



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

REGIONAL MEMORANDUM

No. 341 s. 2025

SEP 04 2025

**INTERIM GUIDELINES FOR THE ASSESSMENT AND GRADING SYSTEM
FOR THE PILOT IMPLEMENTATION OF THE STRENGTHENED
SENIOR HIGH SCHOOL CURRICULUM**

To: Schools Division Superintendents
All Others Concerned

1. Attached is DepEd Memorandum No. 074 s. 2025 titled Interim Guidelines for the Assessment and Grading System for the Pilot Implementation of the Strengthened Senior High School Curriculum.
2. Immediate dissemination of and compliance with this Memorandum are desired.

RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl.: As stated

Reference: As stated

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

CURRICULUM

SENIOR HIGH SCHOOL

ASSESSMENT

MVF/GCH/CLMD-RM- Dissemination of the titled Interim Guidelines for the
Assessment and Grading System for the Pilot Implementation of the SSHS Curriculum /September 4, 2025



Republic of the Philippines
Department of Education

SEP 02 2025

DepEd MEMORANDUM

No. **074**, s. 2025

**INTERIM GUIDELINES FOR THE ASSESSMENT AND GRADING SYSTEM
FOR THE PILOT IMPLEMENTATION OF THE STRENGTHENED
SENIOR HIGH SCHOOL CURRICULUM**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Secondary School Heads
State/Local Universities and College Heads
Attached Agencies
All Others Concerned

1. In its commitment to enhance the quality of teaching and learning across all levels, particularly in the Senior High School Program, the Department of Education (DepEd) issued DepEd Memorandum (DM) No. 048, s. 2025, titled Guidelines for the Pilot Implementation of the Strengthened Senior High School Curriculum for Grade 11 in School Year 2025–2026.

2. To supplement the said DM, DepEd issues the enclosed **Interim Guidelines for Assessment and Grading System for the Pilot Implementation of the Strengthened Senior High School (SSHS) Curriculum** to provide guidance on the assessment of student learning and on the grading scheme to be adopted for the pilot implementation of the Strengthened Senior High School (SHS) Curriculum.

3. The guidelines shall be implemented in all select public pilot secondary schools nationwide for SY 2025–2026. While DepEd Order (DO) No. 8, s. 2015, titled Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, is still in effect, provisions inconsistent with these new guidelines are suspended for this school year.

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

5. These guidelines shall take immediately upon its publication on the DepEd website. Certified copies of this Order shall be registered with the Office of the



National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

6. For inquiries, please contact the **Technical Working Group for the Pilot Implementation of the Strengthened SHS Program** through email at strengthenedshs@deped.gov.ph.

7. Immediate dissemination of this Memorandum is desired.



SONNY ANGARA

Secretary

Carmela Coraun

Encl.:

As stated

References:

DepEd Order (No. 8, s. 2015)

DepEd Memorandum (No. 048, s. 2025)

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

ASSESSMENT
LEARNERS
OFFICIALS
PROGRAM
SCHOOLS
SECONDARY EDUCATION
TEACHERS



**INTERIM GUIDELINES FOR THE ASSESSMENT AND GRADING SYSTEM
FOR THE PILOT IMPLEMENTATION OF THE STRENGTHENED
SENIOR HIGH SCHOOL CURRICULUM**

I. Rationale

1. The Department of Education (DepEd) is currently implementing the pilot phase of the Strengthened Senior High School (SHS) program. One of the major features of this initiative is the restructuring of the subject outlined in DepEd Order No. 8, s. 2015. The new structure organizes subjects into three, namely: Core Subjects, Academic Electives, and Technical Professional (TechPro) Electives.
2. The structural changes require parallel adjustments in the assessment and grading practices to ensure alignment with the goals and organization of the Strengthened SHS curriculum. It should be highlighted that while the subject classifications have changed, the principles of classroom assessment outlined in DepEd Order No. 8, s. 2015 remain applicable. Thus, the interim guidelines do not revoke the previous policy but rather aim to clarify how the assessment principles will be applied to the revised subject offerings.

II. Scope

3. These Interim Guidelines on Assessment and Grading shall be implemented by all public secondary schools participating in the pilot implementation of the Strengthened Senior High School (SHS) Curriculum, beginning School Year 2025–2026 for Grade 11 and continuing through School Year 2026–2027 for Grade 12.
4. Private schools participating in the pilot implementation of the SSHS Curriculum shall implement these interim guidelines in alignment with their institutional philosophies, vision, and mission.

III. Objectives

5. Specifically, this interim policy aims to:
 - a. Provide clear direction and guidance to schools, teachers, and school leaders on the implementation of classroom assessment and grading practices that will be used for the pilot implementation of the Strengthened SHS Curriculum; and
 - b. Ensure alignment and adaptation of assessment and grading practices with the revised subject offerings and learning delivery design of the Strengthened Senior High School Curriculum.

IV. Key Policy Adjustments

6. Subject Classification and Assessment Design
 - a. Subjects under the Strengthened SHS Curriculum are now organized into Core Subjects, Academic Electives, and Technical Professional (TechPro) Electives.
 - b. The former "Applied" and "Specialized" subject groupings are no longer used in the Strengthened SHS Curriculum.

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- c. Schools are encouraged to implement integrative performance assessments that will measure learners' ability to apply knowledge, skills, and values in authentic, real-world tasks, thereby ensuring holistic readiness for post-secondary pathways. For reference, refer to DepEd Order No. 31, s. 2020, Annex D for the sample of integrative performance task.

7. Grading Components

- a. The categories in DepEd Order No. 8, s. 2015, namely Written Work, Performance Tasks, and Quarterly Assessment, continue to apply to all subjects under SHS. However, Work Immersion will be assessed using only Written Work and Performance Tasks, with the Quarterly Assessment component removed. This modification prioritizes practical performance evaluation, which is more aligned with the development of workplace-ready skills and competencies that Work Immersion aims to foster.
- b. The weight distribution per component in each subject group shall be as follows:

Component	Core	Academic Electives		TechPro Electives	
		All Other Electives	Field Experience/ Exposure Sports and Arts	All Other Electives	Work Immersion
Written Works	25%	25%	20%	15%	20%
Performance Tasks	50%	45%	60%	65%	80%
Quarterly Assessment	25%	30%	20%	20%	-

8. Effective Communication and Mabisang Komunikasyon are classified as a single combined subject within the curriculum framework. However, these components must be taught separately, i.e. with two sessions each per week, to ensure that the distinct competencies and learning objectives of English and Filipino communication are thoroughly addressed. Thus, despite being part of a combined subject, grades for Effective Communication and Mabisang Komunikasyon shall be computed and reported separately on learners' report cards to maintain transparency in language-specific achievement. For consolidation purposes, the final grade for the combined subject each quarter will be calculated as the arithmetic average of the two component grades.

9. For Work-Immersion

- a. The following are the suggested activities for assessing learners in each phase, categorized under the Written Works and Performance Tasks components:

Phase	Suggested Activities	Suggested Outputs	
		Written Works (20%)	Performance Tasks (80%)
Pre-immersion	<ul style="list-style-type: none"> • Orientation of participating learners • Discussion of the portfolio requirements • Preparation of required documents 	1. Resume / CV Writing 2. Training Plan 3. Reflective Essay on Work Immersion Expectations 4. Workplace Readiness Quiz	1. Mock Interview 2. Role-playing Workplace Scenarios 3. Completion of Required Documents (e.g., Parent Consent, MOA, Waiver)
During Immersion	<ul style="list-style-type: none"> • Industry-based tasks 	1. Daily Journal / Learning Log 2. Reflection Papers (weekly) 3. Short Report on Company Profile and Organizational Structure	1. Actual Work Accomplishments (verified by partner institution) 2. Attendance and Punctuality Record 3. Supervisor's Evaluation 4. Application of Workplace Skills (task performance, teamwork, communication)
Post-immersion	<ul style="list-style-type: none"> • Submission of Portfolios by participating learners • Culminating and Appreciation Activity at the School 	1. Work Immersion Portfolio (compiled documents, journals, reflections, outputs) 2. Final Reflection Paper on Learnings and Insights 3. Self-Assessment Report	1. Presentation of Work Immersion Experience (oral presentation or video documentation) 2. Participation in Culminating Activity 3. Peer and Partners' Feedback/Evaluation 4. Portfolio Defense/Panel Assessment

- b. Schools may modify, adapt, or supplement the Work Immersion activities, phases, and assessment components outlined in this policy to accommodate varying institutional contexts, available resources, and operational conditions. Any such modifications must be developed in consultation with the relevant industry partner.

- c. All adjustments to the Work Immersion Program must maintain alignment with the training plan and intended program outcomes. Furthermore, modifications shall uphold the principles of valid, reliable, and fair learner assessment to ensure that the integrity and quality of the Work Immersion experience are preserved across all participating schools and institutions.

10. Academic Performance and Feedback

- a. Assessment practices shall maintain both formative and summative approaches to effectively monitor and support student learning progress throughout the academic period.
- b. Teachers are required to provide timely and constructive feedback that will guide learners' improvement and facilitate their academic growth.
- c. Teachers shall implement immediate remediation and intervention strategies when learners demonstrate the need for additional support to achieve satisfactory performance levels.

11. Reporting of Learner Progress

- a. Learners' grades shall continue to be reported quarterly using the existing grade transmutation prescribed in DepEd Order No. 8, s. 2015.
- b. Schools may utilize the sample School Form 9 (Annex A) as a template for reporting learners' quarterly grades.
- c. Schools shall ensure consistency in grade computation, recording, and reporting during the pilot phase.

12. Computation of Final Grade and General Average

The following matrix summarizes the computation of grades for each subject type:

Subject Type	Duration	Final Grade Calculation	Semester Grade
Core Subjects	4 quarters across 2 semesters	Average of 4 quarterly grades	Not computed
Academic Electives (Grades 11 & 12)	2 quarters per semester	Average of 2 quarterly grades per semester	Computed per semester
TechPro Electives (Grade 11)	4 quarters across 2 semesters	Average of 4 quarterly grades	Not computed
TechPro Electives (Grade 12)	2 quarters per semester	Average of 2 quarterly grades per semester	Computed per semester

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13. Promotion and Retention

For promotion and retention, the following guidelines shall be used to determine the status of Strengthened Senior High School learners at the end of the school year:

Action	Condition
Promote to Grade 12	Obtained a final grade of at least 75% in all Core and Elective Subjects at the end of the school year
Require remediation	Obtained a final grade of less than 75% in 1-2 Core Subjects or Academic Electives, or 1 TechPro Elective at the end of the school year
Retain in the current grade level	<ul style="list-style-type: none">Obtained a final grade of less than 75% in 3 or more Core Subjects or Academic ElectiveFailure to achieve a recomputed final grade of at least 75% in the previously failed subject(s), despite completing the required remediation

V. Monitoring and Evaluation

14. The school heads shall supervise the implementation of these guidelines. They must ensure that these interim guidelines are properly coordinated to all stakeholders.

15. The Regional and Schools Division thru the Curriculum and Learning Management Division (CLMD) and Curriculum and Implementation Division (CID) shall closely monitor the compliance of all pilot implementing schools to these guidelines.

16. Data gathered by the Regional Office shall be forwarded to the Technical Working Group (TWG) for the Pilot Implementation of the Strengthened SHS Program at DepEd - Central Office for policy refinements in preparation for the full rollout of the Strengthened SHS Curriculum.

VI. Effectivity

17. These interim guidelines shall take effect immediately upon issuance and shall remain in force only during the duration of the pilot implementation.

V. References

Agawin Deysolong, J., Pablico, R., & Luzano, A. (2023, May). Contextualized integrated performance task (IPT) across applied SHS subjects in assessing the 21st century skills. *ResearchGate*.
https://www.researchgate.net/publication/371101615_Contextualized_Integrated_Performance_Task_IPT_Across_Applied_SHS_Subjects_in_Assessing_the_21st_Century_Skills

Department of Education. (2015). *DepEd Order No. 8, s. 2015: Policy guidelines on classroom assessment for the K to 12 Basic Education Program*.

Department of Education. (2020). *DepEd Order No. 31, s. 2020: Interim guidelines for assessment and grading in light of the Basic Education Learning Continuity Plan*.

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Department of Education. (2025). *DepEd Memorandum No. 48, s. 2025*.

University of Technology Sydney. (2024). *Integrative tasks*. University of Technology Sydney. <https://www.uts.edu.au/research-and-teaching/learning-and-teaching/assessment-futures/key-assessment-elements/integrative-tasks>

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(Annex A to DepEd Memorandum No. , s. 2025)

**Sample School Form 9 for Grade 11
Academic Track**

Subjects	1 st Semester		2 nd Semester		Final Grade
	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Core Subjects					
Effective Communication/ Mabisang Komunikasyon					
<i>Effective Communication</i>					
<i>Mabisang Komunikasyon</i>					
General Mathematics					
General Science					
Life and Career Skills					
Pag-aaral ng Kasaysayan at Lipunang Pilipino					
Elective Subjects					
Academic Elective 1					
Academic Elective 2					
Academic Elective 3					
Academic Elective 4					
General Average					

Sample School Form 9 for Grade 11
TechPro Track

Subjects	1- Semester		2- Semester		Final Grade
	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Core Subjects					
Effective Communication/ Mabisang Komunikasyon					
<i>Effective Communication</i>					
<i>Mabisang Komunikasyon</i>					
General Mathematics					
General Science					
Life and Career Skills					
Pag-aaral ng Kasaysayan at Lipunang Pilipino					
Elective Subjects					
TechPro Elective 1					
General Average					