

Comprehensive Guide to the DepEd Grading System for Student-Athletes: Policy Frameworks, Computation, and Technical Implementation

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In the evolving landscape of Philippine basic education, the **Department of Education (DepEd)** has consistently refined its assessment protocols to meet the demands of a holistic curriculum. Central to this evolution is the **K to 12 Basic Education Program**, which seeks to balance academic rigor with the diverse talents of learners, including those participating in high-level sports competitions. For student-athletes, the intersection of academic requirements and athletic commitments often creates a complex administrative challenge. This article provides an in-depth technical analysis of the grading systems, legal protections, and regional memorandums that govern how student-athletes are evaluated in the Philippines.

The Policy Landscape: DepEd Orders and National Legislation

The evaluation of student-athletes is not merely a matter of teacher discretion but is anchored in specific national policies and legislative acts. The primary framework for assessment is **DepEd Order (DO) No. 8, s. 2015**, titled "Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program." This order established the standards for **Formative** and **Summative Assessment**, moving away from traditional knowledge-based testing toward a more competency-based evaluation.

However, the unique needs of athletes are specifically addressed by the **Student-Athlete Protection Act (Republic Act No. 10676)**. This law ensures that student-athletes are protected from any form of exploitation and are given the necessary support to succeed academically while representing their institutions. Furthermore, **DepEd Memorandum (DM) No. 437, s. 2021** and various regional issuances, such as **Regional Memorandum No. 66, s. 2011** (Palarong Bicol) and **Regional Memorandum No. 61, s. 2017**, provide the operational guidelines for academic considerations during sports meets.

Key Provisions of the Student-Athlete Protection Act (RA 10676)

RA 10676 serves as a safeguard against academic prejudice. Under this law, educational institutions are prohibited from:

- Withholding the release of grades, school records, or transfer eligibility due to athletic participation.
- Giving incomplete grades in subjects where the student-athlete was exempted or granted considerations by virtue of their athletic status.
- Imposing unreasonable academic requirements that coincide with official sports competitions.

Technical Components of the K to 12 Grading System

To understand how an athlete's grade is computed, one must first dissect the three core components of summative assessment defined in the K to 12 framework. These components are weighted differently depending on the subject area.

1. Written Works (WW)

This component ensures that learners can express skills and concepts in written form. For student-athletes, this

may include unit tests, essays, and long quizzes. When an athlete misses these due to competition, the **Interim Guidelines for Assessment and Grading (DO 31, s. 2020)** allow for flexible submission deadlines or alternative assessment formats.

2. Performance Tasks (PT)

Performance Tasks are critical for student-athletes. This component allows learners to demonstrate what they know through products or performances. In many regional contexts, such as those discussed in **Region X** and the **Bicol Region**, participation in sanctioned athletic meets (like the Palarong Pambansa or Regional Meets) can be credited as a Performance Task, particularly in subjects like **MAPEH (Music, Arts, Physical Education, and Health)**.

3. Quarterly Assessment (QA)

The QA measures student learning at the end of a quarter. While this is a standardized requirement, athletes participating in national competitions are often granted "Special Exams" upon their return, ensuring they are not penalized for their absence.

Mathematical Weighting and Computation Models

The computation of grades follows a specific mathematical sequence: **Raw Score !' Percentage Score !' Weighted Score !' Initial Grade !' Transmuted Grade**. Below is the technical breakdown of the weights for different subject areas from Grades 1 to 10.

Subject Area	Written Works (WW)	Performance Tasks (PT)	Quarterly Assessment (QA)
Languages (English/ Filipino), ESP, AP	30%	50%	20%
Science and Mathematics	40%	40%	20%
MAPEH, EPP/TLE	20%	60%	20%

Computing the Weighted Score (WS)

The formula for calculating the Weighted Score is as follows:

$$\text{WS} = (\text{Learner's Total Raw Score} / \text{Highest Possible Score}) \times 100 \times \text{Weight of Component}$$

For example, in a MAPEH class where a student-athlete's performance in the Palarong Bicol is credited as a Performance Task:

- Raw Score for PT: 95/100
- Weight: 60% (0.60)
- WS: $(95/100) \times 100 \times 0.60 = 57.00$

The Transmutation Table: The Final Conversion

The sum of the Weighted Scores across the three components results in the **Initial Grade**. However, this is not the grade reflected on the report card (Form 138). DepEd utilizes a **Transmutation Table** to convert the Initial Grade into the **Quarterly Grade (QG)**. The minimum Initial Grade to pass (75) is typically around 60. This reflects a non-linear scaling system designed to accommodate different levels of mastery.

Initial Grade	Transmuted Grade (Report Card)
100	100
96.00 – 99.99	98
92.00 – 95.99	95
60.00 – 63.99	75 (Passing)
Below 60	Below 75 (Failing)

Special Considerations for Student-Athletes: Regional Directives

Administrative bodies often issue specific memorandums to address athletes during heavy competition seasons.

Regional Memorandum No. 66, s. 2011(Bicol) is a landmark example. It stipulates that athletes who participate in regional or national sports competitions should be given "due consideration." This is interpreted in several technical ways:

1. Exemption from Specific Performance Tasks

If an athlete is undergoing intensive training for the **Palarong Bicol** or **Palarong Pambansa**, that training often satisfies the competencies required for the Physical Education (PE) component of MAPEH. Documentation from the coach or trainer serves as the evidentiary basis for the score.

2. Grace Periods for Written Works

Under **DM No. 437, s. 2021**, student-athletes are granted a reasonable extension to submit written outputs missed during their participation in sports events. The policy emphasizes that no learner should fail a subject solely due to official school-related absences.

3. Retention of Grades

In some regions, policies have been explored to allow athletes to "retain" their previous quarter's grade if the current quarter was dominated by national-level training, provided they maintain a certain academic baseline. This prevents a "grade decrease," a common concern among teachers and parents as noted in school-level inquiries.

Implementation Field Guide for Educators and Coaches

To ensure compliance with DepEd standards and RA 10676, schools should follow a structured protocol for managing athlete grades. This prevents disputes and ensures the learner's academic trajectory is not compromised.

Step-by-Step Administrative Workflow

1. Identification and Certification: The Sports Coordinator must provide the Registrar and Subject Teachers with a certified list of student-athletes and their competition schedule.
2. Pre-Competition Assessment Planning: Teachers and athletes should meet to discuss "Advanced Works." This includes providing modules or assignments that can be completed during travel time.
3. The "No-Fail" Consultation: If an athlete's Initial Grade falls below 60 (the passing threshold), the teacher must coordinate with the coach to determine if missed Performance Tasks can be substituted with documented athletic achievements.
4. Post-Competition Remediation: Upon return, the student-athlete is given a maximum of two weeks to

complete "Special Quarterly Assessments" if the original exam window was missed.

Case Studies: Troubleshooting Grade Disputes

Case A: The "Grade Decrease" Scenario

A student-athlete in **Region X** saw a drop from 90% to 76% in Science because they missed a major project (Performance Task) while at a national meet. **Solution:** Under the K to 12 guidelines, the teacher should have provided an alternative task or credited the analytical skills used in sports strategy as a cross-curricular performance task. The school head should intervene using DM No. 437, s. 2021 to allow for a late submission without penalty.

Case B: The Incomplete Grade (INC) Conflict

A teacher issues an "Incomplete" because a student-athlete missed the Quarterly Exam. **Solution:** Per **DO 8, s. 2015**, an "Incomplete" is not a valid final grade for a quarter in the K to 12 system. The teacher must administer a special exam and compute the grade immediately. Withholding grades is a violation of the Student-Athlete Protection Act.

The Role of ICT and Grading Templates

In the digital era, DepEd utilizes standardized Excel-based **Electronic Class Records (e-Class Records)**. These templates are programmed with the transmutation formulas. For student-athletes, teachers should utilize the "Notes" column to document why certain scores were adjusted or why alternative tasks were provided. This ensures transparency during school quality audits.

Substitution Matrix for Performance Tasks

Academic Competency	Athletic Substitution / Equivalent
Physical Fitness Testing	Certified Training Logs / Regional Meet Results
Leadership & Teamwork (ESP)	Team Captaincy or Team Role Documentation
Health & Nutrition Analysis	Personalized Athlete Meal Plan/Dietary Log
Physics of Motion (Science)	Technical Analysis of Sport-Specific Movements

Broader Implications for Inclusive Education

The technical structure of the DepEd grading system for athletes reflects a broader shift towards **Inclusive Education**. By recognizing that learning happens beyond the four walls of a classroom, the Philippine education system validates the diverse intelligences of its learners. The integration of regional memorandums, such as those for the **2017 Palarong Bicol**, into the national framework demonstrates a localized response to a national mandate.

Educators are encouraged to view student-athletes not as "absent students" but as learners engaged in an intensive, specialized form of Performance Task. When teachers apply the mathematical weighting of DO 8, s. 2015 alongside the legal protections of RA 10676, they create an environment where excellence in the field and excellence in the classroom are not mutually exclusive. The objective is to produce graduates who are not only academically competent but also physically resilient and disciplined—qualities that are the hallmarks of successful student-athletes.

In conclusion, compliance with these grading protocols is mandatory for all public and private schools. Proper documentation, the use of transmutation tables, and the application of regional considerations ensure that the "Learner-Centered" philosophy of the K to 12 program is fully realized for the country's future sporting champions. Through clear communication between coaches, teachers, and school heads, the administrative hurdles of athletic participation can be transformed into opportunities for integrated learning and academic success.

Tags: [#DepEd Grading System](#) [#K to 12 Philippines](#) [#Student Athlete Protection Act](#) [#Palarong Bicol](#) [#Academic Policy](#)

