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SENATE

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P.S. Res. No. 429

Introduced by SENATOR WIN GATCHALIAN

RESOLUTION

DIRECTING THE APPROPRIATE SENATE COMMITTEE TO CONDUCT AN INQUIRY, IN AID OF LEGISLATION, INTO THE GRADE TRANSMUTATION POLICY OF THE DEPARTMENT OF EDUCATION AND ITS EFFECTS ON ACADEMIC STANDARDS, FOR THE PURPOSE OF CRAFTING POLICY RECOMMENDATIONS AND RESPONSIVE LEGISLATION

1 **WHEREAS**, it is the policy of the State to protect and promote the right
2 of all citizens to quality education at all levels,¹ and to ensure that every
3 graduate of basic education shall be an empowered individual who has
4 learned, through a program that is rooted on sound educational principles
5 and geared towards excellence;²
6

7 **WHEREAS**, Republic Act (R.A) No. 9155, otherwise known as the
8 "Governance of Basic Education Act of 2001", vests in the Department of
9 Education (DepEd) the authority to formulate policies and standards³ for
10 basic education to achieve higher learning outcomes⁴;
11

12 **WHEREAS**, DepEd Order No. 8, s. 2015 on the Policy Guidelines on
13 Classroom Assessment for the K to 12 Basic Education Program provides for

¹ 1987 Philippine Constitution, Article XIV, Sec. 1.

² Sec. 2, Republic Act No. 10533 or the Enhanced Basic Education Act of 2013.

³ *Id.* at Sec. 7.

⁴ *Id.* at Sec. 3.

the grade transmutation table for Grades 1 to 12, where the sum of the weighted scores in each component, known as the Initial Grade, will be transmuted using the given transmutation table to get the Quarterly Grade. The average of the Quarterly Grades produces the Final Grade and learners with a Final Grade of at least 75 will be promoted to the next grade level;

WHEREAS, even when the Initial Grade falls below passing levels, learners still end up having passing grades since the DepEd has higher grade equivalents, with 60 as the lowest passing grade;⁵

WHEREAS, the range of Initial Grades and its equivalent Transmuted Grades that will be reflected in the report card, is as follows:

Initial Grade	Transmuted Grade	Initial Grade	Transmuted Grade
100	100		
98.40 – 99.99	99	66.40 – 67.99	79
96.80 – 98.39	98	64.80 – 66.39	78
95.20 – 96.79	97	63.20 – 64.79	77
93.60 – 95.19	96	61.60 – 63.19	76
92.00 – 93.59	95	60.00 – 61.59	75
90.40 – 91.99	94	56.00 – 59.99	74
88.80 – 90.39	93	52.00 – 55.99	73
87.20 – 88.79	92	48.00 – 51.99	72
85.60 – 87.19	91	44.00 – 47.99	71
84.00 – 85.59	90	40.00 – 43.99	70
82.40 – 83.99	89	36.00 – 39.99	69
80.80 – 82.39	88	32.00 – 35.99	68
79.20 – 80.79	87	28.00 – 31.99	67
77.60 – 79.19	86	24.00 – 27.99	66
76.00 – 77.59	85	20.00 – 23.99	65
74.40 – 75.99	84	16.00 – 19.99	64
72.80 – 74.39	83	12.00 – 15.99	63
71.20 – 72.79	82	8.00 – 11.99	62
69.60 – 71.19	81	4.00 – 7.99	61
68.00 – 69.59	80	0 – 3.99	60

Source: DepEd Order No. 8, s.2015

⁵ EDCOM II Final Report: The National Education Plan (2026-2035), p. 36.

1 **WHEREAS**, DepEd Memorandum No. 074, s. 2025⁶ provides that Senior
2 High School learners' grades shall continue to be reported using the existing
3 grade transmutation prescribed in DepEd Order No. 8, s. 2015;
4

5 **WHEREAS**, while DepEd Order No. 8, s. 2015 provides for the grade
6 transmutation table, there is no publicly disclosed study nor statistical
7 methodology or formula explaining the purpose and derivation of the adopted
8 transmutation table;
9

10 **WHEREAS**, the implementation of the grade transmutation policy, which
11 converts low initial grades into passing marks and allows promotion despite
12 unmet grade-level curricular expectations, may result in learners advancing
13 without having fully mastered foundational competencies, thereby causing
14 learning gaps to accumulate and compound as learners progress through
15 successive levels of basic education;
16

17 **WHEREAS**, data cited by the Second Congressional Commission on
18 Education (EDCOM II) show that while 30.5% of learners were classified as
19 proficient in the Early Language, Literacy and Numeracy Assessment
20 (ELLNA), the proportion of proficient learners substantially declines at higher
21 levels of system assessment—falling to only 0.74% in the Grade 10 National
22 Achievement Test (NAT) and 0.40% in the Grade 12 NAT—and although these
23 figures do not track a single cohort, they illustrate a pattern in which
24 proficiency shares are markedly lower among older learner groups, consistent
25 with the compounding of unaddressed competency gaps that may be
26 exacerbated by promotion practices anchored on transmuted grades rather
27 than demonstrated mastery;
28

29 **WHEREAS**, EDCOM II also found that one of the contributing factors to
30 the “*de facto* mass promotion”⁷ of learners within the DepEd is the
31 implementation of its grade transmutation policy, despite the absence of a
32 formal policy on mass promotion;
33

34 **WHEREAS**, in response to the findings by the EDCOM II and reports on
35 “*de facto* mass promotion”⁸, the DepEd has announced its intention to review

⁶ Interim Guidelines for the Assessment and Grading System for the Pilot Implementation of the Strengthened Senior High School Curriculum

⁷ <https://newsinfo.inquirer.net/2177182/angara-says-deped-to-review-transmutation-rule-on-grades-to-counter-mass-promotion>, last accessed February 23, 2026.

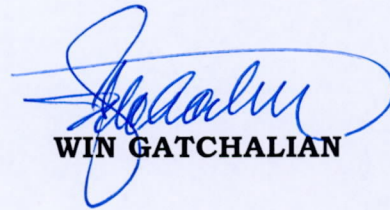
⁸ <https://www.gmanetwork.com/news/topstories/nation/975515/deped-to-phase-out-mass-promotion-policies-end-grade-transmutation/story/>;
<https://www.rappler.com/philippines/mass-promotion-students-edcom-2-report-january-2026/>, last accessed February 23, 2026.

1 and discontinue policies that have effectively enabled the automatic
2 promotion of students who have not met required competencies, including the
3 grade transmutation policy;
4

5 **WHEREAS**, in light of the State's constitutional duty to ensure quality
6 education and with the DepEd's mandate to formulate standards that
7 promote higher learning outcomes, there is a need to examine whether the
8 continued implementation of the grade transmutation policy aligns with the
9 preservation of academic standards and the accurate measurement of learner
10 competencies;
11

12 **NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE**
13 **PHILIPPINES**, to direct the appropriate Senate Committee to conduct an
14 inquiry, in aid of legislation, into the grade transmutation policy of the
15 Department of Education and its effects on academic standards, for the
16 purpose of crafting policy recommendations and responsive legislation.

Adopted,


WIN GATCHALIAN