



Republic of the Philippines

Department of Education

SCHOOLS DIVISION OF MARINDUQUE



Office of the Schools Division Superintendent

August 19, 2026

DIVISION MEMORANDUM

No. 081, s. 2026

DISSEMINATION AND USE OF THE EDITABLE SCHOOL FORM 9 (SF9) OR LEARNER'S PROGRESS REPORT CARD TEMPLATES

TO: Assistant Schools Division Superintendent
Chief Education Supervisors, CID
Public Schools District Supervisors
Public Elementary, Secondary and Integrated School Heads
All Others Concerned

1. Pursuant to DepEd Order No. 15, s. 2026 titled Revised Guidelines on Classroom Assessment, Grading System, and Awards and Recognition for K to 12 Basic Education Curriculum (CID), the Schools Division Office through the Curriculum Implementation Division disseminates the editable School Form 9 (SF9) or Learner's Progress Report Card Templates for use in all public elementary, secondary and integrated schools in the division.

2. This aims to ensure uniformity, accuracy, efficiency, and compliance in the preparation and issuance of learners' report cards.

3. All schools shall utilize the attached templates shall in preparing and generating learners' report cards beginning School Year 2026-2027 and succeeding years, subject to existing DepEd policies, standards, and guidelines on learner assessment and reporting. This can be accessed through this link: SDO EDITABLE LEARNERS PROGRESS REPORT CARD TEMPLATES AND SF9 link: <https://tinyurl.com/SDO-RC-SF9-Templates>.

4. To ensure proper implementation, the following guidelines should be followed:

- a. School heads shall ensure that the editable SF9 templates are properly disseminated to class advisers and other concerned personnel.
- b. Class advisers shall use the prescribed templates in accomplishing learners' academic performance records and other required information.
- c. All data entered in the templates shall be accurate, complete, and consistent with the officially recorded assessment results.
- d. Schools shall maintain the confidentiality, integrity, and security of



Address: T. Roque St., Malusak, Boac, Marinduque
Tel. No.: (042) 754-0247 • Fax No.: (042) 332-1611
Email: marinduque@deped.gov.ph
Website: <https://depedmarinduque.com>

learner information in accordance with existing data privacy and records management policies.

- e. No unauthorized modifications shall be made to the format and essential contents of the templates unless otherwise directed by higher authorities.
5. School heads shall monitor the proper utilization of the templates and provide the necessary technical assistance to teachers to ensure accurate and timely preparation of learner report cards.
6. This Memorandum shall take effect immediately upon issuance.
7. Immediate dissemination of and strict compliance with this Memorandum are hereby directed.

fm

LYNN G. MENDOZA, EdD
OIC, Schools Division Superintendent


MAY BERNADETH O. DE LA ROSA
Administrative Officer V

8/20/26

Encl: As stated
Reference: DepEd Order No. 15, s. 2026

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

ASSESSMENT
LEARNERS
REPORT CARD
SCHOOL FORMS
SF9

CID/MBR/ DISSEMINATION AND USE OF THE EDITABLE SCHOOL FORM 9 (SF9) OR LEARNER'S PROGRESS REPORT CARD TEMPLATES/August 2026



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KINDERGARTEN PROGRESS REPORT

Republic of the Philippines
MIMAROPA Region
Department of Education
SCHOOLS DIVISION OF MARINDUQUE
SCHOOL NAME HERE

KINDERGARTEN PROGRESS REPORT
School Year 2026-2027

Name: _____ LRN: _____
Section: _____ Teacher: _____ Birthdate: _____
Age of the Child (Beginning SY) Years: _____ Months: _____ Age of the child (End of SY) Years: _____ Months: _____

This progress report informs parents about their child's learning achievements based on the Kindergarten Curriculum Guide. It provides a summary of the child's performance and indicates their level of progress across different domains every (10) weeks or each quarter. The report also helps determine whether additional time and follow-up support are needed for the child to achieve the expected competencies. Each competency is marked as: **BG - Beginning, DV - Developing, and CO - Consistent.**

Competency	Rating		
	T1	T2	T3
I. Sensory Perceptual and Motor Development			
1. Identifies external body parts and their functions			
2. Identifies ways to care for and protects one's body			
3. Demonstrates gross motor skills (locomotor, non-locomotor)			
4. Moves body parts as directed			
5. Demonstrates fine motor skills (tearing, cutting, rolling, molding with playdough)			
II. Socio-emotional Development			
1. Identifies and expresses feelings in appropriate ways			
2. Recognizes and respect feelings of others			
3. Expresses needs and preferences			
4. Behaves appropriately in different situations			
5. Participates in classroom routines and activities			
6. Follows classroom and school rules			
7. Fulfills classroom responsibilities			
III. Cognitive Development			
1. Identifies attributes of objects (color, shape, size)			
2. Matches objects based on attributes			
3. Describes objects based on attributes (shape, color, taste, texture)			
4. Classifies objects by a single attribute (color, shape, size)			
5. Reclassifies objects according to multiple attributes			
6. Arranges objects according to specific attributes			
7. Recognizes, extends and create patterns using concrete objects			
8. Measures size, length, capacity and mass of objects using non-standard measuring tools			
9. Identifies position of objects (in, on, over, under, top, bottom)			
10. Compares quantities of objects (more/less)			
11. Counts with one-to-one correspondence			
12. Recognizes numerals			
13. Matches numerals to objects			
14. Adds and subtracts using concrete objects			
15. Recognizes clock as measure of time (hours and minutes)			
16. Shows awareness and care for the natural and physical environment			
17. Talks about participation in cultural and religious activities			
18. Shows awareness of the importance of caring for the natural and physical environment through simple practices (e.g., sorting trash, helping to clean up)			
19. Predicts outcomes in familiar stories read aloud in class			
20. Suggests solutions to problems in class			

Competency	Rating		
	T1	T2	T3
IV. Language, Literacy, and Communication Development			
A. Listening and Viewing			
1. Identifies familiar environmental sound			
2. Recalls what happens first, middle and end in a story			
3. Retells story in sequence			
4. Follows 1-2 step instructions			
B. Sight Word Recognition			
5. Recognizes non-decodable words in and out of context automatically			
6. Recognizes sight words			
C. Speaking			
7. Identifies first and last name			
8. Identifies classmates, teachers, family member			
9. Identifies familiar objects at home, in school and in the community			
10. Uses polite greetings and courteous expressions in varied situations			
11. Retells personal experiences to story events			
12. Expresses ideas and feelings using phrases and simple sentences			
D. Reading			
Phonological/Phonemic Awareness			
13. Orally segment sounds			
a. syllable			
b. onset and rime			
c. phoneme by phoneme			
Letter Knowledge			
14. Identifies uppercase letters			
15. Identifies lowercase letters			
16. Matches upper and lowercase letters			
Letter Sound Relationship			
17. Identifies letter sounds			
18. Matches letters and their corresponding sounds			
E. Comprehension			
19. Uses a variety of strategies to gain meaning of leveled texts			
20. Uses print and illustrations to make meaning			
F. Concepts of Print			
21. Demonstrates book handling skills			
22. Distinguishes between letters, words, and sentences			
23. Demonstrates awareness of print (left to right and top to bottom)			
G. Writing			
24. Traces/draws/copies shapes, designs, pictures			
25. Traces/copies/writes name, words			
26. Writes uppercase and lowercase letters			
27. Spells sight words			
28. Spells simple words phonetically			

TEACHER'S COMMENTS/REMARKS
(Provide specific observations, strengths, and Suggested interventions)

TERM 1 (UNANG TERMINO)

Parent's/Guardian Signature: _____

[illegible]

Parent's/Guardian Signature: _____

[illegible]

Parent's/Guardian Signature: _____

ATTENDANCE RECORD

TERM	Month	No. of Class Days	No. of Days Present	No. of Times Absent
1	June			
	July			
	August			
	September			
2	September			
	October			
	November			
	December			
3	January			
	February			
	March			
	April			
TOTAL				

IMPORTANT NOTE TO PARENTS/GUARDIANS

This rating scale is used to record the learner's level of attainment for each competency across the developmental domains. It guides teachers in assigning ratings based on observed performance and assessment results for each term.

Rating	Indicators
Consistent (CO)	- Always demonstrates the expected competency - Always participates in the different activities, works independently - Always performs tasks, advanced in some aspects
Developing (DV)	- Sometimes demonstrates the competency - Sometimes participates, minimal supervision - Progresses continuously in doing assigned tasks
Beginning (BG)	- Rarely demonstrates the expected competency - Rarely participates in class activities and/or initiates independent works - Shows interest in doing tasks but needs close supervision

CERTIFICATE OF TRANSFER

This is to certify that

of _____ has developed the
general competencies based on the Kindergarten
Curriculum Guide.

Adviser

School Head

Enclosure 2 to the Division Memorandum No. 081, s. 2026

Learner's Progress Report and Performance and Competency Evaluation (PACE) Form for Grades 1 to 3



Republic of the Philippines
MIMAROPA Region
Department of Education
SCHOOLS DIVISION OF MARINDUQUE
SCHOOL NAME HERE

LEARNER'S PROGRESS REPORT (GRADE 1) School Year 2026-2027

LRN: _____ Name: _____ Sex: _____
Grade & Section: _____ Adviser: _____ Age: _____

Dear Parents/Guardians,

This report provides a **descriptive account of your child's learning progress** for each term. It highlights what your child can already do, what they are currently developing, and how they can be further supported.

This report is based on varied evidence of learning, including classroom activities, observations, learning outputs, and assessments. It is designed to give a clearer and more meaningful understanding of your child's development rather than relying on numerical or letter grades.

TERM 1 (UNANG TERMINO)	
What Your Child Can Do (Mga Nagagawa)	
What Your Child Is Learning To Improve (Dapat Linangin)	

Parent's/Guardian Signature: _____

TERM 2 (IKALAWANG TERMINO)	
What Your Child Can Do (Mga Nagagawa)	
What Your Child Is Learning To Improve (Dapat Linangin)	

Parent's/Guardian Signature: _____

TERM 3 (IKATLONG TERMINO)	
What Your Child Can Do (Mga Nagagawa)	
What Your Child Is Learning To Improve (Dapat Linangin)	

Parent's/Guardian Signature: _____

ATTENDANCE RECORD

TERM	Month	No. of Class Days	No. of Days Present	No. of Times Absent
1	June			
	July			
	August			
	September			
2	September			
	October			
	November			
3	December			
	January			
	February			
	March			
TOTAL	April			

IMPORTANT NOTE PARENTS/ GUARDIANS

A detailed record of your child's progress across specific learning competencies is attached in the succeeding pages. This includes the monitoring of skills in Reading and Literacy, Language, Mathematics, Good Manners and Right Conduct, and Makabansa.

Performance levels used in monitoring:

Letter Grade	Descriptor	Description
A	Advancing (Namumukod-tangi)	Consistently demonstrates skills and understanding beyond expectations; applies learning independently and confidently.
B	Benchmarking (Naipamamalas)	Meets expected learning standards; demonstrates skills and understanding with consistency.
C	Connecting (Natutungo)	Shows developing understanding and skills; requires minimal guidance to meet expectations.
D	Developing (Napauunlad)	Demonstrates emerging skills and understanding; requires regular guidance and support.
E	Emerging (Nagsisimula)	Beginning to demonstrate basic skills; requires close supervision and targeted intervention.

CERTIFICATE OF TRANSFER

This is to certify that the above-named learner has satisfactorily completed the requirements for the grade level indicated.

Admitted to Grade: _____
Eligible for Admission to Grade: _____

Adviser

School Head

CANCELLATION OF ELIGIBILITY TO TRANSFER

Admitted in: _____ Date: _____

School Head

PERFORMANCE AND COMPETENCY EVALUATION (PACE) PROGRAM

LRN: _____

Name: _____

Section: _____

General Instructions: Teachers shall accomplish this form on a regular basis throughout the term, not as a one-time entry, by recording the learner's level of attainment for each learning competency using the appropriate descriptor: A (Advancing), B (Benchmarking), C (Connecting), D (Developing), or E (Emerging). Entries shall be made in the corresponding term **only after the learner has engaged in a series of formative tasks and activities and has completed a relevant summative assessment**. The assigned level shall be based on sufficient and varied evidence of learning, including learner outputs, observations, anecdotal records, and other assessment results, and shall reflect the learner's most consistent level of performance.

READING AND LITERACY

No.	Competency	Rating		
		T1	T2	T3
Phonological Awareness (oracy for literacy)				
1	Chant rhymes and poems.			
2	Segment a two to three syllable word into its syllabic parts.			
3	Identify rhyming words in nursery rhymes, poems, and chants.			
4	Say two or three words that rhyme.			
5	Identify initial sounds (vowels, consonants, and semi-vowels, if any).			
Phonics and Word Study (sounds to words)				
6	Produce the sound of the letters of L1.			
7	Produce the sound of the letters of L1.			
8	Isolate sounds (consonants and vowels) in a word (beginning and/or ending).			
9	Substitute individual sounds in simple words to make new words.			
10	Sound out words accurately.			
Vocabulary and Word Knowledge (words)				
11	Use vocabulary referring to self, family, school, community, and environment.			
12	Identify words with different functions (naming and describing words).			
	a. words that label persons, places, things, animals, actions, situations, ideas, and emotions			
	b. words that describe persons, places, things, animals, actions situations, ideas, and emotions			
13	Read high-frequency words accurately for meaning.			
14	Read content-specific words (Math, Makabansa, and GMRC) accurately for meaning.			
15	Write words legibly and correctly.			
Book and Print Knowledge (book knowledge & print awareness)				
16	Recognize environmental print (symbols).			
17	Recognize the parts of the book (cover page, title page, etc.).			
18	Recognize proper eye movement skills in reading: left to right, top to bottom, and return sweep.			

No.	Competency	Rating		
		T1	T2	T3
Comprehending and Analyzing Texts <i>(discourse)</i>				
19	Read sentences with appropriate speed, accuracy, and expression.			
20	Comprehend stories.			
	a. Note important details in stories (character, setting, and events).			
	b. Sequence events in stories.			
	c. Infer the character's feelings and traits.			
	d. Predict possible ending			
	e. Relate story events to one's experience.			
	f. Identify cause and effect of events			
	g. Identify problem and solution in stories.			
21	Comprehend informational text.			
	a. Note significant details in informational texts (list and describe).			
	b. Identify problem and solution.			
Creating and Composing Texts <i>(discourse)</i>				
22	Narrate one's personal experiences.			
	a. oneself and family			
	b. school			
	c. community			
23	Use own words in retelling myths, legends, fables, and narrative poems.			
24	Express idea about:			
	a. oneself			
	b. school			
	c. community			
25	Respond creatively to texts (myths, legends, fables, and narrative poems).			

Note: Each colored square represents a language macro skill. Refer to the legend to identify the skill, and write the learner's rating directly on the colored square for each term.

LEGEND:			
	Listening		Copying and Guided Writing in response to Comprehension Questions.
	Speaking		
	Reading		

LRN: _____

Name: _____

Section: _____

LANGUAGE

No.	Competency	Rating		
		T1	T2	T3
Language for Interacting with Others				
1	Talk about one's personal experiences.			
	a. oneself			
	b. school			
2	c. community			
	Participate in classroom interactions using verbal and non-verbal responses.			
	a. Respond to teacher's instructions			
3	b. Ask and respond to questions			
	Interact purposely and participate in conversations and discussions, in pairs, in groups, or in whole-class discussions.			
	a. Make requests			
	b. Offer information			
	c. Communicate needs			
	d. Clarify information			
4	e. Seek help			
	f. Take part in or take turns in conversation or discussion			
	Use common and socially acceptable expressions (e.g., greetings, leave-taking).			
5	a. Use simple and appropriate personal greetings			
	b. Use familiar terms of address			
6	c. Greet and respond appropriately to greetings			
	Share confidently thoughts, preferences, needs, feelings, and ideas with peers, teachers, and other adults.			
Language for Developing and Expressing Ideas				
7	Express ideas using a variety of symbols (e.g., drawings, emojis, scribbles).			
	a. oneself			
	b. school			
8	c. community			
	Use words to represent ideas and events.			
	a. words that represent people, animals and objects, locations (naming words)			
9	b. words that represent activities and situations (action words)			
	c. words that represent qualities or attributes (describing words)			
	Use high-frequency and content-specific words.			
10	a. oneself			
	b. school			
	c. community			
11	Use language to express connections between ideas.			
	a. Express compare and contrast			
	b. Express cause and effect			
12	c. Use time words to relate ideas			

No.	Competency	Rating		
		T1	T2	T3
11	Participate in and contribute to group oral language activities (e.g., singing, chanting, sabayang bigkas).			
Language for Developing and Expressing Ideas				
12	Notice the features (e.g., sounds, intonation, signs) of their first language and other languages in familiar contexts.			
	Recognize the difference between statements, questions, commands and exclamations.			
	b. Respond to change of tones and cues through facial expressions, gestures and actions			
13	Recognize how language reflects cultural practices and norms.			
	a. Share about the language(s) spoken at home			
	b. Share words and phrases in their language			
	c. Notice how local names of streets, places and landmarks have origins in their language			
	d. Explore local terms for food and their origins.			
Interacting with Texts				
14	View and listen to a range of texts for enjoyment and interest.			
15	Recognize icons and symbols in various texts found in familiar contexts (e.g., printed and digital texts, books, magazines, environmental print).			
	Engage with or respond to a range of texts.			
16	a. View or listen to spoken text			
	b. Identify a variety of purposes for viewing and listening to texts			
	c. Discuss what is interesting or entertaining in a text			
	d. Express personal preferences			
17	Give reason/s for choosing books/texts for enjoyment and interest.			
Creating Texts				
18	Record and report ideas and events using some learnt vocabulary.			
	a. Note and report main points			
	b. Sequence up to key three (3) key events			
19	c. Relate ideas or events to one's experience			
	Use own words in retelling information from various texts (e.g., legends, fables, and jokes).			
20	Draw and discuss information or ideas from a range of texts (e.g., stories, images)			
	a. Note and describe main points (e.g., main characters and events)			
	b. Sequence up to key three (3) key events			
	c. Infer the character's feelings and traits			
	d. Predict possible endings			
	e. Relate ideas or events to one's experience			

Note: Each colored square represents a language macro skill. Refer to the legend to identify the skill, and write the learner's rating directly on the colored square for each term.

LEGEND:

Listening	Speaking
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MATHEMATICS

No.	Learning Competency	Rating
Term 1		
Number and Algebra		
1	Count up to 100 (includes counting up or down from a given number and identifying a number that is 1 more or 1 less than a given number).	
2	Read and write numerals up to 100.	
3	Recognize and represent numbers up to 100 using a variety of concrete and pictorial models (e.g., number line, block or bar models, and numerals).	
4	Compare two numbers up to 20.	
5	Order numbers up to 20 from smallest to largest, and vice versa.	
6	Describe the position of objects using ordinal numbers: 1st, 2nd, 3rd, up to 10th.	
7	Compose and decompose numbers up to 10 using concrete materials.	
8	Illustrate addition of numbers with sums up to 20 using a variety of concrete and pictorial models and describes addition as "counting up," and "putting together."	
9	Illustrate by applying the following properties of addition, using sums up to 20: a. the sum of zero and any number is equal to the number b. changing the order of the addends does not change the sum	
10	Solve problems (given orally or in pictures) involving addition with sums up to 20.	
Measurement and Geometry		
11	Identify simple 2-dimensional shapes (triangle, rectangle, square) of different size and in different orientation.	
12	Compare and distinguish 2-dimensional shapes according to features such as sides and corners.	
13	Compose and decompose triangles, squares, and rectangles.	
14	Measure the length of an object and the distance between two objects using non-standard units.	
15	Compare lengths and distances using non-standard units.	
16	Solve problems involving lengths and distances using non-standard units.	
Term 2		
Number and Algebra		
1	Order numbers up to 100 from smallest to largest, and vice versa.	
2	Counts by 2s, 5s and 10s up to 100.	
3	Determine: a. the place value of a digit in a 2-digit number	
4	b. the value of a digit	
5	c. the digit of a number, given its place value	
6	Decompose any 2-digit number into tens and ones.	
7	Add numbers by expressing addends as tens and ones (expanded form).	
8	Add numbers with sums up to 100 without regrouping, using a variety of concrete and pictorial models for: a. 2-digit and 1-digit numbers b. 2-digit and 2-digit numbers	
9	Solve problems (given orally or in pictures) involving addition with sums up to 100 without regrouping.	
10	Illustrate subtraction involving numbers up to 20 using a variety of concrete and pictorial models and describes subtraction as "taking away."	
11	Find the missing number in addition or subtraction sentences involving numbers up to 20.	
12	Write an equivalent expression to a given addition or subtraction expression (e.g., $2+3 = 1+4$; $10-5 = 6-1$).	
13	Solve subtraction problems (given orally or in pictures) where both numbers are less than 20.	
14	Subtract numbers where both numbers are less than 100 using concrete and pictorial models, without regrouping: a. 2-digit minus 1-digit numbers b. 2-digit minus 2-digit numbers	
15	Subtract numbers by expressing minuends and subtrahends as tens and ones (expanded form), without regrouping.	
Term 3		
Number and Algebra		
1	Determine the next term/s in a repeating pattern (patterns could use rhythmic properties, visual elements in the arts, ...).	
2	Create repeating patterns using objects, images, or numbers.	
3	Illustrate $\frac{1}{2}$ and $\frac{1}{4}$ as parts of a whole.	
4	Compare $\frac{1}{2}$ and $\frac{1}{4}$ using models.	
5	Count halves and quarters.	
6	Recognize coins (excluding centavo coins) and bills up to P100 and their notations.	
7	Determine the value of a number of bills and/or a number of coins (excluding centavo coins) up to P100.	
8	Compare different denominations of peso coins (excluding centavo coins) and bills up to P100.	
9	Solve 1-step problems (given orally or in pictures) involving addition of money where the sum is up to P100, or subtraction of money where both amounts are less than P100.	
Measurement and Geometry		
10	Identify the position of objects moved in half turn or in quarter turn, in clockwise or in counter-clockwise direction, given an initial facing direction.	
11	Read and write time by the hour, half hour, and quarter hour using an analog clock.	
12	Give the days of the week and months of the year in the correct order.	
13	Determine the day and month of the year using a calendar.	
14	Solve problems involving time (hour, half hour, quarter hour, days in a week, and months in a year).	

LRN: _____ Name: _____ Section: _____

GOOD MANNERS AND RIGHT CONDUCT (GMRC)

No.	GOOD MANNERS AND RIGHT CONDUCT (GMRK)		Learning Competency	Rating
Term 1				
1	Tiwala sa Sarili (Self-Confidence)	Naipakikita ang tiwala sa sarili sa pamamagitan ng paggamit ng mga batayang impormasyon sa mga angkop na sitwasyon.		
2	Pagiging Totoo (Sincerity)	Naipakikita ang pagiging totoo sa pamamagitan ng mabuting pakikipag-ugnayan sa kapwa.		
3	Tiyaga (Perseverance)	Naipakikita ang pagiging matiyaga sa pamamagitan ng palagiang pagtatrabaho ng mga naipong pera sa alkansiya o mga gamit sa lagayan.		
4	Madasalin (Prayerful)	Naipakikita ang pagiging madasalin sa pamamagitan ng wastong kilos at salita sa pananalangin.		
5	Mapagpasalamat (Gratitude)	Naipakikita ang pagiging mapagpasalamat sa pamamagitan ng pag-iingat ng mga yamang mula sa kapaligiran.		
6	Magalang (Respectful)	Naipakikita ang pagiging magalang sa pamamagitan ng mga angkop na kilos na nagbibigay-halaga sa mga karapatang tinatamasa bilang bata.		
7	Kalinisan (Cleanliness)	Naipakikita ang kalinisan sa pamamagitan ng palagiang pagsunod sa mga alituntunin sa paglilinis ng katawan ayon sa gawi ng pamilya, tagapag-alaga, o nakatatanda.		
Term 2				
1	Magalang (Respectful)	Naipakikita ang pagiging magalang sa pamamagitan ng wastong pagtugon sa mensahe ng kapwa.		
2	Responsible (Responsible)	Naipakikita ang pagiging responsible sa pamamagitan ng pakikisa sa mga munting gawain sa pamayanan ayon sa sariling kakayahan.		
3	Matulungin (Helpful)	Naipakikita ang pagiging matulungin sa pamamagitan ng pagtulong sa mga gawain ng pamilya sa tahanan ayon sa kakayahan.		
4	Matulungin (Helpful)	Naipakikita ang pagiging matulungin sa nakatatanda sa pamamagitan ng mga gawaing makatulong at makapagbibigay-ginhawa sa kanila nang may pagsasaalang-alang sa ligtas na paraan.		
5	Madasalin (Prayerful)	Nakapagsasany sa pagiging madasalin sa pamamagitan ng pakikilahok sa pananalangin ng pamilya.		
6	Kalinisan (Cleanliness)	Naipakikita ang kalinisan sa pamamagitan ng pakikibahagi sa mga gawain ng pangangalaga sa kapaligiran.		
7	Masunurin (Obedient)	Naipakikita ang pagiging masunurin sa pamamagitan ng pagtalima sa mga mabuting gawain ng pamilyang Pilipino.		
8	Tiwala sa Sarili (Self-Confidence)	Naipakikita ang tiwala sa sarili sa pamamagitan ng pagsasagawa ng mga gawaing nakabubuti sa sarili at sa kapwa bilang bahagi ng tagubilin ng pamilya.		
9	Mapagbigay (Generosity)	Naipakikita ang pagiging mapagbigay sa pamamagitan ng kusang-loob na pagbabahagi ng anumang mayroon siya.		
Term 3				
Number and Algebra				
1	Magalang (Respectful)	Naipakikita ang pagiging magalang sa pamamagitan ng pagtalima sa mga tagubilin at alituntunin ng pook-dalagandan.		
2	Kalinisan (Cleanliness)	Naipakikita ang kalinisan sa pamamagitan ng palagiang pagpapahalaga sa kapwa-bata ng wastong pagpapanatili ng kaayusan at kalinisan ng kapaligiran.		
3	Mapagmalasakit (Compassion)	Naipakikita ang pagiging mapagbigay sa pamamagitan ng kusang-loob na pagbabahagi ng anumang mayroon siya.		
4	Mapagbigay (Generosity)	Naipakikita ang pagiging mapagbigay sa pamamagitan ng kusang-loob na pagbabahagi ng anumang mayroon siya.		
5	Mabuting Mamamayan (Good Citizenship)	Nakapagsasany ng pagiging mabuting mamamayan sa pamamagitan ng kusang-loob na pagtulong sa pamilya sa mga gawaing pampamayanan.		
6	Magalang (Respectful)	Nakapagsasany ng pagiging magalang sa pamamagitan ng angkop na kilos sa iba't ibang gawing pampinilyo o paniniwala sa pamayanan.		
7	Mapagmalasakit (Compassion)	Naipakikita ang pagiging mapagmalasakit sa pamamagitan ng paghihikayat sa kapwa na makisa sa mga simpleng gawain ng pangangalaga ng kapaligiran.		
8	Pagmamahal sa Bayan (Love of Country)	Naipakikita ang pagiging makabansa sa pamamagitan ng palagiang pagsunod sa mga panuntunan para sa mga sagisag ng bayan.		

MAKABANSA

MAKABANSÁ			
No.	Learning Competency		Rating
Term 1			
1	Nailalarawan na ang bawat tao ay may iba't ibang: a. Katangiang Fisikal b. Pangangailangan c. Interes at Kakayahan		
2	Naipaliwanag ang karapatan at tungkulin ng bawat bata.		
3	Napahalalagahan ang indibidwalidad ng bawat tao.		
Term 2			
1	Naipaliwanag ang konsepto ng pamilya batay sa bumubuo nito tulad ng two-parent, solo parent, extended family, at iba pa.		
2	Naipaliwanag ang papel at tungkulin ng mga kasapi ng pamilya.		
3	Napahalalagahan ang papel at tungkulin ng mga kasapi ng pamilya.		
Term 3			
1	Nailalahad ang mga batayang impormasyon tulad ng pangalan, pinagmulan, laki at lawak, kinaroroonan, at kuwento ng sariling paaralan.		
2	Naipaliwanag ang tungkulin ng mga taong bumubuo sa paaralan tulad ng punong-guro, guro, doctor, nars, dyanitor, mag-aaral at iba pa.		
3	Natutukoy ang kahalagahan ng mga patatandaan at estruktura mula sa tahanan patungo sa paaralan.		
4	Napahalalagahan ang sariling paaralan bilang bahagi ng pamayanan.		
5	Natutukoy ang iba pang kasapi ng pamayanan na umaagapay sa pamilya at paaralan.		
6	Naipaliwanag ang papel ng mga kasapi ng kinabibilangang pamayanan.		
7	Napahalalagahan ang papel ng mga kasapi ng kinabibilangang pamayanan.		

Enclosure 3 to the Division Memorandum No. 081, s. 2026

Learner's Performance Report for Grades 4 to 12



Republic of the Philippines
MIMAROPA Region
Department of Education
SCHOOLS DIVISION OF MARINDUQUE
SCHOOL NAME HERE

LEARNER'S PERFORMANCE REPORT
School Year 2026-2027

Name: _____ Age: _____ Sex: _____
LRN: _____ Grade: 4-10 Section: _____
Track (SHS only): _____

Dear Parents,
This Performance Report shows the ability and progress your child has made in the different learning areas as well as his/her core values.
The school welcomes you should you desire to know more about your child's progress.

ATTENDANCE RECORD

Month													Total
No. of Class Days													
No. of Days Present													
No. of Days Absent													

TEACHER'S COMMENTS/REMARKS

Term 1 _____

Term 2 _____

Term 3 _____

PARENTS/GUARDIAN'S SIGNATURE

Term 1 _____

Term 2 _____

Term 3 _____

CERTIFICATE OF TRANSFER

This is to certify that the above-named learner has satisfactorily completed the requirements in the grade level indicated.

Admitted to Grade: _____
Eligible for Admission to Grade: _____
Approved: _____

School Head _____ Adviser _____

CANCELLATION OF ELIGIBILITY TO TRANSFER

Admitted to: _____ Date: _____

School Head _____

LEARNING PROGRESS AND ACHIEVEMENT

Learning Areas	TERM			Final Grade	Remarks
	1	2	3		
Pilipino					
English					
Mathematics					
Science					
Araling Panlipunan (AP)					
GMRC / Values Education					
BPP / TLE					
MAPSH					
Musical and Arts					
Physical Education and Health					
General Average					

PERFORMANCE DESCRIPTORS

Grading Scale	Description	Remarks
90-100	Advancing	Passed
80-89	Developing	Passed
70-79	Developing	Passed
60-69	Developing	Failed
50-59	Developing	Failed



Republic of the Philippines
MIMAROPA Region
Department of Education
SCHOOLS DIVISION OF MARINDUQUE
SCHOOL NAME HERE

LEARNER'S PERFORMANCE REPORT
School Year 2026-2027

Name: _____ Age: _____ Sex: _____
LRN: _____ Grade: 11 Section: _____
Track (SHS only): ACADEMIC

Dear Parents,
This Performance Report shows the ability and progress your child has made in the different learning areas as well as his/her core values.
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ATTENDANCE RECORD

Month													Total
No. of Class Days													
No. of Days Present													
No. of Days Absent													

TEACHER'S COMMENTS/REMARKS

Term 1 _____

Term 2 _____

Term 3 _____

PARENTS/GUARDIAN'S SIGNATURE

Term 1 _____

Term 2 _____

Term 3 _____

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Eligible for Admission to Grade: _____
Approved: _____

School Head _____ Adviser _____

CANCELLATION OF ELIGIBILITY TO TRANSFER

Admitted to: _____ Date: _____

School Head _____

LEARNING PROGRESS AND ACHIEVEMENT

Learning Areas	TERM			Final Grade	Remarks
	1	2	3		
Core Subjects					
Effective Communication /					
Malasang Komunikasyon					
Effective Communication					
Malasang Komunikasyon					
General Mathematics					
General Science					
Life and Career Skills					
Pag-aaral ng Kasaysayan at					
Lipnang Pilipino					
Elective Subjects					
Academic Elective 1					
Academic Elective 2					
Academic Elective 3					
General Average					

PERFORMANCE DESCRIPTORS

Grading Scale	Description	Remarks
90-100	Advancing	Passed
80-89	Developing	Passed
70-79	Developing	Passed
60-69	Developing	Failed
50-59	Developing	Failed



Republic of the Philippines
MIMAROPA Region
Department of Education
SCHOOLS DIVISION OF MARINDUQUE
SCHOOL NAME HERE

LEARNER'S PERFORMANCE REPORT
School Year 2026-2027

Name: _____ Age: _____ Sex: _____
LRN: _____ Grade: 11 Section: _____
Track (SHS only): _____

Dear Parents,
This Performance Report shows the ability and progress your child has made in the different learning areas as well as his/her core values.
The school welcomes you should you desire to know more about your child's progress.

LEARNING PROGRESS AND ACHIEVEMENT

Learning Areas	TERM			Final Grade	Remarks
	1	2	3		
Core Subjects					
Effective Communication/ Mabuting Komunikasyon					
Effective Communication/ Mabuting Komunikasyon					
General Mathematics					
General Science					
Life and Career Skills					
Pag-aaral ng kasaysayan at Lipunang Pilipino					
Elective Subjects					
TechPro Elective 1					
General Average					

PERFORMANCE DESCRIPTORS

Grading Scale	Description	Remarks
90-100	Advancing	Passed
80-89	Benchmarking	Passed
70-79	Connecting	Passed
60-69	Developing	Failed
0-59	Emerging	Failed

ATTENDANCE RECORD

Month																		Total
No. of Class Days																		
No. of Days Present																		
No. of Days Absent																		

TEACHER'S COMMENTS/REMARKS

Term 1 _____

Term 2 _____

Term 3 _____

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Term 1 _____

Term 2 _____

Term 3 _____

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Eligible for Admission to Grade: _____
Approved: _____

School Head _____ Admitter _____

CANCELLATION OF ELIGIBILITY TO TRANSFER

Admitted in: _____ Date: _____
School Head _____



Republic of the Philippines
MIMAROPA Region
Department of Education
SCHOOLS DIVISION OF MARINDUQUE
SCHOOL NAME HERE

LEARNER'S PERFORMANCE REPORT
School Year 2026-2027

Name: _____ Age: _____ Sex: _____
LRN: _____ Grade: 12 Section: _____
Track (SHS only): ACADEMIC

Dear Parents,
This Performance Report shows the ability and progress your child has made in the different learning areas as well as his/her core values.
The school welcomes you should you desire to know more about your child's progress.

LEARNING PROGRESS AND ACHIEVEMENT

Learning Areas	TERM			Final Grade	Remarks
	1	2	3		
Elective Subjects					
Academic Elective 4					
Academic Elective 5					
Academic Elective 6					
Academic Elective 7					
Academic Elective 8					
Academic Elective 9					
Academic Elective 10					
Academic Elective 11					
Academic Elective 12					
General Average					

PERFORMANCE DESCRIPTORS

Grading Scale	Description	Remarks
90-100	Advancing	Passed
80-89	Benchmarking	Passed
70-79	Connecting	Passed
60-69	Developing	Failed
0-59	Emerging	Failed

ATTENDANCE RECORD

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School Head _____ Admitter _____

CANCELLATION OF ELIGIBILITY TO TRANSFER

Admitted in: _____ Date: _____
School Head _____