Department of Education
Region III
DIVISION OF CITY SCHOOLS
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RELEASED
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By _____
Angeles City
Division of City Schools

August 17, 2018

DIVISION MEMORANDUM
No. 370 s. 2018

MCI LEVEL OF PRACTICE
(Management of Curriculum Implementation Monitoring & Evaluation Tool)

To: Chief, Curriculum Implementation division
    All Education Program Supervisors
    All Public Schools District Supervisors
    All Heads of Public Elementary, Secondary and Integrated Schools

1.   In line with the revised KRA and Duties and responsibilities of the Education Program Supervisors and Public District Supervisors, the Curriculum Implementation Division (CID) has crafted MCI Level of Practice (Management of Curriculum Implementation Monitoring & Evaluation Tool) which will be utilized by the Education Program Supervisors in their periodic monitoring and evaluation of the schools Curriculum Implementation of their respective subject/learning area. Likewise, the tool can also be used by the PSDSs, School Heads and Subject/Learning Area Coordinators as guide in their implementation of the curriculum of each subject/learning area in their respective schools.

2.   The objectives of the MCI Level of Practice are as follows:
    a. Conduct of periodic monitoring and evaluation and submit recommendations towards enhancing the management and delivery of the basic education curriculum per learning area.
    b. Develop mechanisms, processes and tools for monitoring, curriculum implementation and articulation (including vertical and horizontal integration) in the schools division to gauge adherence to standards while implementing innovations.
    c. Provide technical assistance to schools on various areas of curriculum implementation per learning area.
    d. Recommend policies for continuous improvement based on findings/data gathered through monitoring and evaluation.
    c. Recognize schools efforts and initiatives on curriculum implementation through SBM Validation on Curriculum & Learning.

3.   The MCI Monitoring & Evaluation Tool will also be used in the SBM Final Validation of the Curriculum and Learning effective S.Y. 2018-2019 onwards.

4.   Attached herewith is the approved MCI Monitoring & Evaluation Tool.

5.   Immediate dissemination of this Memorandum is desired.

LEILANI SAMSON CUNANAN, CESO VI
Schools Division Superintendent

MONITORING & EVALUATION TOOL
MANAGEMENT OF CURRICULUM IMPLEMENTATION
(MCI Level of Practice)

Name of School: _____ Subject Area:_____

Date of Evaluation:_____ Rating: _____

Areas of Implementation	MOVs (Means of Verification) Note: Check MOVs which are applicable in the subject area and write NA for those which are not applicable.	Remarks (Findings/Results, Recommendations, Commendations…)	Rating
Part I. Curriculum Delivery -60%			
1. Lesson Planning (Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning. – SBM)	o DLLs/DLPs o Curriculum Guide o Teachers Guide o Learners Materials o Other Learning Materials/References o Report/Record on Submission and Checking of DLL/DLP o Other proofs of implementation		
2. Instructional Materials (A representative group of school and community stakeholders develop the methods and materials for developing creative thinking & problem solving-SBM)	o Proposals o Outputs/Pictures/Copies of localized/contextualized IMs/LMs (access to LRMDS) o Certification by the DQUAT-Div. Quality Assurance Team o Video on Field Testing o Big books o Interactive Video Lessons o SLK o Manipulative IMs o Proofs of utilization o Trainings conducted on development of IMs o Records of Utilization of Materials/Laboratories/Equipment o Other proofs of implementation		
3. Teaching Strategies & Methodologies (A representative group of school and community stakeholders develop the methods and materials for developing creative thinking & problem solving-SBM) (Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learners-SBM)	o DLLs/DLPs o List /Compilation of Teaching Strategies/Methodologies o Write-ups o Pictures/videos o Trainings/SLAC conducted on teaching strategies and methodologies o Other proofs of implementation		

4.	Localization (The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community -SBM)	o Compilation of local literature o Sample Lessons showing its utilization o Lesson Plans showing the integration of local literature o Copies of localized/contextualized IMs, Modules, LPs o M & E/Supervisory Report on localized curriculum o Adjusted localized curriculum / budget of work o Sample performance outputs that could be utilized to improve community life (e.g. solid waste management, tree planting/ linis bayan activity, etc.) Initiated by the teacher/school o Trainings conducted on localization/contextualization o Other proofs of implementation		
5.	Assessment (A representative group of school and community stakeholders develop the methods and materials for developing creative thinking & problem solving-SBM) (Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills-SBM) (Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning. – SBM)	o DLLs/DLPs containing varied assessment strategies/tools: - formative assessment -summative assessment o Proofs of adherence to D.O. # 8, s. 2015 o Rubrics o Proofs of utilization of Performance based assessment strategies o Competency based Test materials duly checked/ approved by the School Head (e.g. Table of Specifications, Periodical Test Questions, Test/ Item Analysis, Item Bank, other test materials, etc.) o Reports on the conduct of activity relative to sharing of assessment results with school's stakeholders (e.g. quarterly issuance of Pupil/Student Report Card, Program Report Checklist, ECD Checklist/Worksheet, issuance of NAT, ELLNA, Phil-IRI, ORV, NCs and NCAE results to parents, stakeholders o Structure/team in charge of the review and improvement of assessment tools o Minutes of meeting/Reports/ on: - review of assessment tools participated by stakeholders o Any document of a functional/operational community based initiated programs and/ or projects (e.g. Community Learning Centers) conceptualized to address the learning deficits/ discrepancies of the learners based from the school assessment results. o SMEA Documents o Schedule on the conduct of examinations o The assessment tools are reviewed by the school and assessment results are shared with schools' stakeholders		

	o Minutes of meeting of the M&E team before the conduct of exam o Trainings conducted on assessment o Other proofs of implementation		
6. Special Instruction (The curriculum provides for the development needs of all types of learners in the school community-SBM)	o Established Assessment System with results (Multiple Intelligences Assessment Result, Academic Performance Chart, etc.) o Learners' profile (student tracking system) o Utilized Special Instruction/Support Materials (IM's, Competency Based Budget of Lessons, Lesson Exemplars) o Any Program/Project to address learning deficits/ performance discrepancies e.g. RRE/ Reading Program Intervention Materials and ADM Modules o Research Proposal o Improved learning outcomes (Achievement Rate, Promotion Rate, Failure Rate) o Other proofs of implementation		
7. Interventions/ Remediation/ Flexible Learning Options (The curriculum provides for the development needs of all types of learners in the school community-SBM)	o Action Plan o Report on the conduct of Remediation Week o List of Learners given interventions/remediation/FLO o Records of type of interventions/remediation given o Attendance sheets o Utilized IMs o DLLs/DLPs (Part IV) o Progress/Accomplishment/Narrative Reports of Implementation o Other proofs of implementation		
8. Instructional Supervision (The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community-SBM)	o Schools Supervisory Plan and Report o Record of Instructional Supervision/Class Observation/Orange Folder o Other proofs of implementation		
9. Special Curricular Programs, Support Activities and Advocacies (Learning managers and facilitators (teachers, administrators and community members) nurture values and environments that are protective of all children and demonstrate behaviors consistent to the organization's Vision, Mission and Goals-SBM)	o Action Plan o Narrative / Accomplishment and Pictorial Reports o Status Reports o Monitoring & Evaluation Reports o Other proofs of Implementation		

10. Continuous Improvement (CIP) (The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community-SBM)	o Action Plan o Proposals o CI Reports/Outputs o Other proofs of implementation		

Part II. Performance Indicators – 40%			
1. Achievement Rate a. MPS in P.T. (5%) b. MPS in Grades (Elem-10% Sec.-15%) c. Phil-IRI/ORV (Elem.-5%) d. Numeracy (Elem.-5% Sec. -5%) (Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learners.-SBM)	o Results/Records showing Improved learning outcomes (Achievement Rate) –MPS in PT and Grades/Reading and Numeracy Rate 74% and below = 1.0 75-79% = 1.5 80-84 = 2.0 85-89 = 2.5 90 and above = 3.0 Supporting Documents: o Grading Sheets o Class Records o SF 5,9 & 10 o Item Analysis Results o Record of Performance Indicators o Program Report/Checklist o ECD Checklist (Kindergarten) o ORV/Numeracy Result		
2. Promotion Rate (Elem.-15% Sec.- 15%)	o Number of Passed Learners: 75% and below = 1.0 76-80% = 1.50 81-89 % = 2.00 90-99 % = 2.50 100% = 3.00 Supporting Documents: o Promotion Rate Tracking System o SF 2, 4, 5, 9 & 10 o Other data evidences		
	Final Rating (Part I average score x .60 plus Part II average score x .40)		

Rating Scale:

Indicators	Rating	Level of Practice
0- 5% of the MOVs are evident/present and fully implemented	0.00-0.50	
6-10% of the MOVs are evident/present and fully implemented	0.51-1.00	
11-15% of the MOVs are evident/present and fully implemented	1.01-1.15	
16-20% of the MOVs are evident/present and fully implemented	1.16-1.20	
21-25% of the MOVs are evident/present and fully implemented	1.21-1.25	
26-30% of the MOVs are evident/present and fully implemented	1.26-1.30	1
31-35% of the MOVs are evident/present and fully implemented	1.31-1.35	
36-40% of the MOVs are evident/present and fully implemented	1.36-1.40	
41-45% of the MOVs are evident/present and fully implemented	1.41-1.45	
46-50% of the MOVs are evident/present and fully implemented	1.46-1.49	
51-52% of the MOVs are evident/present and fully implemented	1.50-1.55	
53-54% of the MOVs are evident/present and fully implemented	1.56-1.60	
55-56% of the MOVs are evident/present and fully implemented	1.61-1.65	
57-58% of the MOVs are evident/present and fully implemented	1.66-1.70	
59-60% of the MOVs are evident/present and fully implemented	1.71-1.75	
61-62% of the MOVs are evident/present and fully implemented	1.76-1.80	
63-64% of the MOVs are evident/present and fully implemented	1.81-1.85	
65-66% of the MOVs are evident/present and fully implemented	1.86-1.90	2
67-68% of the MOVs are evident/present and fully implemented	1.91-1.95	
69-70% of the MOVs are evident/present and fully implemented	1.96-2.00	
71-72% of the MOVs are evident/present and fully implemented	2.01-2.10	
73-74% of the MOVs are evident/present and fully implemented	2.11-2.20	
75-76% of the MOVs are evident/present and fully implemented	2.21-2.30	
77-78% of the MOVs are evident/present and fully implemented	2.31-2.40	
79-80% of the MOVs are evident/present and fully implemented	2.41-2.49	
81-82% of the MOVs are evident/present and fully implemented	2.50-2.53	
83-84% of the MOVs are evident/present and fully implemented	2.54-2.56	
85-86% of the MOVs are evident/present and fully implemented	2.57-2.60	
87-88% of the MOVs are evident/present and fully implemented	2.61-2.65	
89-90% of the MOVs are evident/present and fully implemented	2.66-2.70	3
91-92% of the MOVs are evident/present and fully implemented	2.71-2.75	
93-94% of the MOVs are evident/present and fully implemented	2.76-2.80	
95-96% of the MOVs are evident/present and fully implemented	2.81-2.90	
97-98% of the MOVs are evident/present and fully implemented	2.91-2.95	
99-100-% of the MOVs are evident/present and fully implemented	2.96-3.00	

Evaluated: Conformed:

_____   _____
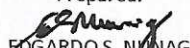
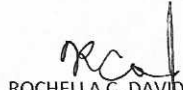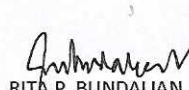Signature Over Printed Name of Evaluator/EPS   Signature Over Printed Name of School Head/
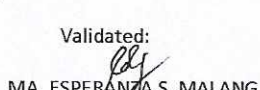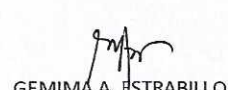   Subject Coordinator
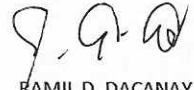
Prepared:

EDGARDO S. NUNAG
EPS1: EsP

Validated:
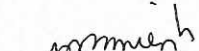
ROCHELLA C. DAVID	RITA P. BUNDALIAN	MA. ESPERANZA S. MALANG	GEMIMA A. ESTRABILLO	RAMIL D. DACANAY
EPS1: Filipino	OIC-EPS1: English	EPS1: Mathematics	EPS1: Science	EPS1: A.P
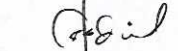
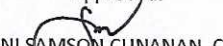| EMERITO C. NICDAO	JOSEPHINE G. FIGUEROA	REYNALDO G. CABRERA	EMILY F. SARMIENTO	GLENN P. SARMIENTO	ELIZABETH DAVID
EPS1: MAPEH	OIC EPS1: TLE	EPS1: Kindergarten	EPS1: LRMDS	SEPS	EPS

Recommending Approval:

LOURDES G. DELA CRUZ
OIC-Chief: Curriculum Implementation Division

Approved:

LEILANI SAMSON CUNANAN, CESO VI
Schools Division Superintendent