 1 to 5, I would rate myself a 3. I can think critically and analyze ideas, but I still struggle sometimes with connecting concepts or applying my thinking quickly. I notice that I often rely on what I already know instead of exploring new ways to solve problems. I want to improve by practicing more, reflecting on my learning, and challenging myself to think beyond the basics.

As a future teacher, reflect on how will you contribute to the development of learners' HOTS?

As a future teacher, I aim to ignite my students' higher-order thinking by designing lessons that push them to question, analyze, and connect ideas in meaningful ways. I want to create an environment where curiosity drives learning, where mistakes are seen as opportunities to think deeper, and where every student feels capable of reasoning and reflecting on their own understanding. By challenging them with real-world problems, thought-provoking questions, and collaborative activities, I hope to empower my students not just to remember facts, but to think independently, make informed decisions, and approach challenges with confidence and creativity. My goal is to cultivate learners who are not only knowledgeable but also capable of critical, reflective, and purposeful thinking.



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Evaluate Your Work Task Field Study 1, Episode 13 - Assessment Of Learning (Summative Assessment)

Learning Outcome:

Name of FS Student: Rizza Joy A. Jane
Year & Section: 4th year Block A

Date Submitted: October 19, 2025
Program: BSEd Major in Sciences

LEARNING EPISODES	EXCELLENT 4	VERY SATISFACTORY 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
ACCOMPLISHED OBSERVATION SHEET	All observation questions/tasks completely answered/accomplished.	One (1) or two (2) observation questions/tasks not answered/accomplished	Three (3) observation questions/tasks not answered/accomplished	Four (4) or more observation questions/tasks not answered/accomplished.
ANALYSIS	All questions were answered completely; answers are in depth and are thoroughly grounded on theories; grammar and spelling are free from error.	All questions were answered completely; answers are clearly connected to theories; grammar and spelling are free from errors.	Questions were not answered completely; answers are not clearly connected to theories; one (1) to three (3) grammatical spelling errors.	Four (4) or more observation was not answered; answers not connected to theories; more than four (4) grammatical/spelling errors.
REFLECTIONS	Profound and clear; supported by what were observed and analyzed	Clear but lacks depth; supported by what were observed and analyzed	Not so clear and shallow; somewhat supported by what were observed and analyzed	Unclear and shallow; rarely supported by what were observed and analyzed
LEARNING ARTIFACTS	Portfolio is reflected on the context of the learning outcomes; Complete, well-organized, highly relevant to the learning outcome	Portfolio is reflected on the context of the learning outcomes. Complete; well-organized, very relevant to the learning outcome	Portfolio is not reflected on in the context of the learning outcomes. Complete; not organized, relevant to the learning outcome	Portfolio is not reflected on in the context of the learning outcomes; not complete; not organized, not relevant
SUBMISSION	Submitted before the deadline	Submitted on deadline	Submitted a day after the deadline	Submitted two (2) days after the deadline
Comment/s				
SCORE	24	23-22	21 - 20	19 - 18
				17 - 16
				15 - 14
				13-1 2
				11
				10
				9-8
				Below



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GRADE	1.0	1.25	1.5	1.75	2.00	2.25	2.50	2.75	3.00	3.5	5.00
	99	96	93	90	87	84	81	78	75	72	71-Below


KIM PAOLO ARMIN A. TORCELINO VI
Signature of FS Teacher above Printed Name

October 2, 2025
Date



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FIELD STUDY

Activity 13.6

Analyzing a Table of Specifications

Resource Teacher: Sir Kim Paolo Armin A
Torcelino VI

Teacher's Signature:

School: CNSC College of
Education
Laboratory School

Grade/Year
Level: Grade 9

Subject
Area: Science

Date: September
30, 2025



TARGET Your Intended Learning Outcome

- Explain the function of a Table of Specifications



REVISIT the Learning Essentials

- Table of Specifications (TOS) is a two-way chart which describes the topics to be covered by a test and the number of items or points which will be associated with each topic.
- Sometimes the topic of items are described in terms of cognitive level as well.

1. Study the sample Table of Specifications on Assessment

Learning Outcome	No. of Class Hours	Cognitive Level						Total
		Rem	Un	Ap	An	Ev	Cr	
1.								
2.								
3.								
4.								
5.								



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6.								
Total								



1. What parts must a TOS contain to ensure test content validity?

To ensure test content validity, a Test Outline of Specifications (TOS) must include key parts that clearly define what the test is intended to measure. It should specify the learning objectives or outcomes so each question aligns with what students are expected to know or do. A detailed content outline breaking down topics and subtopics, along with their weight, is also important. Including the cognitive level for each item, such as recall, application, or analysis, ensures the test measures different levels of understanding. Finally, the TOS should indicate the type and number of questions for each content area. These components help make the assessment fair, balanced, and closely linked to the intended learning.

2. Why is there a need for a number of items per cognitive level?

There is a need to include a number of items per cognitive level to ensure that the assessment measures different levels of thinking in a balanced way and aligns with the lesson objectives. Cognitive levels such as knowledge, comprehension, application, analysis, and evaluation, allow teachers to check not only whether students can recall information but also whether they understand concepts, apply what they've learned, analyze situations, and make informed judgments and balance out the distribution of item. By distributing items across these levels according to the objectives, the assessment becomes comprehensive, promotes critical thinking, and accurately reflects students' mastery of the intended learning outcomes.

3. With OBE in mind, is it correct to put learning outcomes not topic in the first column? Why or why not?

Yes, it is correct to put learning outcomes instead of topics in the first column when using an Outcome-Based Education (OBE) approach because OBE focuses on what students are expected to achieve or demonstrate by the end of a lesson or unit. This helps teachers design questions that truly measure whether students have met the objectives, making the assessment more meaningful and purposeful.

4. Can a teacher have test with content validity even without making a TOS?



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While it is possible, it is less reliable. A Table of Specifications helps to ensure that the test covers all the intended learning outcomes and cognitive levels in proportion to the lesson objectives. Without a TOS, there's a higher risk that the test may overemphasize certain topics, neglect others, or fail to match the learning outcomes accurately. Therefore, while a test can technically have content validity without a TOS, using one strengthens the alignment between objectives, content, and assessment, making the evaluation more valid and fair.

5. Complete the given TOS?

Grade 9: First Quarter

Learning Outcome	No. of Class Hours	Cognitive Level							Total
		Rem	Un	Ap	An	Ev	Cr		
Explain how the respiratory and circulatory systems work together to transport nutrients, gases, and other molecules to and from the different parts of the body; S9LT-la-b-26	7	4	3	0	1	0	0	8	
Infer how one's lifestyle can affect the functioning of respiratory and circulatory systems; S9LT-lc-27	7	0	2	0	0	0	0	2	
Describe the location of genes in chromosomes; S9LT-Id-28	7	1	0	1	0	0	0	2	
Explain the different patterns of non-Mendelian inheritance ; S9LT-Id-29	7	0	5	0	3	0	0	8	
Relate species extinction	7	2	7	0	0	0	0	9	



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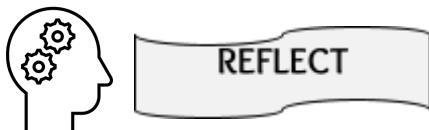
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to the failure of populations of organisms to adapt to abrupt changes in the environment; and S9LT-Ie-f-30								
Differentiate basic features and importance of photosynthesis and respiration. S9LT-lg-j-31	7	5	4	0	2	0	0	11
Total	42	12	21	1	6	0	0	40



Read this conversation and reflect on teachers' assessment practices. Write your reflections here.

Student A: *Saan naman pinulot ni Teacher ang kaniyang tanong? Ni-isang tanong sa tinuro, wala!* (Where did Teacher get her test? Not one of what she taught came out!)

Student B: *OO nga.! Nakakainis!* (You are right! How annoying!)

The conversation highlights a common concern among students regarding the alignment of assessments with classroom instruction. Student A's remark indicates a perception that the test did not reflect the lessons taught, while Student B's response shows shared frustration. This situation underscores the importance of carefully designing assessments to align with the taught content and learning objectives. When tests accurately reflect classroom instruction, they not only ensure fairness but also provide meaningful feedback on students' understanding and progress, reinforcing the purpose of assessment as a tool for both evaluation and learning. Furthermore, this kind of reaction from students may result either from their lack of preparation on the topic or from the teacher including material that was not adequately covered during instruction. Based on this, I have reflected that there needs to be a balance: the teacher should make sure the test reflects what was taught, and students should take responsibility for preparing. This creates an open communication, unity, and positive atmosphere among the teacher and student.

Did you have a similar experience? Reflect on it. Will the required use of Table of Specifications as guide in test construction solve the problem of misaligned tests?



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I remember a time when I took a test and felt completely unprepared because most of the questions didn't come from what we had actually gone over in class. It was really frustrating, especially since I had been paying attention during lessons and even tried to study beforehand. That experience made me doubt myself and my effort to study. However, as I navigate this field, I come to realize the importance for a teacher to create assessments that truly reflect what was taught. When tests are misaligned, it doesn't just affect our grades—it also makes it harder to see whether we really understand the material. With a TOS, teachers can plan the tests carefully, making sure each question reflects on the learning outcomes, cognitive level, and covers the topics students were actually taught.



SHOW your Learning Artifacts

- Accomplished Observation Sheet
- Analysis
- Reflection
- Completed Sample TOS

Grade 9: First Quarter

Learning Outcome	No. of Class Hours	Cognitive Level							Total
		Rem	Un	Ap	An	Ev	Cr		
Explain how the respiratory and circulatory systems work together to transport nutrients, gases, and other molecules to and from the different parts of the body; S9LT-la-b-26	7	4	3	0	1	0	0	8	
Infer how one's lifestyle can affect the functioning of respiratory and circulatory systems; S9LT-lc-27	7	0	2	0	0	0	0	2	
Describe the location of genes in chromosomes; S9LT-ld-28	7	1	0	1	0	0	0	2	
Explain the different	7	0	5	0	3	0	0	8	



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patterns of non-Mendelian inheritance ; S9LT-Id-29									
Relate species extinction to the failure of populations of organisms to adapt to abrupt changes in the environment; and S9LT-Id-f-30	7	2	7	0	0	0	0	9	
Differentiate basic features and importance of photosynthesis and respiration. S9LT-Ig-j-31	7	5	4	0	2	0	0	11	
Total	42	12	21	1	6	0	0	40	



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Episode 13 Assessment Of Learning (Summative Assessment)

THE K TO 12 GRADING SYSTEM

Activity 13.7

Computing Student's Grades based on DepEd Grading System

Resource Teacher: Sir Kim Paolo Armin A
Torcelino VI

Teacher's Signature:

School: CNSC College of
Education
Laboratory School

Grade/Year
Level: Grade 9

Subject
Area: Science

Date: September
30, 2025



TARGET Your Intended Learning Outcome

- Compute student's grade based on DepEd's grading policy.
- State the new feature of the latest grading system in basic education



REVISIT the Learning Essentials

- With the implementation of the Enhanced Basic Education Program of 2013, more popularly known as the K to 12 Curriculum, came a new grading system of the Department of Education. Refer to Appendix A for more details.
- The latest grading system in basic education includes students' performance in written tests and performance tasks, with emphasis on the latter. The quarterly exam may be a combination of written test and performance task.

OBSERVE



A. Sample Students' Report Card

1. Secure a sample of a Students' Report Card from your Resource Teacher.
2. Study a sample of an unused Student's Report Card. Observe its contents.
3. Ask permission from your Resource Teacher for an interview with him/her and with a group student regarding the new grading system.

B. Interview of Resource Teacher



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1. What are the new features of the latest grading system? What things are you required to do with this new grading system which you were not asked before?

Sir Kim explained that the grading system has undergone major updates to better reflect student learning. The system is now focused on competency-based, emphasizes specific learning outcomes, incorporates performance tasks, and uses a more detailed grading scale. Continuous assessment is highlighted through diverse activities such as projects, presentations, and hands-on tasks. To adapt, he has expanded his assessment strategies, dedicating more attention to reviewing various student outputs and providing consistent, constructive feedback that aligns with the new standards.

2. Which do you prefer — the old or the new grading system? Why?

Sir Kim prefers the previous grading system for its simplicity and efficiency. With his experience, he finds it easier to record and interpret grades, saving time for teaching and student guidance instead of managing complex rubrics and assessments.

C. Interview of 5 Students g system?

1. What do you like in the new grading system?

The students prefer the new grading system because it is more transparent, fair, and skill-oriented. They appreciate the detailed feedback it provides, which helps them identify both strengths and areas for improvement. Unlike the traditional system, the new grading system values creativity and practical skills, giving recognition to talents that were often overlooked. Through hands-on projects, presentations, and real-world tasks, the grading system promotes a richer and more holistic learning experience, allowing students to showcase their abilities beyond written tests.

2. Do you have problems with the new grading system. If there is, what?

The students expressed that they encountered no major difficulties with the new grading system, appreciating its fairness and clarity. They value how it provides a clear picture of their performance.

3. Does the new grading system give you a better picture of your performance? Why or why not?

The students unanimously observed that the new grading system gives them a more transparent and precise understanding of their performance. They highlighted that performance tasks provide opportunities to showcase their skills and creativity, rather than just relying on pencil and paper assessment. This demonstrates that the system not only evaluates their skills more fairly but also encourages ongoing motivation and active engagement in learning.

4. Which do you prefer - the old or the new grading system? Why?

Among the five students, four expressed a preference for the new grading system, highlighting its focus on performance tasks and the opportunity to demonstrate their knowledge beyond traditional tests. They feel this approach allows them to showcase their skills in practical ways, reducing the stress often associated with exams. The performance tasks also motivate them to participate more actively in



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lessons and provide a clearer, more accurate picture of their knowledge. One student, however, remained neutral, noting that the new system has not significantly affected their overall performance.

D. Review of DepEd Order # 8, s. 2015

Read DepEd Order # 8 s. 2015. You may refer to Appendix A.

Based on DepEd Order 8, 8. 2015, answer the following:

1. What are the bases for grading?

DepEd Order No. 8, s. 2015 specifies that the K-12 Basic Education Program assesses students through three key components: Written Work (WW), Performance Tasks (PT), and Quarterly Assessment (QA). Written Work focuses on evaluating students' comprehension of lessons and their ability to communicate ideas effectively through quizzes, tests, and written outputs. Performance Tasks assess how well students apply their knowledge and skills in real-life or simulated scenarios, including projects, presentations, and hands-on activities. The Quarterly Assessment measures the extent to which students have achieved the learning competencies for the quarter through exams or other summative evaluations. This competency- and standards-based grading system ensures that each student's grade provides an accurate reflection of their performance across all components.

2. How do you compute grades per quarter for Grades 1 to 10 and Grades 11 to 12. Give an example.

To compute quarterly grades for Grades 1 to 12, Sir Kim follows the procedures set forth in DepEd Order No. 8, s. 2015. For Grades 1 to 10, the student's scores in Written Work (WW), Performance Tasks (PT), and Quarterly Assessment (QA) are combined, with each component assigned a specific weight depending on the subject. In Grades 1 to 10 Science, these components are weighted 40% for WW, 40% for PT, and 20% for QA. For Grades 11 and 12, the calculation follows a similar approach but includes additional components such as research, exhibit performance, or work immersion. In Core Science subjects, the typical weightings are 25% for WW, 50% for PT, and 25% for QA.

To compute the quarterly grade, Sir Kim followed a clear five-step process. First, they total the raw scores for each component. Next, they convert each raw score into a Percentage Score (PS) by dividing the learner's score by the highest possible score and multiplying by 100. The PS is then multiplied by the component's weight to get the Weighted Score (WS). All WS values are added to arrive at the Initial Grade, which is finally transmuted using the official DepEd table to determine the Quarterly Grade, recorded on the report card. For example, if a student scores 42 out of 50 in Written Work (WW), 38 out of 40 in Performance Tasks (PT), and 20 out of 20 in Quarterly Assessment (QA), the Percentage Scores (PS) would be 84, 95, and 100, respectively. Multiplying these by their corresponding weights of 0.40 for WW, 0.40 for PT, and 0.20 for QA gives Weighted Scores (WS) of 33.6, 38, and 20. Adding these together results in an Initial Grade of 91.6, which, when transmuted using the DepEd table, becomes a



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Quarterly Grade of 94. The final grade reflects the student's performance for the quarter and determines if they have passed or failed.

3. How do you compute grades at the end of the school year?

At the end of the school year, the resource teacher calculates final grades by taking the average of the quarterly grades for each subject. For instance, if a student earned 85, 88, 90, and 87 in Science, these scores are summed and divided by four, giving a final grade of 87.5. This procedure is repeated for all other subjects, and the resulting final grades are recorded on the student's report card to provide a comprehensive reflection of their academic performance throughout the year.

4. What descriptors and grading scale are used in reporting progress of learners?

The resource teacher adopted a competency-based grading system in which student grades are derived from weighted raw scores on summative assessments. The grading scale is structured as follows:

90–100 is Outstanding (O)

85–89 is Very Satisfactory (VS)

80–84 is Satisfactory (S)

75–79 is Fairly Satisfactory (FS)

score below 75 is Did Not Meet Expectations (DNME)

This approach allows him to maintain a precise and comprehensive record of each student's performance, providing a clear picture of their progress and mastery of competencies throughout the school year.

5. What are the bases for learners' promotion and retention at the end of the school year?

At the end of the school year, Sir Kim follows the procedures outlined in DepEd Order No. 8, s. 2015 to determine student promotion and retention. A student must achieve a final average of at least 75 in all subjects to advance to the next grade level. If a student scores below 75 in one or two subjects, Sir Kim ensures they attend remedial classes and obtain a Recomputed Final Grade (RFG) of at least 75 to qualify for promotion. However, if a student fails three or more subjects, they are retained in the same grade level for another year to give them additional time to meet the required competencies.

6. What is the report on learners' observed values?

According to Sir Kim, he put efforts by carefully evaluating students' core values, including Maka-Diyos (God-fearing), Maka-Tao (Humane), Maka-Kalikasan (Environmentally conscious), and Maka-Bansa (Patriotic), recognizing that these are essential for their holistic development. He documents these values on report cards through descriptive behavior statements and clear indicators, ensuring that his observations are child-centered, gender-neutral, and appropriate for each student's age. Instead of relying on numbers, he uses a qualitative grading scale that reflects how genuinely students embody these values. This approach not only provides insight into their character growth but



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also helps him identify those who may benefit from additional guidance or psychosocial support, supporting their overall development beyond academics.

E. Grade Computation

Show sample computations of a grade:

- In a subject of your choice from Grades 1 to 6 (if you are a future elementary teacher) in your specialization if you are a high school teacher)
- Show the percentage contributions of written work, performance tasks and quarterly assessment. Then give the descriptor. Refer to DepEd Order # 8, s. 2015.

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 10. 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



Analyze data and information gathered from the interview and from your interview of an unused Student's Report Card and the DepEd grading system.

1. Do teachers and students like the new grading system? Why or why not?

Based on the interviews, students generally favor the new grading system for its clarity and focus on learning progress, while teachers tend to prefer the old system due to familiarity and ease of management.

2. What are the good points of the new grading system according to teachers? according to students?



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Sir Kim recognize the new grading system as a way to more accurately reflect student learning through competency-based evaluations and performance-based. While he personally prefers the old system for its simplicity, he acknowledges that the new system provides a detailed assessment that can provide a clearer picture of students' skills and achievements. From the students' perspective, the new grading system is very appealing because it is transparent, fair, and skill-focused. They appreciate the detailed feedback, the opportunity to demonstrate learning through projects and hands-on tasks, and how it motivates them to engage more deeply with their studies.

3. What are teachers challenged to do by this new grading system?

Sir Kim shared that the new grading system challenges him to use different ways to assess students, carefully check their work, and give clear and helpful feedback using detailed rubrics. He said that compared to the old system, it takes more time, requires better organization, and needs extra effort to evaluate student performance while still handling his regular teaching tasks.

4. Do you favor the distribution of percentages of written work, performance tasks and quarterly assessment?

The distribution of percentages among written work, performance tasks, and quarterly assessments in the DepEd grading system seems well-considered balance that captures multiple dimensions of student learning. Such a structure not only ensures a comprehensive evaluation of student performance but also promotes engagement across varied learning activities, reflecting a more nuanced and accurate representation of both strengths and areas needing improvement. It promotes consistent engagement across different assessment types while providing an accurate reflection of overall student performance.

5. Did you like the experience of computing grades? Why or why not?

Yes, Computing grades during my high school years provided valuable insight into the DepEd grading system, allowing me to remain informed about my academic performance and reflect on my progress. By calculating the weighted contributions of written work, performance tasks, and quarterly assessments, I was able to track my performance precisely and observe how each component affected my overall grade while also recognizing areas to be improved. I also deepened my understanding of how the grading system aims to provide a fair and comprehensive evaluation of learning and guide my academic growth.



In an era where the emphasis is self-directed learning and demonstration of competencies - knowledge, skills and values learned (outcomes-based education)- do grades really matter?



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I often question the true role of grades in my academic journey. Personally, I have experienced moments where I asked whether the grades on my report card truly reflected my effort and understanding, yet there were times when they failed to capture the depth of learning I achieved through projects, collaboration, and practical application. This has made me realize that while grades serve as a benchmark, they are not the sole indicator of competence or growth. I believe grades still hold significance because they provide feedback and help me track progress, offering a structured way to measure performance across various tasks and assessments. Grades also become my source of motivation, encouraging me to improve and maintain consistency in my learning. However, I failed to recognize for a long time that placing too much emphasis on grades can diminish the richness of the educational experience and obscure the true purpose of learning.

Through self-directed learning, I have come to appreciate that the essence of growth occurs when I actively engage in tasks, reflect on my performance, learn alongside with my peers, and take ownership of my learning. Grades have helped me see my strengths and areas for improvement, but I have realized they cannot fully capture things I actually learn, the skills I develop, or the growth I experience through applying knowledge in real situations. Over time, I shifted my perspective, learning to value the process of applying knowledge and continuously valuing the true purpose of learning.



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Evaluate Your Work Task Field Study 1, Episode 13 - Assessment Of Learning (Summative Assessment)
Learning Outcome:

Name of FS Student: Rizza Joy A. Jane
Year & Section: 4th year Block A

Date Submitted: October 19, 2025
Program: BSEd Major in Sciences

LEARNING EPISODES	EXCELLENT 4	VERY SATISFACTORY 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
ACCOMPLISHED OBSERVATION SHEET	All observation questions/tasks completely answered/accomplished.	One (1) or two (2) observation questions/tasks not answered/accomplished	Three (3) observation questions/tasks not answered/accomplished	Four (4) or more observation questions/tasks not answered/accomplished.
ANALYSIS	All questions were answered completely; answers are in depth and are thoroughly grounded on theories; grammar and spelling are free from error.	All questions were answered completely; answers are clearly connected to theories; grammar and spelling are free from errors.	Questions were not answered completely; answers are not clearly connected to theories; one (1) to three (3) grammatical/spelling errors.	Four (4) or more observation was not answered; answers not connected to theories; more than four (4) grammatical/spelling errors.
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SUBMISSION	Submitted before the deadline	Submitted on deadline	Submitted a day after the deadline	Submitted two (2) days after the deadline
Comment/s				
SCORE	24	23-22	21 - 20	19 - 18
				17 - 16
				15 - 14
				13-1
				2
				11
				10
				9-8
				Below



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ON BECOMING A TEACHER

Episode 13 Assessment Of Learning (Summative Assessment)

THE K TO 12 GRADING SYSTEM

FIELD STUDY

GRADE	1.0	1.25	1.5	1.75	2.00	2.25	2.50	2.75	3.00	3.5	5.00
	99	96	93	90	87	84	81	78	75	72	71-Below


KIM PAOLO ARMIN A. TORCELINO VI
Signature of FS Teacher above Printed Name

October 2, 2025
Date



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FIELD STUDY

Activity 13.8

Reporting Students' Performance

Resource Teacher: Sir Kim Paolo Armin A
Torcelino VI

Teacher's Signature:

School: CNSC College of
Education
Laboratory School

Grade/Year
Level: Grade 9

Subject
Area: Science

Date: September
30, 2025



TARGET Your Intended Learning Outcome

- State the reason(s) why grades must be reported to parents.
- Describe what must be done to make grade reporting meaningful.



REVISIT the Learning Essentials

- Grades fulfill their function if reported meaningfully to students and most of all to parents, our partners in the education of children.
- Grades are a measure of achievement, not necessarily IQ. A student may have high IQ but not necessarily achieving or performing because of lack of motivation or other factors.

OBSERVE



Proceedings in a Card Distribution Day

1. Observe how cards are distributed on Card Distribution Day. Describe how cards are distributed.

Note No opportunity to observe.*

2. Describe how the Resource Teachers communicated learners' assessment results and grades to parents.

Note No opportunity to observe.*



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3. Did parents raise questions or concerns? If yes, what were their questions/concerns? Not observed.

Note* No opportunity to observe.

4. How did the Resource Teacher handle their questions and concerns? What answers did he/she give?

Note* No opportunity to observe.

Interview with Resource Teacher

1. How do you give feedback to your students regarding their performance? When do you give feedback?

When providing feedback on student performance, Sir Kim typically offers oral comments either during class or after students have submitted their work. However, feedback is given only occasionally, which means students may not always receive timely guidance to help them improve or adjust their learning strategies.

2. How do you report students' performance to parents? Does the school have a regular way of reporting grades to parents?

Sir Kim mainly shares students' academic performance with parents through the report card, which serves as the primary channel for conveying grades and overall progress. He also ensures parents understand how grade/outputs/performance are calculated, ensuring that communication with parents remains consistent, transparent, and clear regarding each learner's academic standing.

3. What problems on grade reporting did you encounter with parents? How did you address it/them?

Sir Kim shared that he has not faced any challenges with parents and aims to make an effort to build positive connections with the parents. During every meeting or interaction, he ensures that parents have a clear and shared understanding of the grading process and how student performance is communicated, making the information both efficient and easy to follow.

Interview with Students

1. Do you see the meaning of your grades in the School Report Card?

The students mentioned that they have a general understanding of what their grades mean. When they review their report cards, it is easy for them to interpret each score. The grading scale ranges from:

Outstanding (90–100)



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Very Satisfactory (85–89)

Satisfactory (80–84)

Fairly Satisfactory (75–79)

Did Not Meet Expectations (below 75)

This system allows them to gauge their performance in each subject, recognize their strengths, and identify areas where improvement is needed.

2. Does knowing your grade motivate you to work harder?

Students have mixed reactions during card distribution, but for most, seeing their grades serves as a strong motivator for them work harder and make their parents proud on their achievements. While, some students mentioned that receiving good grades boosts their confidence and encourages them to maintain or improve their performance. They understand that grades offer a clear snapshot of their academic performance and current standing, which helps them further enhance their performance and take steps to enhance their learning.

Interview with Parents

1. Does your child's Report Card give you a clear picture of how your child is performing?

The parent believes that the report card accurately reflects their child's efforts and progress. Attending meetings and reviewing the report card help them gain a clearer understanding of their child's academic performance and provide the necessary guidance, support, and encouragement that their child needs.

2. If you were asked what else should be found in the Report Card, which one? Why?

Parents feel that grades alone do not provide a complete picture of a student's performance. They appreciate thoughtful feedback, as it helps them better understand their child's engagement in class. They also value when teachers highlight areas for improvement and classroom behavior, as this guidance enables them to support their child's growth effectively at home.

3. Do you find the Card Distribution Day important? Why or why not?

Card Distribution Day is important because it gives a clear picture of a student's progress and effort over time. It is not just about receiving grades, but also about understanding areas of strength and areas that need improvement. This day helps students reflect on their learning, motivates them to do better, and allows parents to support their children more effectively. Parents value the chance to meet with teachers and other parents, discuss their child's achievements and raise their concerns. Card Distribution Day is a meaningful moment as it signifies the collaboration between teachers and parents. It is not just about receiving grades, but about recognizing the students' effort, progress, and growth. This strengthens the connection among students, teachers, and parents, making learning a shared experience and encouraging continual support.



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4. Any suggestion on how to make Card Distribution more meaningful?

The parent suggested making Card Distribution more meaningful by recognizing students' accomplishments through simple rewards, certificates, or acknowledgment.



1. What were the most common issues raised on students' performance?

Students encounter several challenges in their performance, especially in managing and completing tasks effectively. The pressure of multiple deadlines often makes it difficult to maintain consistent effort across subjects. Meeting the criteria in rubrics can be challenging when expectations are not fully clear, while anxiety or lack of preparation during presentations can undermine confidence and delivery. In group activities, uneven participation sometimes leads to misunderstandings or incomplete work. These challenges underscore the difficulty students face in balancing time, effort, and expectations while striving to perform at their best.

2. Based on your observations and findings, what practices must be

- a) maintained and

Practices such as using performance-based assessments and detailed rubrics should be maintained because they give students a clearer understanding of how their work is evaluated. Providing regular feedback and allowing students to reflect on their performance also helps them take responsibility for their learning and see where they can improve.

- b) improved to make grades and reporting meaningful?

There are still some practices that can be improved, such as giving clearer instructions before performance tasks and making sure that the criteria are well-explained. Sometimes, students get confused about what exactly is expected of them. The schedule of submissions and assessments can also be better managed so that tasks from different subjects do not overlap too much, giving students enough time to prepare and do their best. Lastly, teachers could provide more follow-up discussions after returning graded work so students can better understand how their scores reflect their actual performance and learning progress.



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1. Grades are often a source of misunderstanding. How should I do reporting so that it will result to effective learning?

It is my responsibility to make sure that grade reporting truly reflects my students' performance and the effort they put into their outputs and performance. I should not only focus on recording their scores but also explain what those grades mean in terms of learning. Grades become a benchmark in determining how well students grasp and internalize the lesson, how they applied what they learned in their tasks, and how much progress they have made over time. To do this, I need to provide clear and meaningful feedback that highlights both their strengths and the areas where they need to improve. I should also discuss their outputs with them, so they understand how their performance and product connects to their grade. This way, grading becomes a learning opportunity, not just an evaluation. When students see that their grades are based on real effort, participation, and understanding, they become more motivated to learn, improve their work, and take responsibility for their growth.



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Evaluate Your Work Task Field Study 1, Episode 13 - Assessment Of Learning (Summative Assessment)
Learning Outcome:

Name of FS Student: Rizza Joy A. Jane Date Submitted: October 19, 2025
Year & Section: 4th year Block A Program: BSEd Major in Sciences

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GRADE	2.00	2.25	2.50	2.75	3.00	3.5	5.00		



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KIM PAOLO ARMIN A. TORCELINO VI
Signature of FS Teacher above Printed Name

October 2, 2025

Date