



NOTRE DAME OF MARBEL UNIVERSITY
INTEGRATED BASIC EDUCATION DEPARTMENT
Elementary and Junior High School

Gen. Santos Drive, City of Koronadal 9506
South Cotabato, Philippines

Telephone Nos.:

Principal's Telefax (+63 83) 228 6609

Elem. Academic Coord. Office 228 6509

Registrar: 228 3872

www.ndmu.edu.ph

ES and JHS ACADEMIC POLICY

This policy document outlines the academic standards, assessment structures, and promotion criteria for teachers, students, and parents of the NDMU Integrated Basic Education Department (IBED). It ensures consistency, fairness, and transparency across all grade levels.

I. Assessment Policy

Assessments are divided into three core components: Written Works (WWs), Performance Tasks (PTs), and Summative Tests (STs)/Term Examinations (TEs). Together, these instruments measure student understanding, progress, and mastery of the curriculum.

1.1 Written Works (WWs) & Formative Assessments

- Written Works require learners to demonstrate conceptual understanding through written and spoken responses. Formative examples include essays, journals, quizzes, written reports, and structured presentations.

1.2 Performance Tasks (PT)

- Performance tasks are individual or collaborative assessment activities that evaluate a learner's ability to apply knowledge and skills in authentic contexts through outputs such as projects, portfolios, investigations, and culminating presentations.
- All Performance Task materials and outputs must be completed inside the classroom/school under direct teacher supervision.

1.3 Summative Tests (STs) & Term Examinations (TEs)

- **Summative Test 1 (ST1):** Covers all lessons taught during the first few weeks of the instructional block.
- **Summative Test 2 (ST2):** Covers lessons taught immediately following ST1.
- **Term Examination (TE):** Covers the remaining competencies for Term 1. It will also re-evaluate competencies that were not mastered or at least demonstrated by learners in ST1 and ST2 to reinforce learning outcomes.

II. Grading System

NDMU-IBED Elementary and Junior High School embraces the developmental shift prescribed by **DepEd Order No. 15, s. 2026**, eliminating premature numerical competition in early childhood while preserving quantitative rigor in the intermediate stages.

2.1 Kindergarten & Grade 1 (Descriptive Grading System)

In line with Key Stage 1 modifications aimed at reducing stress and promoting a positive growth mindset, Kindergarten and Grade 1 learners do not receive numerical averages. They are evaluated using the following growth-focused descriptive frameworks:





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Kindergarten Grading Scale

Letter Grade	Descriptor	Meaning / Criteria
CO	Consistent	Consistently demonstrates the expected competency; actively participates in activities; works independently; may exceed expectations in some areas
DV	Developing	Demonstrates the competency inconsistently; participates with minimal supervision; shows progress with continued practice
BG	Beginning	Rarely demonstrates the expected competency; participates with close supervision; requires sustained guidance and support

Grade 1 Grading Scale

Letter Grade	Descriptor	Meaning / Criteria
A	Advancing	Consistently demonstrates advanced skills, understanding, and values beyond expectations; performs with confidence, accuracy, and independence
B	Benchmarking	Demonstrates expected skills, understanding, and values at grade level with consistency; performs tasks accurately and independently
C	Connecting	Demonstrates foundational skills, understanding, and values; applies learning in familiar tasks with minimal guidance
D	Developing	Demonstrates partial understanding and inconsistent application of skills and values; requires targeted support and regular practice to improve performance
E	Emerging	Beginning to demonstrate basic skills, understanding, and values; requires intensive support and close guidance

2.2 Grades 2 to 10 (Numerical Grading System)

From Grade 2 through Grade 10, assessments transition to quantitative values mapped directly onto strict, standard-driven descriptors:

Grading Range	Descriptor
90 – 100	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory





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Grading Range	Descriptor
75 – 79	Fairly Satisfactory
Below 75	Did Not Meet Expectations (Failing)

2.3 Weighted Components per Learning Area

The components of the final grade are weighted based on the nature of the learning area:

Learning Area	Written Works (WWs)	Performance Tasks (PTs)	Examinations (EXs)
Filipino, English, Mathematics, Science, Araling Panlipunan, GMRC / Values Ed / Religion	20%	50%	30%
MAPEH, TLE	20%	60%	20%

Exam Component Breakdown: Within the Examination (EX) component, Summative Test 1 (ST1) accounts for 30%, Summative Test 2 (ST2) accounts for 30%, and the Term Examination (TE) accounts for 40%.

2.4 Grading Policy Transitions & Zero-Based Grading

- School Year 2026–2027 (Transition Period):** An adjusted transmutation table shall be applied as a transition towards a zero-based grading system. The initial grade shall be computed based on the weighted summative components, where a raw grade of 70 corresponds to a transmuted passing grade of 75. This table shall be applied uniformly across all applicable grade levels.
- School Year 2027–2028 (Implementation):** Beginning SY 2027–2028, a strict zero-based grading system shall be implemented for Grades 3 to 10. Term grades shall be recorded directly without transmutation, with 75 serving as the absolute minimum passing grade.

2.5 Standards-Based Descriptors for Zero-Based Framework

Numerical Grade	Descriptor	General Description
90–100	Advancing	Consistently demonstrates skills and understanding that meet or exceed standards with independence, flexibility, and depth
80–89	Benchmarking	Demonstrates expected grade-level skills and understanding competently and independently





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Numerical Grade	Descriptor	General Description
75–79	Connecting	Demonstrates sufficient understanding and application of grade-level standards with occasional guidance and support
65–74	Developing	Demonstrates partial understanding and inconsistent application of skills; requires targeted support and scaffolding
0–64	Emerging	Does not yet demonstrate foundational skills and understanding; requires intensive support

2.6 Grade Computation Rules

- **Final Subject Grade:** The Final Grade in each learning area shall be computed as the average of the term grades, rounded to the nearest whole number.
- **General Average:** The General Average shall be computed by averaging the final grades of all learning areas taken throughout the school year, expressed as a whole number.
- **Descriptive Grading Implementation Timeline:** The descriptive grading framework shall progressively be implemented according to the following schedule:
 - **SY 2026–2027:** Kindergarten and Grade 1
 - **SY 2027–2028:** Grade 2
 - **SY 2028–2029:** Grade 3

III. Promotion, Retention, and Remediation

3.1 Criteria for Promotion and Retention

- **Satisfactory Progression:** A learner shall be promoted to the next grade level upon satisfactorily passing all learning areas.
- **Summer Remedial Class (SRC):** A learner who fails in at most two (2) learning areas must undergo the Summer Remedial Class. The final grade of the regular school year and the SRC grade will be averaged to obtain the **Recomputed Final Grade (RFG)**. An RFG of 75 or higher indicates a passing mark and qualifies the learner for promotion.
- **Conditional Promotion Restriction:** A learner who fails in one or two learning areas after the SRC shall be conditionally promoted but **will not be considered for admission or re-enrolment** at NDMU IBED in the succeeding school year.
- **Retention:** A learner who fails in more than two (2) learning areas during the regular school year shall be automatically retained in the same grade level.





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3.2 Remediation Process

- **Early Referral:** Teachers will utilize a standardized student remediation referral template to flag struggling learners at the earliest sign of academic difficulty.
- **Mandatory Parental Conference:** Parents of students requiring remediation must attend a mandatory school conference. This meeting will outline the remediation program requirements and discuss the corresponding financial obligations, as a fee will be collected to cover the program's operational costs.

IV. Awards Policy

4.1 Key Stage Eligibility

- **Kindergarten and Grade 1:** Pupils shall not receive academic excellence awards at the end of each term to discourage premature competition.
- **Grades 2 to 10:** Students remain fully eligible for Academic Excellence Awards. (Note: Grade 2 and Grade 3 will receive awards during their respective transition periods).

4.2 Criteria for Academic Excellence Awards

To qualify for an Academic Excellence Award at the end of the term, a student must meet all of the following benchmarks:

1. **General Average:** Achieves a General Average of 90 or above;
2. **Minimum Grade:** Achieves no final subject grade lower than 80 in any individual learning area;
3. **Conduct Record:** Has no recorded disciplinary cases within the school year; and
4. **Academic Integrity:** Has no recorded violations of the school's Academic Integrity Policy.

This policy shall take effect starting School Year 2026-2027.

Prepared by:

ES and JHS Academic Council

Date: June 15, 2026

Noted by:

ALLAN C. SUMADIC, MA
ES & JHS Principal

Date: June 17, 2026

Approved by:

BR. NOEL T. FERNANDEZ, FMS
IBED Director

Date: June 17, 2026

