



Republic of the Philippines
Department of Education
Region VII, Central Visayas
DIVISION OF CEBUPROVINCE
Sudlon, Lahug, CebuCity



January 29, 2018

DIVISION MEMORANDUM

No. 082, s. 2018

BASIC EDUCATION ENROLLMENT POLICY

To: Assistant Superintendents
Education Program Supervisors/Coordinators
District Supervisors/OICs
Secondary School Heads

1. For information and guidance of all concerned, attached is DepEd Order No. 03, s. 2018 dated January 26, 2018, entitled "**Basic Education Enrollment Policy**".
2. Enclosed in this Memorandum are the Rationale, Statement of the Policy, Scope of the Policy, Definition of Terms and the Enrollment Procedures.
3. For more information, please refer to the attached communication.
4. Immediate dissemination of this Memorandum is desired.


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Republic of the Philippines
Department of Education

DepEd ORDER
No. **03**, s. 2018

26 JAN 2018

BASIC EDUCATION ENROLLMENT POLICY

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Basic Education Enrollment Policy** for School Year 2018-2019 and the subsequent school years thereafter, to institutionalize an efficient enrollment process in public and private schools, and state/local universities and colleges (SUCs/LUCs) offering basic education nationwide.
2. The rules and standards prescribed by this policy uphold the right of learners to enroll in public schools upon presentation of minimum documentary requirements, and to be provided with accessible, relevant, quality and liberating education.
3. They also guarantee the right of learners to enroll in private schools and SUCs/LUCs offering basic education upon the submission of minimum documentary requirements, and satisfaction of other conditions that the educational institution may require, subject to the existing laws and regulations.
4. The issuance repeals DepEd Order No. 6, s. 2017 entitled Multi-Year Implementing Guidelines on Early Registration. All existing Orders, Memoranda, and other related issuances inconsistent with this policy are hereby repealed, rescinded, or modified accordingly.
5. Immediate dissemination of and strict compliance with this Order is directed.

LEONOR MAGTOLIS BRIONES
Secretary

Encl: As stated

References: DepEd Order: Nos. 6 and 58, s. 2017; 47; 52, 54 and 55, s. 2016;
8, s. 2015; 4, s. 2014; and 41, s. 2012

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

ADMISSION	POLICY
DATA	REQUIREMENTS
ENROLLMENT	SCHOOLS
LEARNERS	TRANSFER

APA/DO-Basic Education Enrollment Policy
0034-January 13/22, 2018

(Enclosure to DepEd Order No. 03, s. 2018)

BASIC EDUCATION ENROLLMENT POLICY

I. Rationale

Pursuant to the Constitutional mandate of the Department of Education to ensure the delivery of accessible and quality education, it has put in place a functional basic education system. The enactment of Republic Act No. (RA) 10157 or the Kindergarten Act and RA 10533 or the Enhanced Basic Education Act of 2013 brought about sweeping changes in basic education which gave rise to the need to align DepEd's existing processes with these reforms. The enrollment of learners, particularly the collection and management of enrollment data, is one such process, integral in planning, resource allocation, policy formulation, and development of interventions. To align the enrollment process with ongoing reforms, DepEd has issued and implemented several policies, such as the adoption of the Learner Reference Number (DO 22, s. 2012), the Adoption of Modified School Forms (DO 4, s. 2014), the Omnibus Policy on Kindergarten (DO 47, s. 2016), and the policy on Transfer of Records (DO 54, s. 2016). This Policy is issued to consolidate the various issuances on enrollment and institutionalize a basic education enrollment process.

II. Statement of Policy

All learners who elect to enroll in public schools nationwide must be accepted upon submission of the minimum documentary requirements articulated in this Policy.

Learners who wish to enroll in private schools and state and local universities and colleges (SUCs/LUCs) offering basic education must submit the minimum documentary requirements stipulated in this Policy, and satisfy other conditions for admission that the institution may require.

This Policy establishes the standard process of enrollment in public and private schools, SUCs/LUCs offering basic education, and Alternative Learning System (ALS) learning centers nationwide.

III. Scope of the Policy

This Policy shall guide DepEd offices and personnel involved in enrollment in public and private schools, SUCs/ LUCs offering basic education, and ALS learning centers. This will also provide guidance to parents and learners on the enrollment process and the attendant requirements.

This Policy covers early registration, actual enrollment, Learner Information System (LIS) encoding, and reiteration of policies on collection of fees, among others.

IV. Definition of Terms

For purposes of this Policy, the following terms are defined and understood as follows:

- a. Early registration – the pre-registration of incoming Kindergarten, Grades 1, 7, and 11 learners which takes place prior to the opening of classes
- b. Pre-registered – learners who underwent the early registration process, but are not considered officially enrolled
- c. Enrollment – the process of registering learners into the Learner Information System (LIS) upon the submission of the required supporting documents and first date of attendance
- d. Learner – an individual enrolled in an educational institution offering basic education
- e. Moved in – learners coming from other schools who enrolled in the school in the middle of the school year
- f. Moved out – learners who were previously enrolled in the school but enrolled in other schools the middle of the school year
- g. Temporarily enrolled – learners who are not officially enrolled due to deficiencies in submission of documentary requirements
- h. Transferred in – learners aggregated by male and female who entered from one school to another, either government or private from 1st Friday of school calendar days to March 31
- i. Transferred out – learners who left school to enter another school as evidenced by a request for permanent record (Form 137) from 1st Friday of school calendar days to March 31
- j. Out of School Children (OSC) – persons aged 6 to 14 years who are not attending school
- k. Out of School Youth (OSY) – persons aged 15 to 24 years who are not attending school, have not finished any college or post-secondary course, and are not working
- l. Balik-Aral learner – a learner who went back to school and resume study after year/years of dropping out or discontinuing study
- m. Indigenous Peoples (IP) learner – a learner born of either or both parents who are IP as defined in RA 8371 or the Indigenous Peoples Republic Act of 1997
- n. Special Education (SPED) learner – a learner in need of basic education that takes into account the special needs of both the differently abled and the gifted
- o. Philippine Educational Placement Test – a battery of tests covering five basic subjects for validating and accrediting knowledge and skills in academic areas gained through informal and non-formal means, for re-entry into formal school, job promotion, entry to job training, employment, and self-fulfillment

V. Enrollment Procedures

A. Early Registration

Early registration of incoming Kindergarten, Grades 1, 7, and 11 learners in public schools shall be conducted from the **last Saturday of January to the last Friday of February of each year**. Incoming Grades 2-6, Grades 8-10 and Grade 12 are considered pre-registered.

Early registration is conducted to achieve the following:

- a. Ensure all new entrants for Kindergarten, Grades 1, 7, and 11 learners are registered; and
- b. Locate, identify and register OSC and OSY in the community who may be characterized as:
 - Living with disability/ies
 - Living in an off-grid community
 - Living in a barangay without a school
 - Living in a geographically isolated area
 - Displaced due to natural disaster
 - Living in an armed conflict area
 - Living in an area with high level of criminality/drug abuse
 - Having chronic illness
 - Having nutritional problem/s
 - Victim of child abuse, economic exploitation
 - Stateless/Undocumented
 - In conflict with the law
 - Living on the streets
 - No longer in school but interested in going back to school

Offices in all governance levels, specifically those identified below, shall conduct an **Information Dissemination and Advocacy Campaign** to raise public awareness of early registration.

Office	Roles
<p>Central Office</p> <ul style="list-style-type: none"> • Public Affairs Service • Bureau of Learning Delivery • Bureau of Human Resource and Organizational Development • Bureau of Learner Support Services 	<p>The Central Office shall communicate the start of early registration and promote its conduct through all official channels e.g. DepEd website, DepEd Philippines Facebook page, other media platforms, etc.</p>

Office	Roles
Regional Office (RO) and Schools Division Office (SDO)	<p>The Regional Director and Schools Division Superintendent (SDS) shall lead and organize a team that will spearhead the advocacy campaign.</p> <p>The School Improvement Plan (SIP) Child Mapping Tool as provided in DepEd Order No. 44, s. 2015 attached as Annex 1 can be used to obtain basic information on the status of 4-17-year-old learners in the community, for purposes of school planning.</p>
School Level	<p>Schools shall undertake activities such as the following:</p> <ul style="list-style-type: none"> • conduct house-to-house campaigns • post materials such as tarpaulins, banners, brochures • post on social media (Facebook, Instagram, etc.) • secure radio/television broadcast and advertisement <p>Schools are encouraged to involve parents, local barangay officials, civic organizations, people's organizations, and other stakeholders.</p>

Elementary and secondary public school officials shall designate Early Registration Desks or Registration Centers in the school premises and individuals who will handle registration.

Each SDO shall identify areas without schools but may have enrollees. The SDS shall designate a focal person (preferably the Public Schools District Supervisor) to work with the concerned Barangay Chairperson for early registration to be done in the barangay. Likewise, registration of street children who were identified during Child Finding Activities shall be conducted by the SDOs in coordination with the local social worker of the Department of Social Welfare and Development (DSWD).

Learners with no existing profile in the LIS shall fill out the **Basic Education Enrollment Form** provided as Annex 2, and submit their Birth Certificate from the Philippine Statistics Authority (PSA) formerly National Statistics Office (NSO) or the local civil registrar, or barangay certification to the person in charge of registration. Pertinent information from these documents shall be encoded in the LIS to create the learners' profiles. They will then be tagged as pre-registered learners. LRNs will only be issued on the first date of attendance. *Refer to Section VI. Enrollment Data Management of this Policy.*

Grades 1, 7, and 11 learners who have an existing account in the LIS i.e. have Learner Reference Numbers (LRNs) will be tagged as pre-registered but will still need to update their information by filling out the Basic Education Enrollment Form. It is the responsibility of the concerned school personnel to ensure that this updated information is reflected in the LIS.

During early registration, learners aged 6-12 who shall be enrolling in basic education for the first time shall be enrolled in appropriate grade levels on the basis of the following:

1. Completion of Kindergarten Catch-up Education Program – learner shall be enrolled in Grade 1
2. PEPT Result – learner shall be enrolled in the appropriate grade level based on the Result of PEPT

Learners aged 13 and above who shall be enrolling in basic education for the first time shall be advised to undergo the ALS program.

Eligibility and Documentary Requirements

While this Policy adheres to the basic tenet that all learners must be accepted in basic education, all public and private schools, and SUCs and LUCs offering basic education programs shall adhere to existing rules that govern the minimum eligibility and documentary requirements for enrollment in order to establish the identity of learners.

The following table presents the eligibility standards and minimum documentary requirements for each key grade level.

Level	Eligibility Standards	Documentary Requirements
Kinder	Children aged five years old by August 31 st of the school year they will enroll in <i>(DepEd Order 47, s. 2016, Omnibus Policy on Kindergarten)</i>	<ul style="list-style-type: none"> • Philippine Statistics Authority (PSA)* Birth Certificate <small>*formerly National Statistics Office (NSO)</small>
Grade 1	Children who have completed Kindergarten programs in DepEd accredited schools and centers	<ul style="list-style-type: none"> • Kindergarten Certificate of Completion • PSA Birth Certificate
	Children who are six years old and above by August 31 st of the school year they will enroll in and who have not completed Kindergarten	<ul style="list-style-type: none"> • Result of ECCD Assessment Checklist • PSA Birth Certificate

Level	Eligibility Standards	Documentary Requirements
	Children who have completed any form of Kindergarten program in non-DepEd accredited learning and day-care centers, or home-schooled learners <i>(DepEd Order 47, s. 2016, Omnibus Policy on Kindergarten)</i>	<ul style="list-style-type: none"> • Result of PEPT or PVT • PSA Birth Certificate
Grade 7	Grade 6 Graduate	<ul style="list-style-type: none"> • SF 9 Grade 6 (formerly Form 138)
	PEPT Passer or A&E Test Passer	<ul style="list-style-type: none"> • Result of PEPT or A&E Test • PSA Birth Certificate
Grade 11	Grade 10 Completer	<ul style="list-style-type: none"> • SF 9 Grade 10 (formerly Form 138)
	PEPT Passer or A&E Test Passer	<ul style="list-style-type: none"> • Result of PEPT or A&E Test • PSA Birth Certificate

In the absence of a PSA Birth Certificate, the parent or guardian must submit a Birth Certificate (late registration) from the local civil registrar or a barangay certification containing the basic information of the child such as:

- Name of the child (first name, middle name, last name)
- Name of parents
- Date of birth
- Sex

If the documents mentioned above are not submitted by the end of Early Registration, learners will be given until **August 31st of the school year they will enroll in** to produce and submit the required documents.

Submission of the learner's Birth Certificate from the PSA or the local civil registrar, or barangay certification for purposes of enrollment will only be done once during the duration of a child's basic education. As provided in DO. 58, s. 2017 the birth certificate shall be an attachment to the learner's permanent record.

To help ensure that learners enroll in accredited private schools, a list of DepEd accredited schools will be consolidated by the RO and shall be posted in conspicuous spaces in the SDOs and on the DepEd website.

Requirement for Transferees

Learners from public or private schools in the Philippines who shall transfer shall submit their SF 9 (formerly Form 138) or a letter certifying

the last grade level the learner completed signed by the School Registrar. Refer to DO 54, s. 2016 for guidelines on the request and transfer of the learner's school records.

Special Cases

In special cases, additional documents may be required for submission. Below are such cases:

Special Cases	Required Documents Upon Enrollment	Additional Requirements For Submission During The School Year
Learners from: 1. Philippine Schools Abroad (any grade level) 2. Foreign Schools Abroad	<ul style="list-style-type: none"> • Birth Certificate or any equivalent legal document • Latest Report Card or any equivalent academic record • Accepting school shall have the discretion to determine the appropriate grade level in which to place the learner (DO 26, s. 1994) • PEPT Certificate of Rating for learners who have not completed the school year abroad, as long as three grading periods have been completed, and for learners who need grade level standards assessment 	<ul style="list-style-type: none"> • Permanent Transcript of Records from originating school
Learners from non-DepEd accredited schools (any grade level)	<ul style="list-style-type: none"> • PEPT/PVT Certificate of Rating • Birth Certificate from the PSA or the local civil registrar, or barangay certification 	None
Balik-Aral learner (any grade level)	<ul style="list-style-type: none"> • SF 9 (formerly Form 138) of the last school year attended or PEPT Certificate of Rating, whichever is applicable 	<ul style="list-style-type: none"> • Birth Certificate from the PSA or the local civil registrar, or barangay certification
A&E Elementary Level Test Passer who qualified for Grade 7	<ul style="list-style-type: none"> • A&E Elementary Level Certificate of Rating 	

Special Cases	Required Documents Upon Enrollment	Additional Requirements For Submission During The School Year
A&E Secondary Level Test Passer who qualified for Grade 11	<ul style="list-style-type: none"> • A&E Secondary Level Certificate of Rating 	
Displaced learners due to on-going war/armed conflict and very recent disasters/calamities	<ul style="list-style-type: none"> • Any proof of identity or any means as directed by the Central Office 	<ul style="list-style-type: none"> • SF 9 (formerly Form 138) and/or • Results of PEPT or A&E Test, if applicable

B. Conduct of General Enrollment and Date of First Attendance

Public elementary and secondary school officials, SDOs and ROs in collaboration with the local officials of the community shall ensure that pre-registered learners shall report to public school on the first day of classes.

A week before the opening of classes, the school shall post the respective class/section assignment of the learners. This shall ensure that the learners will be guided on their respective classes.

Learners who are not pre-registered must proceed to the enrollment desk located in the principal's office, guidance office, or any designated strategic location in the school for enrollment and subsequent placement in a specific section.

Class advisers shall take note of the learners' first date of attendance. Only learners with a first date of attendance and complete documentary requirements shall be considered officially enrolled.

Section assignments and date of first attendance shall be finalized through the LIS.

C. Temporary Enrollment

Transferees from public and private schools in the Philippines who failed to submit the SF 9 (formerly Form 138) during early registration or upon enrollment shall only be temporarily enrolled until the submission of required documents on or before **August 31st of the current school year**. They shall be required to submit an **Affidavit of Undertaking**, provided as Annex 3, signed by the parent/guardian in order to be temporarily enrolled.

For temporarily enrolled learners, the receiving school shall issue a **Temporary Progress Report Card** as provided in Annex 4 signed by the Class Adviser for the parents/guardians to monitor the progress of his/her child. **This form is inadmissible for transfer and enrollment purposes and is only issued for progress monitoring.**

Upon complete submission of the documentary requirements, the learner shall be tagged as officially enrolled in the LIS. Otherwise, the learner retains the status of temporarily enrolled; the learner cannot be officially promoted to a higher grade level, and the learner cannot officially graduate from the school. The learner will not be recognized should he/she attain the qualifying average and other criteria for academic honors, and the receiving school shall not release official documents such as the SF 9, SF 10, Certificate of Completion, Diploma, etc.

D. Late Enrollment

A school may accept late enrollees provided that the learner will be able to meet eighty percent (80%) of the prescribed number of school days for each school year and the quarterly requirement to pass the grade level as governed by the latest existing applicable DepEd issuances.

If the learner cannot meet the required number of school days and the quarterly requirement, the school head may exercise his/her discretion to accept the enrollee and implement catch-up activities or interventions under acceptable circumstances.

E. Learners Moving In/Out

Learners from other schools who enrolled in the school in the middle of the school year shall be tagged in the system as "moved in", while learners who were previously enrolled in the school but enrolled in other schools in the middle of the school year shall be tagged in the system as "moved out".

Learners may move in/out from one school to another school anytime during the school year for valid reasons such as, but not limited to, family migration and disasters, among others.

Learners moving in/out from schools in the Philippines shall submit the latest Learner's Progress Report Card (SF 9 formerly Form 138) upon enrollment.

The receiving school shall coordinate with the originating school to verify the grade level and last quarterly grade of the learner. Refer to DO 54, s. 2016 for guidelines on the request and transfer of the learner's school records.

Learners who fail to submit the necessary requirements upon moving in shall be considered temporarily enrolled. The guidelines on temporary enrollment as provided in *Section V (C) Temporary Enrollment* shall apply.

Learners who transfer to ALS shall not be considered school leavers. The adviser will make the necessary notations on the learners' School Form 1, signifying that the particular learner transferred to the ALS program. He/she shall indicate the date of effectivity of the transfer, the ALS program being attended, and the name of the ALS facilitator.

F. Fees

No fees shall be collected from schoolchildren during enrollment. For membership fees and contributions that may be collected on a voluntary basis after enrollment, refer to the latest existing applicable DepEd issuances. Non-payment of voluntary contributions shall not prohibit enrollment of learners.

Collection of authorized voluntary contribution should not be done during the schedule of release of financial assistance for Conditional Cash Transfer (CCT) or 4Ps recipients. In no instance must the school collect contribution out of the 4Ps subsidy.

VI. Enrollment Data Management

Every learner in the basic education system shall be issued only one unique and permanent LRN that he/she shall use throughout the entire basic education program.

The search learner facility of the LIS shall aid in determining whether the learner already has an LRN or not. A learner's uniqueness must always be established before creating a new LRN.

Results of the Early Registration shall be encoded by the School Head in the LIS under the Early Registration module.

Enrollment data on the first day of attendance up to the last school day of the opening month of the school year shall be encoded by the School Head in the LIS under the Quick Count module. Private schools, SUCs, and LUCs with different school calendars shall encode on the first day of classes.

The latest existing applicable DepEd issuances shall govern the updating of Basic Education Statistics in the LIS and Enhanced Basic Education Information System (EBEIS) at the Beginning of School Year (BoSY) and End of School Year (EoSY).

All educational institutions, whether public or private, offering basic education shall ensure that they have updated school profiles and other

data elements in the EBEIS, and that all learners enrolled in the school are registered and have updated profiles in the LIS.

VII. Monitoring and Evaluation

The Policy, Planning, Research and Development Division and Quality Assurance Division of the ROs and the School Governance Operations Division of the SDOs are required to conduct monitoring, provide technical assistance, and gather issues, best practices, and feedback. SDOs should ensure that School Heads comply with the provisions of this Policy.

Progress monitoring during the early registration and actual enrollment shall be conducted. The Central Office through the Bureau of Learning Delivery, Bureau of Human Resource and Organizational Development-School Effectiveness Division, and Planning Service shall jointly lead the review of the implementation of this Policy.

VIII. Effectivity

This Policy shall take effect for SY 2018-2019 and succeeding years immediately upon publication in the DepEd official website and shall remain in force and effect unless sooner repealed, amended or rescinded.

This Policy effectively rescinds DO 6, s. 2017 (*Multi-Year Implementing Guidelines on Early Registration*). All prior DepEd Orders, other issuances, or provisions thereof which are inconsistent with this Policy are hereby rescinded.

IX. References

DepEd Order 54, s. 2016, Guidelines on the Request and Transfer of Learner's School Records.

DepEd Order 55, s. 2016, Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program

DepEd Order 52, s. 2016 – Data Collection of Basic Education Statistics in the Learner Information System and Enhanced Basic Education Information System for Beginning of School Year 2016-2017

DepEd Order 47, s. 2016, Omnibus Policy on Kindergarten

DepEd Order 8, s. 2015, Policy Guidelines on Classroom Assessment for the K-12 Basic Education

DepEd Order 4, s. 2014, Adoption of the Modified School Forms (SFs) for Public Elementary and Secondary Schools Effective End of School Year 2013-2014

DepEd Order 41, s. 2012, Revised Guidelines on the Opening of Classes

DepEd Order 88, s. 2010, 2010 Revised Manual of Regulations for Private Schools in Basic Education

DepEd Order 99, s. 2009 - Organization of Headstart Classes for the Gifted and Talented Preschoolers

DECS Service Manual 2000, page 77

DECS Order no. 22, s. 1998 - Philippine Validating Test (PVT) for Learnings Acquired Under Certain Circumstances

DECS Order No. 26, s. 1994 - Placements of Transferees from Foreign Countries Seeking Admission to Philippine Elementary and Secondary Schools

Before you go around your community to conduct your early registration activities, coordinate with the District or Division office and your barangay. If there are other schools in your barangay, coordinate with them as well.
 Distribute this child mapping tool to your team of teachers and volunteers. They should fill this up as they move from house to house in the barangay. This will help you get important basic information on the status of 4-17 year old children in your community which you can use in school planning. You only need to cover your barangay unless majority of your students come from nearby communities, in which case, you need to conduct child mapping in those barangays as well. If there are no schools in your barangay, the District or Division office will include this in mapping in that area (Voluntary QCR, No. 7 s. 2001).
 Child mapping should be done at least every 3 years (preferably at the start of the 5th cycle), assuming that there are no major changes in the population of your community. After census counting major population changes (e.g. disasters), child mapping should be conducted to account for the children in your community.
 After mapping, consolidate the data. You can encode it in the School Community Data Template for easy reference. Share the data with your District and Division offices, barangay, and with nearby schools and communities.

Barangay: _____
 Division: _____
 Municipality: _____ Region: _____

TOOL FOR MAPPING OF 4-17 YR. OLD CHILDREN

LAST NAME	FIRST NAME	SEX	AGE	DATE OF BIRTH (DAY/MONTH/YEAR)	PRESENT ADDRESS	NUMBER OF SIBLINGS (TOTAL)	IS HE/ SHE/ IT/ THEY ATTENDING SCHOOL? (YES/NO)	IS HE/ SHE/ IT/ THEY ATTENDING ANY OTHER EDUCATIONAL INSTITUTION? (YES/NO)	IS HE/ SHE/ IT/ THEY ATTENDING A TECHNICAL INSTITUTION? (YES/NO)	IS HE/ SHE/ IT/ THEY ATTENDING A VOCATIONAL TRAINING CENTER? (YES/NO)	IS HE/ SHE/ IT/ THEY ATTENDING A NON-FORMAL EDUCATION CENTER? (YES/NO)	IS HE/ SHE/ IT/ THEY ATTENDING A COMMUNITY CENTER? (YES/NO)	IS HE/ SHE/ IT/ THEY ATTENDING A DAYCARE CENTER? (YES/NO)	IS HE/ SHE/ IT/ THEY ATTENDING A PRESCHOOL? (YES/NO)	IS HE/ SHE/ IT/ THEY ATTENDING A SPECIAL EDUCATION CENTER? (YES/NO)	IS HE/ SHE/ IT/ THEY ATTENDING A HEALTH CENTER? (YES/NO)	IS HE/ SHE/ IT/ THEY ATTENDING A RECREATIONAL CENTER? (YES/NO)	IS HE/ SHE/ IT/ THEY ATTENDING A RELIGIOUS CENTER? (YES/NO)	IS HE/ SHE/ IT/ THEY ATTENDING A CULTURAL CENTER? (YES/NO)

NOTE: If the child is permanent resident? (YES/NO) If YES, address of the resident place on monitor card? _____

TYPE OF DISTRICT/SCHOOL OFFICE (Type District Office No. 2, 2001 for details/extension)

- 1. Local Government
- 2. District Development
- 3. Municipal Development
- 4. Provincial Development
- 5. Special Services/Agency
- 6. Learning Disability
- 7. Technical Institute
- 8. Technical Education
- 9. Special Services/Agency
- 10. Technical Institute

EDUCATIONAL ATTAINMENT:

- CR-Completed Kindergarten
- CD-Completed Grade 1
- CC-Completed Grade 2
- CC2-Completed Grade 2
- CC3-Completed Grade 3
- CC4-Completed Grade 4
- CC5-Completed Grade 5
- CC6-Completed Grade 6
- CC7-Completed Grade 7
- CC8-Completed Grade 8
- CC9-Completed Grade 9
- CC10-Completed Grade 10
- CC11-Completed Grade 11
- CC12-Completed Grade 12
- CC13-Completed Grade 13
- CC14-Completed Grade 14
- CC15-Completed Grade 15
- CC16-Completed Grade 16
- CC17-Completed Grade 17
- CC18-Completed Grade 18
- CC19-Completed Grade 19
- CC20-Completed Grade 20
- CC21-Completed Grade 21
- CC22-Completed Grade 22
- CC23-Completed Grade 23
- CC24-Completed Grade 24
- CC25-Completed Grade 25
- CC26-Completed Grade 26
- CC27-Completed Grade 27
- CC28-Completed Grade 28
- CC29-Completed Grade 29
- CC30-Completed Grade 30
- CC31-Completed Grade 31
- CC32-Completed Grade 32
- CC33-Completed Grade 33
- CC34-Completed Grade 34
- CC35-Completed Grade 35
- CC36-Completed Grade 36
- CC37-Completed Grade 37
- CC38-Completed Grade 38
- CC39-Completed Grade 39
- CC40-Completed Grade 40
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- CC45-Completed Grade 45
- CC46-Completed Grade 46
- CC47-Completed Grade 47
- CC48-Completed Grade 48
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- CC50-Completed Grade 50
- CC51-Completed Grade 51
- CC52-Completed Grade 52
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- CC54-Completed Grade 54
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- CC56-Completed Grade 56
- CC57-Completed Grade 57
- CC58-Completed Grade 58
- CC59-Completed Grade 59
- CC60-Completed Grade 60
- CC61-Completed Grade 61
- CC62-Completed Grade 62
- CC63-Completed Grade 63
- CC64-Completed Grade 64
- CC65-Completed Grade 65
- CC66-Completed Grade 66
- CC67-Completed Grade 67
- CC68-Completed Grade 68
- CC69-Completed Grade 69
- CC70-Completed Grade 70
- CC71-Completed Grade 71
- CC72-Completed Grade 72
- CC73-Completed Grade 73
- CC74-Completed Grade 74
- CC75-Completed Grade 75
- CC76-Completed Grade 76
- CC77-Completed Grade 77
- CC78-Completed Grade 78
- CC79-Completed Grade 79
- CC80-Completed Grade 80
- CC81-Completed Grade 81
- CC82-Completed Grade 82
- CC83-Completed Grade 83
- CC84-Completed Grade 84
- CC85-Completed Grade 85
- CC86-Completed Grade 86
- CC87-Completed Grade 87
- CC88-Completed Grade 88
- CC89-Completed Grade 89
- CC90-Completed Grade 90
- CC91-Completed Grade 91
- CC92-Completed Grade 92
- CC93-Completed Grade 93
- CC94-Completed Grade 94
- CC95-Completed Grade 95
- CC96-Completed Grade 96
- CC97-Completed Grade 97
- CC98-Completed Grade 98
- CC99-Completed Grade 99
- CC100-Completed Grade 100

DATE OF INITIATION: _____

INITIATOR NAME AND SIGNATURE: _____

Year	Term	Month	Quarter	Age	Date of birth (YY/MM)	IRIS ID# (YY/MM)	Physical address	Number of present projects (YY/MM)	# Subjects (YY/MM)	Site (YY/MM)	IRIS activity type or assembly (YY/MM)	Project with IRIS services (YY/MM)	IRIS service(s) being provided (YY/MM)	Foundational skill(s) (YY/MM)	Current skill(s) (YY/MM)	If EL, specify name of school (YY/MM)	If HQ, state reason for not serving (YY/MM)	If eligible through ADA, specify type of ADA (YY/MM)	Planning to add next year (YY/MM)	If EL, specify the reasons of present or planned services (YY/MM)	If HQ, state reasons for not providing services (YY/MM)		

YSP-71, Use only if permanent residence is IRIS/IDB or EL. Show up to the address you are mailing out.

TYPE OF DISTURBANCE (See Code Book No. 2, 2014 for detailed description)

- 1- Visual Impairment
- 2- Hearing Impairment
- 3- Intellectual Disability
- 4- Learning Disability
- 5- Speech/language impairment

FOCUS/PROUJ ATTENDANCE:

- CE- Combined Grade 1
- CE- Combined Grade 2
- CE- Combined Grade 3
- CE- Combined Grade 4
- CE- Combined Grade 5
- CE- Combined Grade 6
- CE- Combined Grade 7
- CE- Combined Grade 8
- CE- Combined Grade 9
- CE- Combined Grade 10
- CE- Combined Grade 11
- CE- Combined Grade 12

- SE- Some Withdrawn
- SE- Some Grade 1
- SE- Some Grade 2
- SE- Some Grade 3
- SE- Some Grade 4
- SE- Some Grade 5
- SE- Some Grade 6
- SE- Some Grade 7
- SE- Some Grade 8
- SE- Some Grade 9
- SE- Some Grade 10
- SE- Some Grade 11
- SE- Some Grade 12

- SO- School enrollment assistance
- SO- Occupational Impairment
- SO- Special health problems
- SO- Multiple disabilities



BASIC EDUCATION ENROLLMENT FORM

THIS FORM IS NOT FOR SALE.

Check the appropriate box only:

School Year: - No LRN With LRN Returning (Balik-Aral)

INSTRUCTIONS: Print legibly all information required in CAPITAL letters. Submit accomplished form to the Person-in-Charge/Registrar/Class Adviser. Use black or blue pen only.

STUDENT INFORMATION

PSA Birth Certificate No. _____
Learner Reference No. (LRN)
LAST NAME
FIRST NAME
MIDDLE NAME
EXTENSION NAME e.g. Jr., III (if applicable) _____
DATE OF BIRTH / / SEX MALE FEMALE AGE _____
Belonging to any Indigenous Peoples (IP) Community/Indigenous Cultural Community? No Yes If Yes, please specify: _____
Mother Tongue _____

ADDRESS
House Number and Street _____
Barangay _____
City/Municipality/Province/Country _____ Zip Code

PARENT'S/GUARDIAN'S INFORMATION
Father's Name (Last Name, First Name, Middle Name) _____ Mother's Maiden Name (Last Name, First Name, Middle Name) _____
Guardian's Name (Last Name, First Name, Middle Name) _____

Telephone No. _____ Cellphone No. _____

For Returning Learners (Balik-Aral) and Those Who Shall Transfer/Move In

Last Grade Level Completed _____ Last School Year Completed _____
School Name _____ School ID
School Address _____

For Learners in Senior High School

Semester 1st Sem 2nd Sem
Track _____ Strand (if any) _____

I hereby certify that the above information given are true and correct to the best of my knowledge and I allow the Department of Education to use my child's details to create and/or update his/her learner profile in the Learner Information System. The information herein shall be treated as confidential in compliance with the Data Privacy Act of 2012.

Signature Over Printed Name of Parent/Guardian _____ Date _____

For use of DepEd Personnel Only. To be filled up by the Class Adviser.
DATE OF FIRST ATTENDANCE / /
Grade Level _____ Track (for SHS) _____

Reference Table

Indigenous People - A group of people or homogenous societies identified by self-ascription and ascription by others, who have continuously lived as an organized community on communally bounded and defined territory.

Abeling	Calinga	Itom
Abellen	Capizeo	Ivatan
Abelling	Caviteño	Iwak
Aberling	Cebuano	Jama Mapon
Abiyan (aeta)	Chavacano	Kabayukan
Adasen	Chinese	Kabihug
Aeta	Cimaron	Kadaklan/Kachakran
Aggay	Cotabateño	Kailawan/Kaylawan
Agta	Cotabateño-Chavacano	Kalagan
Agta-Agay	Cuyonen	Kalaguya-Ayangan
Agta-Cimaron	Cuyunon	Kalanguya
Agta-Dumagat	Dacalan	Kalanguya-Ikalahan
Agta-Tabangnon	Dagaynen	Kalibugan
Agta-Taboy	Danak	Kalibugan/Kolibugan
Agutaynon	Dananao	Kalinga
Akeanon	Davao-Chavacano	Kamayo
Alab	Davaweño	Kamigin
Alangan	Diangan	Kamigin
Alangan Mangyan	Dibabawon	Kankanaey
Ambala	Dibabeen Mulitaan	Kankanaey Ibenguet
Apayao	Dibaben	Kankanaey Iyaplay
Applai	Direrayaan	Kapampangan
Aromanen-Manobo	Dulangan	Karao
Aromanon	Dumagat	Karintik
Ata	Dumagat-Alta	Karulano
Ata-Manobo	Dumagat-Remontado	Kaunana
Ati	Escaya	Ken-ey
Ayangan	Gaddang	Kirenteken
Badjao	Gubang	Klata
Badjao, Sama Laut	Gubatnon	Kongking
Bagkalot	Gubatnon Mangyan	Korolanon
Bago	Guiangan	Lahitanen
Bagobo	Guilayan	Lambangian
Bagobo-Tagabawa	Guinaang	Lambanglan
Balangao	Halawodnon	Langilan
Balatoc	Hanunuo	Livunganen
Baliwon	Hanunuo Mangyan	Ilongot
Baluga	Henanga	Lubo
Banao	Higaonon	Lubuagan
Bangon	Hiligaynon/Ilonggo	Mabaka
Bantoanon	Iabanag	Maeng
Banwaon	Ibaloy	Magahat
Barlig	Ibanag	Mag-anti
Basao	Ibatan	Mag-antsi
Batak	Ifugao	Magbekin
Batangan	Ikalahan	Magbukon
Batangan Mangyan	Ilaud	Mag-indi
Belwang	Ilianen	Magkunana
Bikol/Bicol	Ilocano	Maguindanao
Binongan	Ilongot	Majokayong
Bisaya/Binisaya	Iranon	Malaweg/Malaueg
Blaan	Iraya	Malbong
Boholano	Iraya Mangyan	Mamanwa
Bontoc	Isarog	Mandaya
Bontok	Isinaí	Mandek-ey
Bugkalot	Isnag	Mandukayan
Bugarot	Isnai	Mangali
Buhid	Isneg	Manguangan
Buhid Mangyan	Isoroken	Manobo
Bukidnon	Itawia	Manobo B'lit
Butbut	Itawis	Manobo-Dulangan
Cagaluan	Itbayat-Ivatan	Manobo-Ubo
Cagayanen	Itneg	Mansaka

Maranao	Salegseg	Tau-buid
Masadiit	Sama	Tausug
Masbateño/Masbatenon	Sama Badjao	Taut-Bato
Matigsalog	Sama Bangingi	Tboli
Mayudan	Sama Laut	T-boli
Molbog	Samal	Teduray
Naneng	Sangii	Tigwahanon
Negrilo	Sibuyan Mangyan-Tagabukid	Tinananen
Obu-Manuvu	Subanen	Tingglan
Pala wan	Sulod/Budiknon	Tingguian
Palawan	Sumadel	Tinglayan
Palawan-o	Tabangon	Tinguian
Palawanon	Tadyawan	Tiruray
Pan-ayanon	Tadyawan Mangyan	Tonglayan
Panay-Bukidnon	Tagabawa	Tuigao
Pangasinan/Panggalato	Tagakaolo	Tuwali
Parananum	Tagalog	Ubo Manobo
Pugot	Taganua	Ubo-Manobo
Pulangien	Tagawahanon	Umayamnon
Pulangiyen	Tagbanua	Waray
Pullon	Tagbanua/Kalamianen	Yakan
Ratagnon	Talaandig	Yapayao
Ratagnon Mangyan	Talaingod	Yogad
Remontado	Talaingod, Langilan	Yugad
Sadanga	Talocok	Zambal
Sakki	Tao't bato	

Mother Tongue - The language first learned by a learner

There are 19 major languages identified by DepEd which are: Tagalog, Kapampangan, Pangasinense, Iloko, Bikol, Cebuano, Hiligaynon, Waray, Tausug, Maguindanaoan, Maranao, Chabacano, Ybanag, Ivatan, Sambal, Aklanon, Kinaray-a, Yakan, and Surigaonon.

Adasen	Balatok	Davawenyo
Agta, Alabat Island	Bantoanon, Asi	Dumagat, Remontado
Agta, Casiguran Dumagat	Batak	English
Agta, Central Cagayan	Belwang	Filipino
Agta, Dicamay	Bikol	Gaddang
Agta, Dupaninan	Bikol Partido	Giangan
Agta, Isarog	Bikol, Buhinon	Gubang
Agta, Mt. Iriga	Bikol, Central	Hanunoo
Agta, Pahanan	Bikol, Libon	Higaonon
Agta, Pudtol	Bikol, Miraya	Hiligaynon
Agta, Umiray Dumagat	Bikol, Northern Catanduanes	Ibaloi
Agta, Villa Viciosa	Bikol, Rinconada	Ibanag
Agutaynen	Bikol, Southern Catanduanes	Ibatan
Akeanon Bukidnon	Bikol, West Albay	Ifugao, Amganad
Akeanon/Aklanon/Inakeanon	Binukid	Ifugao, Batad
Aklanon	Bisakol	Ifugao, Mayoyao/Ayangan
Alangan	Blaan	Ifugao, Tuwali
Alta, Northern	Blaan, Sarangani	Ilocano
Alta, Southern	Bol-anon	Iloko
American Sign Language	Bolinao	Ilongot
Arabic	Buhid	Inabaknon
Arta	Butuanon	Inonhan
Ati/Inati	Caluyanun	Iranun
Atta, Faire	Capiznon	Iraya
Atta, Pamplona	Cebuano	Isinai
Ayta, Abellen	Cebuano / Sinugboanong	Isnag
Ayta, Ambala	Binisaya	Isneg
Ayta, Mag-antsi	Cebuano/Kana/Sinugboanong	Itawit
Ayta, Magbukun	Binisaya	Itneg, Banao
Ayta, Mag-Indi	Chabacano	Itneg, Binongan
Ayta, Sorsogon	Chinese Cantonese	Itneg, Inlaod
Ayta, Tayabas	Chinese Fookien	Itneg, Maeng
Bag-o	Chinese Mandarin	Itneg, Masadiit
Balangao	Cuyonon	Itneg, Muyadan

Ivatan	Manobo Matigsalog	Sambal, Botolan
I-wak	Manobo Western Bukidnon	Sangil
Kagayanen	Manobo, Ata	Sangir
Kalagan	Manobo, Dibabawon	Sinurigaanon
Kalagan, Kagan	Manobo, Ilianen	Sorsoganon, Northern
Kalanguya	Manobo, Matigsalog	Sorsoganon, Southern
Kalinga, Butbut	Manobo, Obo	Spanish
Kalinga, Limos	Manobo, Rajah Kabunsuwan	Subanen Eastern
Kalinga, Lubuagan	Manobo, Sarangani	Subanen Northern
Kalinga, Mabaka Valley	Manobo, Western Bukidnon	Subanen, Central
Kalinga, Majukayang	Manovo Ilianen	Subanen, Southern
Kalinga, Southern	Mansaka	Subanon, Kolibugan
Kalinga, Tanudan	Mapun	Subanon, Western
Kallahan, Kayapa	Maranao	Sulod
Kallahan, Keley-i	Masbatenyo / Minasbate	Taandig
Kallahan, Tinoc	Matigsalog	Tadyawan
Kamayo	Minamarwa	Tagabawa
Kankanaey	Minanobo, Agusan / Surigao	Tagakaulo
Kankanay, Northern (aplayi)	Molbog	Tagalog
Kapampangan	Nihonggo (Japanese)	Tagbanwa
Karao	Others	Tagbanwa, Calamian
Kasiguranin	Palawano, Brooke's Point	Tagbanwa, Central
Katabaga	Palawano, Central	Tandaganon / Tagaon-on
Kinamayo	Palawano, Southwest	Tausug
Kinaray-a	Pampangan / Kapampangan /	Tawbuid, Eastern
Leytenio	Pampun	Tawbuid, Western
Lumad	Pangasinan	Tboli
Mabaka	Pangasinense	Teduray
Maguindanao	Paranan	Tigwahanon
Maguindanaoan	Philippine Sign Language	Umayamnon
Malaueg-Rizal	Ratagnon	Waray
Mandaya	Romblomanon	Yakan
Manide	Sama, Balangigih	Ybanag
Manobo	Sama, Central	Yogad
Manobo Agusan	Sama, Pangutaran	Ytawi
Manobo Ata	Sama, Southern	
Manobo Kinamiguin	Sambal	

Source : Learner Information System (LIS)

AFFIDAVIT OF UNDERTAKING

ANNEX 3

I, _____ of legal age, a resident of

Name of Parent/Guardian

Address

and the parent/guardian of _____

Name of Learner

hereby signs this document freely and with full understanding of its contents.

The present circumstances are:

1. I choose to enroll my child at _____
Name of School
2. I certify that my child was previously enrolled at _____
and passed the grade level of _____
Name of Previous School
3. Due to _____, I cannot submit the transfer
credentials of my child to this school.
4. I understand that my child shall be temporarily enrolled because I have not submitted
the required credentials.

With these circumstances, I undertake to:

1. Do what is legally permissible for the release of the credentials of my child from the
previous school.
2. Submit the transfer credentials of my child on or before _____.
3. I agree that the official record from this school shall only be released until the submission
of school credentials from the previous school.
4. I understand that the school shall only issue a temporary progress report card signed
by the adviser to monitor the progress of my child and that it is inadmissible for transfer
and enrollment purposes.

Without the transfer credentials of my child I fully understand that:

1. My child is only temporarily enrolled.
2. My child cannot be officially promoted to a higher grade level.
3. My child cannot officially graduate from this school.
4. Should my child attain the qualifying average and other criteria for academic honors,
he/she will not be recognized.

With all the foregoing, I shall hold free from any liability, whether civil, criminal or administrative,
DepEd Personnel who are involved in the acceptance and enrollment of my child, and the
enforcement of any law or rule and the obligations provided in this document.

Attested this _____ day of _____ at _____.

Signature Over Printed Name of Parent/Guardian

Gov't ID Presented: _____
ID Number: _____
Date Issued: _____

TEMPORARY PROGRESS REPORT CARD FOR ELEMENTARY AND JHS

Learner Reference No. (LRN)

Name: _____ Date of Birth: _____ Age: _____

Sex: _____ Grade: _____ Section: _____ School Year: _____

Dear Parent/Guardian:

Your child is only temporarily enrolled due to deficiencies in submission of documentary requirements. As such your child will not be issued an official progress report card. This temporary progress report card is issued only to monitor the progress of your child. Official academic records shall not be released by this school until submission of the required documents (SF 10 formerly Form 137 / School Permanent Record) from the previous school. This temporary progress report card is inadmissible for transfer and enrollment purposes.

REPORT ON LEARNING PROGRESS AND ACHIEVEMENT

Learning Areas	Quarter				Final Grade	Remarks
	1	2	3	4		
Filipino						
English						
Mathematics						
Science						
Araling Panlipunan (AP)						
Edukasyon sa Pagpapakatao (EsP)						
Technology & Livelihood Education (TLE)						
MAPEH						
Music						
Arts						
PE						
Health						
General Average						

REPORT ON LEARNER'S OBSERVED VALUES

Core Values	Behavior Statements	Quarter			
		1	2	3	4
1. Maka-Diyos	Expresses one's spiritual beliefs while respecting the spiritual beliefs of others				
	Shows adherence to ethical principles by upholding truth				
2. Maka-tao	Is sensitive to individual, social, and cultural differences				
	Demonstrate contributions toward solidarity				
3. Makakalikasan	Cares for the environment and utilizes resources wisely, judiciously, and economically				
	Demonstrates pride in being a Filipino, exercises the rights and responsibilities of a Filipino citizen				
4. Makabansa	Demonstrates appropriate behavior in carrying out activities in the school, community and country				

Descriptors 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



Marking Non-numerical Rating

AO Always Observed

SO Sometimes Observed

RO Rarely Observed

NO Not Observed

REPORT ON LEARNER'S ATTENDANCE

	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	Total
No. of school days												
No. of days present												
No. of days absent												

Reported by: _____
Signature Over Printed Name of Class Adviser

To the Parent or Guardian:

Please carefully read the comments below on your child's performance. Sign on the space provided to signify that you have received this. We encourage you to consult with the Class Adviser for any concern.

QUARTER	COMMENTS	PARENT'S/GUARDIAN'S SIGNATURE
First		
Second		
Third		
Fourth		

TEMPORARY PROGRESS REPORT CARD FOR SHS

Learner Reference No. (LRN)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Name: _____ Date of Birth: _____ Age: _____

Sex: _____ Grade: _____ Section: _____ School Year: _____

Dear Parent/Guardian:

Your child is only temporarily enrolled due to deficiencies in submission of documentary requirements. As such your child will not be issued an official progress report card. This temporary progress report card is issued only to monitor the progress of your child. Official academic records shall not be released by this school until submission of the required documents (SF 10 formerly Form 137 / School Permanent Record) from the previous school. This temporary progress report card is inadmissible for transfer and enrollment purposes.

REPORT ON LEARNING PROGRESS AND ACHIEVEMENT

Subjects	Quarter		Semester Final Grade
	1	2	
Core Subjects			
Applied and Specialized Subjects			
General Average for the Semester			

REPORT ON LEARNER'S OBSERVED VALUES

Core Values	Behavior Statements	Quarter			
		1	2	3	4
1. Maka-Diyos	Expresses one's spiritual beliefs while respecting the spiritual beliefs of others				
	Shows adherence to ethical principles by upholding truth				
2. Makatao	Is sensitive to individual, social, and cultural differences				
	Demonstrate contributions toward solidarity				
3. Makakalikasan	Cares for the environment and utilizes resources wisely, judiciously, and economically				
	Demonstrates pride in being a Filipino, exercises the rights and responsibilities of a Filipino citizen				
4. Makabansa	Demonstrates appropriate behavior in carrying out activities in the school, community and country				

Subjects	Quarter		Semester Final Grade
	1	2	
Core Subjects			
Applied and Specialized Subjects			
General Average for the Semester			

Marking
 AO Always Observed
 SO Sometimes Observed
 RO Rarely Observed
 NO Not Observed

Descriptors	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

REPORT ON LEARNER'S ATTENDANCE

	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Total
No. of school days												
No. of days present												
No. of days absent												

Reported by: _____
 Signature Over Printed Name of Class Adviser

To the Parent or Guardian:

Please carefully read the comments below on your child's performance. Sign on the space provided to signify that you have received this. We encourage you to consult with the Class Adviser for any concern.

QUARTER	COMMENTS	PARENT'S/GUARDIAN'S SIGNATURE
First		
Second		
Third		
Fourth		

TEMPORARY PROGRESS REPORT CARD FOR KINDERGARTEN

Learner Reference No. (LRN)

--	--	--	--	--	--	--	--	--	--

Name: _____ School Year: _____ Sex: _____

Grade: _____ Section: _____ Date of Birth: _____ Age: _____
Years Months

Dear Parent/Guardian:

Your child is only temporarily enrolled due to deficiencies in submission of documentary requirements. As such your child will not be issued an official progress report card. This temporary progress report card is issued only to monitor the progress of your child. Official academic records shall not be released by this school until submission of the required documents (SF 10 formerly Form 137 / School Permanent Record) from the previous school. This temporary progress report card is inadmissible for transfer and enrollment purposes.

Each competency will be marked with: **Beginning (B)** ; **Developing (D)** or ; **Consistent (C)**

Health, Well-Being, and Motor Development	Q1	Q2	Q3	Q4
Demonstrates health habits that keep one clean and sanitary			D	
Demonstrates behaviors that promote personal safety				
Demonstrates locomotor skills such as walking, running, skipping, jumping, climbing correctly during play, dance or exercise activities		D		
Demonstrates non-locomotor skills such as pushing, pulling, turning, swaying, bending, throwing, catching, and kicking correctly during play, dance or exercise activities				
Demonstrates fine motor skills needed for self-care / self-help such as toothbrushing, buttoning, screwing and unscrewing lids, using spoon and fork correctly, etc.				
Demonstrates fine motor skills needed for creative self-expression/ art activities, such as tearing, cutting, pasting, copying, drawing, coloring, molding, painting, lacing, etc.				
Traces, copies, or writes letters and numerals				
Socioemotional Development	Q1	Q2	Q3	Q4
States personal information (name, gender, age, birthday)				
Expresses personal interests and needs				
Demonstrates readiness in trying out new experiences, and self-confidence in doing tasks independently				
Expresses feelings in appropriate ways and in different situations				
Follows school rules willingly and executes school tasks and routines well				
Recognizes different emotions, acknowledges the feelings of others, and shows willingness to help				
Shows respect in dealing with peers and adults				
Identifies members of one's family				
Identifies people and places in the school and community				
Language, Literacy, and Communication	Q1	Q2	Q3	Q4
Listening and Viewing				
Distinguishes between elements of sounds e.g. pitch (low and high), volume (loud and soft)				
Listens attentively to stories/poems/songs				
Recalls details from stories/poems/songs listened to				
Relate story events to personal experiences				
Sequence events from a story listened to				

	Q1	Q2	Q3	Q4
Infer character traits and feelings				
Identify simple cause-and-effect and problem-solution relationship of events in a story listened to or in a familiar situation				
Predict story outcomes				
Discriminates objects/pictures as same and different, identifies missing parts of objects/pictures, and identifies which objects do not belong to the group				
Speaking				
Uses proper expressions and polite greetings in appropriate situations				
Talks about details of objects, people, etc. using appropriate speaking vocabulary				
Participates actively in class activities (e.g. reciting poems, rhymes, etc.) and discussions by responding to questions accordingly				
Asks simple questions (who, what, where, when, why)				
Gives 1 to 2 step directions				
Retells simple stories or narrates personal experiences				
Reading				
Identifies sounds of letters (using the alphabet of the Mother Tongue)				
<p><i>The child can identify the following letter sounds:</i></p> <p>/a/ /b/ /c/ /d/ /e/ /f/ /g/ /h/ /i/ /j/ /k/ /l/ /m/ /n/ /ñ/ /ng/ /o/ /p/ /q/ /r/ /s/ /t/ /u/ /v/ /w/ /x/ /y/ /z/</p>				
Names uppercase and lower case letters (using the alphabet of the Mother Tongue)				
<p><i>The child can name the following uppercase and lower case letters:</i></p> <p>A B C D E F G H I J K L M N Ñ O P Q R S T U V W X Y Z</p> <p>a b c d e f g h i j k l m n ñ o p q r s t u v w x y z</p>				
Matches uppercase and lower case letters (using the alphabet of the Mother Tongue)				
Identifies beginning sound of a given word				
Distinguishes words that rhyme				
Counts syllables in a given word				
Identifies parts of the book (front and back, title, author, illustrator, etc.)				
Shows interest in reading by browsing through books, predicting what the story is all about and demonstrating proper book handling behavior (e.g., flip pages sequentially, browses from left to right, etc.)				
Interprets information from simple pictographs, maps, and other environmental print				
Writing				
Writes one's given name				
Writes lower case and upper case letters				
Express simple ideas through symbols (e.g. drawings, invented spelling)				
Mathematics	Q1	Q2	Q3	Q4
Identifies colors				
Identifies shapes				
Sorts objects according to shape, size, and/or color				

	Q1	Q2	Q3	Q4
Compares and arrange objects according to a specific attribute (e.g., size, length, quantity, or duration)				
Recognizes and extends patterns				
Tells the names of days in a week				
Tells the months of the year				
Distinguishes the time of day and tells time by the hour (using analog clock)				
Rote counts up to 20				
<i>The child can count up to: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 Others: _____</i>				
Counts objects up to 10				
<i>The child can count up to: 1 2 3 4 5 6 7 8 9 10 Others: _____</i>				
Recognize numerals up to 10				
<i>The child can recognize numerals up to: 1 2 3 4 5 6 7 8 9 10 Others: _____</i>				
Writes numerals up 10				
<i>The child can write numerals up to: 1 2 3 4 5 6 7 8 9 10 Others: _____</i>				
Sequences numbers				
Identify the placement of objects (e.g. 1st, 2nd, 3rd, etc.) in a given set				
Solves simple addition problems				
Solves simple subtractions problems				
Groups sets of concrete objects of equal quantities up to 10 (i.e. beginning multiplication)				
Separates sets of concrete objects of equal quantities up to 10 (i.e. beginning division)				
Measures length, capacity, and mass of objects using nonstandard measuring tools				
Recognizes coins and bills (up to PHP 20)				
<i>The child can recognize the following coins and bills: 5 centavos 10 centavos 25 centavos 1 peso 5 pesos 10 pesos 20 pesos</i>				
Understanding the Physical and Natural Environment	Q1	Q2	Q3	Q4
Identifies body parts and their functions				
Records observations and data with pictures, numbers and/or symbols				
Identifies parts of plant and animals				
Classifies animals according to shared characteristics				
Describes the basic needs and ways to care for plants, animals and the environment				
Identify different kinds of weather				

RATING SCALE

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

