c/o Sir E. Nuñez

	Department of Education Region III **DIVISION OF CITY SCHOOLS** Angeles City Jesus Street, Pulungbulu, Angeles City		Document Code: SDO-QF-OSDS-SDS-003 Revision: 00 Effectivity date: 10/31/2018
	DIVISION MEMORANDUM		Name of Office: **OSDS-SDS**

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Division of City Schools

DIVISION MEMORANDUM
No. 244 S. 2019

MANAGEMENT OF CURRICULUM IMPLEMENTATION (MCI) MONITORING & EVALUATION TOOL PER SUBJECT AREA, KINDERGARTEN AND LRMDS

To: All School Heads of Public Elementary, Secondary and Integrated Schools
All Schools Kindergarten, LRMDS and Subject Coordinators

1. The Management of Curriculum Implementation (MCI) Monitoring & Evaluation Tool released through Division Memorandum No. 370, s. 2018 is hereby localized per subject area including Kindergarten and LRMDS.

2. The objective of localizing the MCI M&E tool is to make the Means of Verification (MOVs) under the second column specific and fit to the uniqueness and needs of each subject area.

3. School Instructional Leaders are advised to use each of the Subject Area MCI M&E Tool as guide in ensuring the quality supervision and delivery of each learning area including Kindergarten and LRMDS through consistent and periodic monitoring and evaluation.

4. Attached herewith are the respective Subject Area, Kindergarten and LRMDS MCI M&E tools.

5. Immediate dissemination of this Memorandum is desired.

LEILANI SAMSON-CUNANAN, CESO VI
Schools Division Superintendent

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Department of Education
Region III
DIVISION OF CITY SCHOOLS
ANGELES CITY

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

Name of School: _____ Subject Area: **ENGLISH**
Date of Evaluation:_____ Rating: _____

Areas of Implementation	MOVs (Means of Verification)	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)	○ DLLs/DLPs ○ Curriculum Guide ○ Teacher's Guide ○ Learners' Materials ○ Other Learning Materials/References ○ Report/Record on Submission and Checking of DLL/DLP		
2. INSTRUCTIONAL MATERIALS (A representative group of school and community stakeholders develop the methods and materials for developing creative thinking & problem solving-SBM)	○ Proposals for Project: LOG IN (**LO**calization and **G**lobalization of **IN**structional materials ○ Outputs/Pictures/Copies of localized/contextualized IMs/LMs (access to LRMDS) a.Big books, Self- Learning Kit (SLK) b.Manipulative IMs c.Interactive Video Lessons etc. d.Video Exemplars ○ Certification by the Division Quality Assurance Team (DQUAT) ○ Video on Field Testing ○ Proofs of utilization ○ Trainings/SLACS conducted on development of IMs ○ Records of Utilization of Materials/Laboratories/Equipment		
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)	○ DLLs/DLPs ○ List /Compilation of Teaching Strategies/Methodologies a. Explicit Teaching b. Differentiated Instruction c. Cooperative Learning d. Contextualization etc. ○ Write-ups ○ Pictures/videos ○ Trainings/SLAC conducted on teaching strategies and methodologies		

4. CONTEXTUALIZATION **A. LOCALIZATION** **B. INDIGENIZATION** (The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community -SBM)	○ Compilation of local literature ○ Sample Lessons showing its utilization ○ Lesson Plans showing the integration of local literature ○ Copies of localized/contextualized IMs, Modules, LPs ○ M & E/Supervisory Report on localized curriculum ○ Sample performance outputs that could be utilized to improve community life ○ Trainings/SLACS conducted on contextualization		
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)	○ DLLs/DLPs containing varied assessment strategies/tools: - formative assessment -summative assessment ○ Proofs of adherence to D.O. # 8, s. 2015 ○ Rubrics ○ Proofs of utilization of Performance based assessment strategies ○ 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.) ○ List of 10 Least Learned and 10 Most Mastered Competencies ○ 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, issuance of NAT, ELLNA, Phil-IRI, ORV, NCs and NCAE results to parents, stakeholders ○ Structure/team in charge of the review and improvement of assessment tools ○ Minutes of meeting/Reports/ on: - review of assessment tools participated by stakeholders ○ Any document of a functional/ operational community based initiated programs and/ or projects () conceptualized to address the learning deficits/ discrepancies of the learners based from the school assessment results. ○ SMEA Documents ○ Schedule on the conduct of examinations ○ The assessment tools are reviewed by the school and assessment results are shared with schools' stakeholders ○ Minutes of meeting of the M&E team before the conduct of exam ○ Trainings/ SLACS conducted on assessment		

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6. FLEXIBLE LEARNING OPTIONS a. Special Instruction b. Intervention c. Remediation (The curriculum provides for the development needs of all types of learners in the school community-SBM)	○ Established Assessment System with results (Multiple Intelligences Assessment Result, Academic Performance Chart, etc.) ○ Learners' profile (student tracking system) ○ Utilized Special Instruction/Support Materials (IM's, Competency Based Budget of Lessons, Lesson Exemplars) ○ Any Program/Project to address learning deficits/ performance discrepancies e.g. RRE/ Reading Program Intervention Materials and Alternative Delivery Mode (ADM) Modules ○ Improved learning outcomes (Achievement Rate, Promotion Rate, Failure Rate) ○ Action Plan ○ Attendance sheets with signatures ○ DLLs/DLPs (Part IV) ○ Progress/Accomplishment/Narrative Reports of Implementation of ○ **Activity Sheets for the Least Learned Skills and Results**		
7. 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)	○ Schools Supervisory Plan and Report ○ Record of Instructional Supervision/Class Observation/Orange Folder ○ Results of Instructional Supervision ○ Reports on Accomplished and Unaccomplished Competencies per Quarter ○ Other proofs of implementation		
8. 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)	○ Action Plan ○ Narrative / Accomplishment and Pictorial Reports ○ Status Reports ○ Monitoring & Evaluation Reports ○ Other proofs of Implementation for: a. Campus Journalism b. National Reading Month c. National Literature Month d. English Day / English Camp e. ELLN, DAP, PRIMALS		

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9. **CONTINUOUS IMPROVEMENT PROGRAM (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)	○ Research Proposal (Project RITS: **R**esearch for **I**nnovations and effective **T**eaching **S**trategies) ○ Action Plan ○ Project Proposal ○ CIP Reports/Outputs ○ Other proofs of implementation		
Part II. Performance Indicators – 40%			
1. **ACHIEVEMENT RATE** a. **MPS in P.T.** (Elem. 5 %) (HS - 5%) b. **Grade Point Average** (GPA) (Elem-10%) (HS -15%) c. **Phil-IRI/ORV** (Elem.-10%) (HS - 5 %) (Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learners.-SBM)	○ Results/Records showing Improved learning outcomes Supporting Documents: ○ Grading Sheets ○ Class Records ○ SF 5,9 & 10 ○ Item Analysis Results ○ Record of Performance Indicators ○ Program Report/Checklist ○ Phil - IRI and Oral Reading Verification (ORV)		
2. Promotion Rate (Elem.- 15% (HS - 15%)	○ Number of Passed Learners: Supporting Documents: ○ Promotion Rate Tracking System ○ SF 2, 4, 5, 9 & 10 ○ Other data evidences		
		Final Rating (Part I average score x .60 plus Part II average score x .40)	

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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	2
65-66% of the MOVs are evident/present and fully implemented	1.86-1.90	
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:

RITA P. BUNDALIAN
Education Program Supervisor, English

Conformed:

_____
School Head/English Focal Person

Recommending approval:

LOURDES G. DELA CRUZ, Ph. D.
Chief, Curriculum Implementation Division

Approved:

LEILANI SAMSON CUNANAN, CESO V
Schools Division Superintendent

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Department of Education
Region III
DIVISION OF CITY SCHOOLS
ANGELES CITY

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

Name of School: _____ Subject Area: **ARALING PANLIPUNAN**
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 (5%)** (Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning. –SBM)	○ DLLs/DLPs ○ Report/Record on Submission and Checking of DLL/DLP ○ Other proofs of implementation		
2. **Instructional Materials (5%)** (A representative group of school and community stakeholders develop the methods and materials for developing creative thinking & problem solving-SBM)	○ Curriculum Guide ○ Teachers' Guide ○ Learners' Materials ○ Other Learning Materials/References ○ Big books ○ Interactive Video Lessons ○ SLK ○ Manipulative IMs ○ Proposals of localized IMs ○ Trainings conducted on development of IMs ○ Records of Utilization of Materials/Laboratories/Equipment ○ Outputs/Pictures/Copies of localized/contextualized IMs/LMs (access to LRMDS) ○ Certification by the DQUAT-Div. Quality Assurance Team ○ Other proofs of implementation		
3. **Teaching Strategies & Methodologies (10%)** (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)	○ DLLs/DLPs showing the use of methods and strategies ○ List /Compilation of Teaching Strategies/Methodologies ○ Write-ups for innovative strategies and methodologies ○ Pictures/videos of implementation ○ Trainings/SLAC conducted on teaching strategies and methodologies ○ Other proofs of implementation		
4. **Contextualization (Localization/Indigenization) (10%)**	○ Compilation of local literature ○ Sample Lessons showing its utilization ○ Lesson Plans showing the integration of local literature		

(The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community -SBM)	○ M & E/Supervisory Report on localized curriculum ○ Adjusted localized curriculum / budget of work ○ 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 ○ Trainings conducted on localization/contextualization ○ Other proofs of implementation			AP
5. **Assessment (10%)** (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)	○ DLLs/DLPs containing varied assessment strategies/tools: - formative assessment -summative assessment ○ Sample Rubrics in Araling Panlipunan ○ Proofs of utilization of Performance based assessment strategies ○ 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.) ○ 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. ○ Schedule on the conduct of examinations ○ Minutes of meeting of the M&E team before the conduct of exam ○ Trainings conducted on assessment ○ Other proofs of implementation			
6. **FLEXIBLE LEARNING OPTIONS (5%)** **- Special Instructions for Interventions, Remediation and enhancement of the lesson** (The curriculum provides for the development needs of all types of learners in the school community-SBM)	○ DLLs/DLPs (Part IV) reflecting the: - Number of learners given special instructions (remediation, interventions and enhancement) - Attendance of Learners given interventions/remediation/FLO - Utilized Special Instruction/Support Materials (IM's, Competency Based Budget of Lessons, Lesson Exemplars) ○ Action Plan for Special Instructions ○ Narrative and Pictorial Reports on the conduct of Flexible Learning Options – Special Instructions ○ Improved learning outcomes (improved GPA) of learners who undergo flexible learning options			

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7. **Instructional Supervision (5%)** (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)	○ Schools Supervisory Plan and Report ○ Record of Instructional Supervision/Class Observation/Orange Folder ○ Accomplished Competencies per quarter ○ Other proofs of implementation		
8. **Special Curricular Programs, Support Activities (5%)** 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)	○ Action Plan ○ Narrative / Accomplishment and Pictorial Reports ○ Monitoring & Evaluation Reports ○ Copy of DLL/DLP integrating the program ○ Other proofs of Implementation		
9. **Continuous Improvement (CIP)/Research (5%)** (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)	○ Proposals/Research Proposal ○ Action Plan ○ CI Accomplishment Reports/Outputs ○ Other proofs of implementation		
Part II. Performance Indicators – 40%			
1. **Achievement Rate** a. **MPS in P.T. (10%)** b. **GPA (10%)** (final grade) per quarter/end of SY average (Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learners.-SBM)	- Consolidated school GPA (Final Grades) and Quarterly MPS **Supporting Documents:** ○ Grading Sheets ○ Class Records ○ SF 5,9 & 10 ○ Item Analysis Results		
2. **Promotion Rate (20%)** (Number of Passers-quarter/end of S.Y))	○ Number of Passed Learners: Supporting Documents: ○ Promotion Rate Tracking System ○ SF 2, 4, 5, 9 & 10 ○ Other data evidences		
		Final Rating (Part I average score x .60 plus Part II average score x .40)	

Rating Scale:

AP

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	
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	
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	
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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

MAPEH

Department of Education
Region III
DIVISION OF CITY SCHOOLS
ANGELES CITY

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

Name of School: _____ Subject Area: **MAPEH**
Date of Evaluation: _____ Rating: _____

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Part I. Curriculum Delivery -60%			
1. **Lesson Planning (5%)** (Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning. –SBM)	○ DLLs/DLPs ○ Report/Record on Submission and Checking of DLL/DLP ○ Other proofs of implementation		
2. **Instructional Materials (5%)** (A representative group of school and community stakeholders develop the methods and materials for developing creative thinking & problem solving-SBM)	○ Curriculum Guide ○ Teachers' Guide ○ Learners' Materials ○ Other Learning Materials/References ○ Big books ○ Interactive Video Lessons ○ SLK ○ Manipulative IMs ○ Proposals of localized IMs ○ Trainings conducted on development of IMs ○ Records of Utilization of Materials/Laboratories/Equipment ○ Outputs/Pictures/Copies of localized/contextualized IMs/LMs (access to LRMDS) ○ Certification by the DQUAT-Div. Quality Assurance Team ○ Other proofs of implementation		
3. **Teaching Strategies & Methodologies (10%)** (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)	○ DLLs/DLPs showing the use of methods and strategies ○ List /Compilation of Teaching Strategies/Methodologies ○ Write-ups for innovative strategies and methodologies ○ Pictures/videos of implementation ○ Trainings/SLAC conducted on teaching strategies and methodologies ○ Other proofs of implementation		
4. **Contextualization (Localization/Indigenization) (10%)** (The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community -SBM)	○ Compilation of local artists/music ○ Sample Lessons showing its utilization ○ Lesson Plans showing the integration of localization ○ M & E/Supervisory Report on localized curriculum ○ Adjusted localized curriculum / budget of work ○ Sample performance outputs that could		

MAPEH

	solid waste management, tree planting/ linis bayan activity, etc.) Initiated by the teacher/school ○ Trainings conducted on localization/contextualization ○ Other proofs of implementation		
5. **Assessment (10%)** (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)	○ DLLs/DLPs containing varied assessment strategies/tools: - formative assessment -summative assessment ○ Sample Rubrics in MAPEH ○ Proofs of utilization of Performance based assessment strategies ○ 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.) ○ 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. ○ Schedule on the conduct of examinations ○ Minutes of meeting of the M&E team before the conduct of exam ○ Trainings conducted on assessment ○ Other proofs of implementation		
6. **FLEXIBLE LEARNING OPTIONS (5%)** **- Special Instructions for Interventions, Remediation and enhancement of the lesson** (The curriculum provides for the development needs of all types of learners in the school community-SBM)	○ DLLs/DLPs (Part IV) reflecting the: - Number of learners given special instructions (remediation, interventions and enhancement) - Attendance of Learners given interventions/remediation/FLO - Utilized Special Instruction/Support Materials (IM's, Competency Based Budget of Lessons, Lesson Exemplars) ○ Action Plan for Special Instructions ○ Narrative and Pictorial Reports on the conduct of Flexible Learning Options – Special Instructions ○ Improved learning outcomes (improved GPA) of learners who undergo flexible learning options		
7. **Instructional Supervision (5%)** (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)	○ Schools Supervisory Plan and Report ○ Record of Instructional Supervision/Class Observation/Orange Folder ○ Accomplished Competencies per quarter ○ Other proofs of implementation		
8. **Special Curricular Programs, Support Activities and Advocacies (5%)** (Learning managers and facilitators	○ Action Plan ○ Narrative / Accomplishment and Pictorial Reports ○ Monitoring & Evaluation Reports ○ Copy of DLL/DLP integrating the program		

(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)	○ Other proofs of Implementation		
9. **Continuous Improvement (CIP)/Research (5%)** (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)	○ Proposals/Research Proposal ○ Action Plan ○ CI Accomplishment Reports/Outputs ○ Other proofs of implementation		
Part II. Performance Indicators – 40%			
1. **Achievement Rate** a. **MPS in P.T. (10%)** b. **GPA (10%)** (final grade) per quarter/end of SY average (Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learners.-SBM)	- Consolidated school GPA (Final Grades) and Quarterly MPS **Supporting Documents:** ○ Grading Sheets ○ Class Records ○ SF 5,9 & 10 ○ Item Analysis Results		
2. **Promotion Rate (20%)** (Number of Passers per quarter/end of S.Y)	○ Number of Passed Learners: Supporting Documents: ○ Promotion Rate Tracking System ○ SF 2, 4, 5, 9 & 10 ○ 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	
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	
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	
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:

Signature Over Printed Name of Evaluator/EPS

Conformed:

Signature Over Printed Name of School Head/
Subject Coordinator

SCI

Department of Education
Region III
DIVISION OF CITY SCHOOLS
ANGELES CITY

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

Name of School: _____ Subject Area: SCIENCE
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)	○ DLLs/DLPs ○ Curriculum Guide ○ Teachers Guide ○ Learners Materials ○ Other Learning Materials/References ○ Report/Record on Submission and Checking of DLL/DLP		
2. INSTRUCTIONAL MATERIALS (A representative group of school and community stakeholders develop the methods and materials for developing creative thinking & problem solving-SBM)	○ Proposals ○ Outputs/Pictures/Copies of localized/contextualized IMs/LMs (Access to LRMDS) a. Big Books b. SLKs c. Interactive Video Lessons d. SIM ○ Video on field testing ○ Certification by the Div. Quality Assurance Team ○ Trainings conducted on development of IMs ○ Records of Utilization of Materials/Laboratories/Equipment		
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)	○ DLLs/DLPs ○ List /Compilation of Teaching Strategies/Methodologies ○ Write-ups ○ Pictures/videos ○ Trainings/SLAC conducted on teaching strategies and methodologies ○ Other proofs of i ○ mplementation		

4.CONTEXTUALIZATION(LOCALIZATION/INDIGENIZATION) (The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community -SBM)	○ Compilation of local literature ○ Sample Lessons showing its utilization ○ Lesson Plans showing the integration of local literature ○ Copies of localized/contextualized IMs, Modules, LPs ○ M & E/Supervisory Report on localized curriculum ○ Adjusted localized curriculum / budget of work ○ 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 ○ Trainings conducted on localization/contextualization ○ 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)	○ DLLs/DLPs containing varied assessment strategies/tools: - formative assessment -summative assessment ○ Proofs of adherence to D.O. # 8, s. 2015 ○ Rubrics ○ Proofs of utilization of Performance based assessment strategies ○ 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.) ○ 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. Checklist/Worksheet, issuance of NAT ○ Structure/team in charge of the review and improvement of assessment tools		

	○ Minutes of meeting/Reports/ on: - review of assessment tools participated by stakeholders ○ 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. ○ SMEA Documents ○ Schedule on the conduct of examinations ○ The assessment tools are reviewed by the school and assessment results are shared with schools' stakeholders ○ Minutes of meeting of the M&E team before the conduct of exam ○ Trainings conducted on assessment ○ Other proofs of implementation		
6. SPECIAL INSTRUCTION, FLEXIBLE LEARNING OPTION, INTERVENTION, REMEDIATION (The curriculum provides for the development needs of all types of learners in the school community-SBM)	○ Established Assessment System with results (Multiple Intelligences Assessment Result, Academic Performance Chart, etc.) ○ Learners' profile (student tracking system) ○ Utilized Special Instruction/Support Materials (IM's, Competency Based Budget of Lessons, Lesson Exemplars) ○ Any Program/Project to address learning deficits/ performance discrepancies e.g. ADM Modules ○ Research Proposal ○ Improved learning outcomes (Achievement Rate, Promotion Rate ○ Other proofs of implementation ○ Action Plan ○ Records of type of intervention/ remediation given and the materials used		

	○ List of Learners given interventions/remediation / FLO ○ Attendance sheets ○ DLLs/DLPs (Part IV) ○ Progress/Accomplishment / Narrative Reports of Implementation		
7. 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)	○ Schools Supervisory Plan and Report ○ Record of Instructional Supervision/Class Observation/Orange Folder ○ Results of instructional Supervision ○ Record of accomplished competencies/ quarter		
8. 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)	○ Action Plan (SSES/STE) ○ Narrative / Accomplishment Report of advocacies in Science ○ Monitoring & Evaluation Reports ○ Other proofs of Implementation a. PRIMALS b. Cross Specialization c. Process Skills d. School Level Science Fair including Science Mind Challenge and Science –In –Action, and Robotics)		
9. 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)	○ Action Plan ○ Proposals ○ CI Reports/Outputs ○ Other proofs of implementation		
Part II. Performance Indicators – 40%			
1. ACHIEVEMENT RATE a. MPS / quarter (5%) b. GPA / quarter (15%)	○ Results/Records showing Improved learning outcomes Supporting Documents: ○ Grading Sheets ○ Class Records ○ Item Analysis Results		
2. PROMOTION RATE (20%)	○ Number of Passed Learners: Supporting Documents: ○ Promotion Rate Tracking System ○ SF 2, 4, 5, 9 & 10 ○ 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	2
65-66% of the MOVs are evident/present and fully implemented	1.86-1.90	
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:

Signature Over Printed Name of Evaluator/EPS

Conformed:

Signature Over Printed Name of School Head/ Subject Coordinator

MATH

Department of Education
Region III
DIVISION OF CITY SCHOOLS
ANGELES CITY

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

Name of School: _____ Subject Area: MATHEMATICS
Date of Evaluation:_____ Rating: _____

Areas of Implementation	**MOVs** (Means of Verification)	**Remarks** (Findings/Results, Recommendations, Commendations...)	**Rating**
Part I. Curriculum Delivery -60%			
1. Lesson Planning (5%) (Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning. – SBM)	○ DLLs/DLPs ○ Curriculum Guide ○ Teachers Guide ○ Learners Materials ○ Other Learning Materials/References ○ Report/Record on Submission and Checking of DLL/DLP ○ Other proofs of implementation		
2. Instructional Materials (5%) (A representative group of school and community stakeholders develop the methods and materials for developing creative thinking & problem solving-SBM)	○ Proposals ○ Outputs/Pictures/Copies of contextualized (Localized and indigenized) IMs/LMs (access to LRMDS) a.Big books b.Interactive Video Lessons c.SLK d.Manipulative IMs e. Video Exemplars ○ Certification by the DQUAT-Div. Quality Assurance Team ○ Video Field Testing ○ Proofs of utilization ○ Trainings/SLACs conducted on development of IMs ○ Records of Utilization of Materials/Laboratories/Equipment ○ Other proofs of implementation		
3. Teaching Strategies & Methodologies (10%) (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,	○ DLLs/DLPs ○ List /Compilation of Teaching Strategies/Methodologies a. Explicit Teaching b. Differentiated Instruction c. Cooperative Learning d. Contextualization etc. ○ Write-ups ○ Pictures/videos ○ Trainings/SLACs conducted on teaching strategies and methodologies ○ Other proofs of implementation		

accessible and aimed at developing self-directed learners-SBM)			
4. Contextualization (10%) a. Localization b. Indigenization (The implemented curriculum is localized and indigenized to make it more meaningful to the learners and applicable to life in the community -SBM)	○ Compilation of local literature ○ Sample Lessons showing its utilization ○ Lesson Plans showing the integration of local literature ○ Copies of localized/indigenized IMs, Modules, LPs ○ M & E/Supervisory Report on localized/indigenized curriculum ○ Sample performance outputs that could be utilized to improve Numeracy results ○ Trainings/SLACs conducted on contextualization(Localization/Indigenization) ○ Other proofs of implementation		
5. Assessment (10%) (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)	○ DLLs/DLPs containing varied assessment strategies/tools: - formative assessment -summative assessment - numeracy ○ Proofs of adherence to D.O. # 8, s. 2015 ○ Rubrics ○ Proofs of utilization of Performance based assessment strategies ○ 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.) ○ 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, issuance of NAT, NCs and NCAE results to parents, stakeholders ○ Structure/team in charge of the review and improvement of assessment tools ○ Minutes of meeting/Reports/ on: - review of assessment tools participated by stakeholders ○ 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. ○ SMEA Documents ○ Schedule on the conduct of examin ations ○ The assessment tools are reviewed by the school and assessment results are shared with schools' stakeholders		

	○ Minutes of meeting of the M&E team before the conduct of exam ○ Trainings/SLACs conducted on assessment ○ Least learned Competencies ○ Other proofs of implementation		
6. Flexible Learning Options (5%) a. Special Instruction b. Intervention c. Remediation d. Enhancement of the lesson (The curriculum provides for the development needs of all types of learners in the school community-SBM)	○ Established Assessment System with results (Multiple Intelligences Assessment Result, Academic Performance Chart, etc.) ○ Learners' profile (student tracking system) ○ Utilized Special Instruction/Support Materials (IM's, Competency Based Budget of Lessons, Lesson Exemplars) ○ Any Program/Project to address learning deficits/ performance discrepancies e.g. Program Intervention Materials and ADM Modules ○ Improved learning outcomes (Achievement Rate, Promotion Rate, Failure Rate) ○ Action Plan ○ Attendance sheets with signatures ○ DLLs/DLPs (Part IV) ○ Progress/Accomplishment/Narrative Reports of Implementation ○ Activity sheets for the Least Learned Skills and Results ○ Other proofs of implementation		
7. Instructional Supervision (5%) (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)	○ Schools Supervisory Plan and Report ○ Records of Instructional Supervision/Class Observation/Orange Folder ○ Reports on Accomplished and Unaccomplished competencies per Quarter ○ Results of Instructional Supervision ○ Other proofs of implementation		
8. Special Curricular Programs, Support Activities and Advocacies (Project ZNN, Project ISIP-MCE, Project RITEMED, Project ICT etc.)(5%) (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)	○ Action Plan ○ Narrative / Accomplishment and Pictorial Reports ○ Status Reports ○ Monitoring & Evaluation Reports ○ Other proofs of Implementation		

MATH

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	2
65-66% of the MOVs are evident/present and fully implemented	1.86-1.90	
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

Recommending Approval:

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

Approved:

LEILANI SAMSON CUNANAN, CESO VI
Schools Division Superintendent

9. Continuous Improvement (CIP)/ Research (5%) (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)	○ Action Plan ○ Proposals ○ CI Reports/Outputs ○ Research Proposals/Outputs ○ Other proofs of implementation		
Part II. Performance Indicators – 40%			
1. Achievement Rate a. MPS in P.T. (10%) b. GPA (10%) c. Numeracy (10 %) (Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learners.-SBM)	○ Results/Records showing Improved learning outcomes Supporting Documents: ○ Grading Sheets ○ Class Records ○ SF 5,9 & 10 ○ Item Analysis Results ○ Record of Performance Indicators ○ Program Report/Checklist ○ Numeracy Results		
2. Promotion Rate (10%)	○ Number of Passed Learners: Supporting Documents: ○ Promotion Rate Tracking System ○ SF 2, 4, 5, 9 & 10 ○ Other data evidences		
		Final Rating (Part I average score x .60 plus Part II average score x .40)	

TLE

Department of Education
Region III
DIVISION OF CITY SCHOOLS
ANGELES CITY

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

Name of School: _____ Subject Area: **EPP / TLE / TVL**
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 (5%)** (Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning. –SBM)	○ DLLs/DLPs ○ Report/Record on Submission and Checking of DLL/DLP ○ Other proofs of implementation		
2. **Instructional Materials (5%)** (A representative group of school and community stakeholders develop the methods and materials for developing creative thinking & problem solving-SBM)	○ Curriculum Guide ○ Teachers' Guide ○ Learners' Materials ○ Other Learning Materials/References ○ Big books ○ Interactive Video Lessons ○ SLK ○ Manipulative IMs ○ Proposals of localized IMs ○ Trainings conducted on development of IMs ○ Records of Utilization of Materials/Laboratories/Equipment ○ Outputs/Pictures/Copies of localized/contextualized IMs/LMs (access to LRMDS) ○ Certification by the DQUAT-Div. Quality Assurance Team ○ Other proofs of implementation		
3. **Teaching Strategies & Methodologies (10%)** (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)	○ DLLs/DLPs showing the use of methods and strategies ○ List /Compilation of Teaching Strategies/Methodologies ○ Write-ups for innovative strategies and methodologies ○ Pictures/videos of implementation ○ Trainings/SLAC conducted on teaching strategies and methodologies ○ Other proofs of implementation		
4. **Contextualization (Localization/Indigenization) (10%)** (The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community -SBM)	○ Compilation of local artists/music ○ Sample Lessons showing its utilization ○ Lesson Plans showing the integration of localization ○ M & E/Supervisory Report on localized curriculum ○ Adjusted localized curriculum / budget of work ○ Sample performance outputs that could		

	solid waste management, tree planting/ linis bayan activity, etc.) Initiated by the teacher/school ○ Trainings conducted on localization/contextualization ○ Other proofs of implementation		
5. **Assessment (10%)** (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)	○ DLLs/DLPs containing varied assessment strategies/tools: - formative assessment -summative assessment ○ Sample Rubrics in EPP/TLE/TVL ○ Proofs of utilization of Performance based assessment strategies ○ 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.) ○ 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. ○ Schedule on the conduct of examinations ○ Minutes of meeting of the M&E team before the conduct of exam ○ Trainings conducted on assessment ○ Other proofs of implementation		
6. **FLEXIBLE LEARNING OPTIONS (5%)** **- Special Instructions for Interventions, Remediation and enhancement of the lesson** (The curriculum provides for the development needs of all types of learners in the school community-SBM)	○ DLLs/DLPs (Part IV) reflecting the: - Number of learners given special instructions (remediation, interventions and enhancement) - Attendance of Learners given interventions/remediation/FLO - Utilized Special Instruction/Support Materials (IM's, Competency Based Budget of Lessons, Lesson Exemplars) ○ Action Plan for Special Instructions ○ Narrative and Pictorial Reports on the conduct of Flexible Learning Options – Special Instructions ○ Improved learning outcomes (improved GPA) of learners who undergo flexible learning options		
7. **Instructional Supervision (5%)** (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)	○ Schools Supervisory Plan and Report ○ Record of Instructional Supervision/Class Observation/Orange Folder ○ Accomplished Competencies per quarter ○ Other proofs of implementation		
8. **Special Curricular Programs, Support Activities and Advocacies (5%)** (Learning managers and facilitators	○ Action Plan ○ Narrative / Accomplishment and Pictorial Reports ○ Monitoring & Evaluation Reports ○ Copy of DLL/DLP integrating the program		

TLE

(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)	○ Other proofs of Implementation		
9. **Continuous Improvement (CIP)/Research (5%)** (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)	○ Proposals/Research Proposal ○ Action Plan ○ CI Accomplishment Reports/Outputs ○ Other proofs of implementation		
Part II. Performance Indicators – 40%			
1. **Achievement Rate** a. **MPS in P.T. (10%)** b. **GPA (10%)** (final grade) per quarter/end of SY average (Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learners.-SBM)	- Consolidated school GPA (Final Grades) and Quarterly MPS **Supporting Documents:** ○ Grading Sheets ○ Class Records ○ SF 5,9 & 10 ○ Item Analysis Results		
2. **Promotion Rate (20%)** (Number of Passers per quarter/end of S.Y)	○ Number of Passed Learners: Supporting Documents: ○ Promotion Rate Tracking System ○ SF 2, 4, 5, 9 & 10 ○ Other data evidences		
		Final Rating (Part I average score x .60 plus Part II average score x .40)	

Rating Scale:

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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	
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	
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	
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:

Signature Over Printed Name of Evaluator/EPS

Conformed:

Signature Over Printed Name of School Head/
Subject Coordinator

4

EsP

Department of Education
Region III
DIVISION OF CITY SCHOOLS
ANGELES CITY

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

Name of School: _____ Subject Area: EDUKASYON SA PAGPAPAKATAO
Date of Evaluation:_____ Rating: _____

Areas of Implementation	**MOVs** (Means of Verification)	**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)	○ DLLs/DLPs ○ Curriculum Guide ○ Teachers Guide ○ Learners Materials ○ Other Learning Materials/References ○ Report/Record on Submission and Checking of DLL/DLP ○ 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)	○ Proposals ○ Outputs/Pictures/Copies of IMs/LMs (big books, video lessons, manipulatives, etc.) ○ Certification by the SQUAT/DQUAT-Div. Quality Assurance Team ○ Proofs of utilization ○ Trainings/SLAC conducted on development of IMs ○ Records of Utilization of Materials/Laboratories/Equipment ○ 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)	○ DLLs/DLPs ○ List /Compilation of Teaching Strategies/Methodologies ○ Write-ups (innovations) ○ Pictures/videos ○ Trainings/SLAC conducted on teaching strategies and methodologies ○ Other proofs of implementation		
4. Contextualization (Localization/ Indigenization) (The implemented curriculum is localized to make it more meaningful to	○ Compilation of local literature ○ Sample Lessons showing its utilization ○ Lesson Plans/DLLs showing the integration of local context/ literature ○ Localized curriculum / adjusted budget of work		

the learners and applicable to life in the community -SBM)	○ M & E/Supervisory Report on localized curriculum ○ Performance outputs for application of acquired values and life skills in the school/community ○ Trainings /SLAC conducted on *localization/contextualization* ○ 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)	○ DLLs/DLPs containing varied assessment strategies/tools: - diagnostic assessment - formative assessment -summative assessment ○ Rubrics ○ Proofs of utilization of Performance based assessment strategies ○ Assessment tools reviewed by the school ○ Proofs on assessment results shared with schools' stakeholders ○ Table of Specifications ○ Periodical Test Questions ○ Test/ Item Analysis, Item Bank, other test materials, etc.) ○ MPS results ○ Most Learned and Least Learned Competencies/Skills ○ Trainings /SLAC conducted on assessment ○ Other proofs of implementation		
6. Special Instruction / Interventions/ Remediation (D.O. #8, s. 2015/Div. Memo # 308, s. 2018) (The curriculum provides for the development needs of all types of learners in the school community-SBM) (The curriculum provides for the development needs of all types of learners in the school community-SBM)	○ Proofs of Utilization of EsP Special Instruction ○ Results of SI/Improved learning outcomes (Achievement Rate, Promotion Rate, Failure Rate) ○ Other proofs of implementation ○ Report on the conduct of Remediation Week (5th week) ○ Any Program/Project to address learning deficits/ performance discrepancies e.g. FLO/ADM Modules ○ List of Learners given interventions/remediation/FLO ○ Records of type of interventions/remediation given ○ Attendance sheets ○ Utilized IMs ○ DLLs/DLPs (Part IV) ○ Progress/Accomplishment/Narrative Reports of Implementation ○ Other proofs of implementation		
7. Instructional Supervision (The learning systems are regularly and collaboratively	○ Schools Supervisory Plan ○ Results of Instructional Supervision ○ Record of Accomplished / Unaccomplished Competencies		

monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community-SBM)	○ Record of Instructional Supervision/Class Observation/Orange Folder ○ Other proofs of implementation		
8. 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)	○ Action Plan ○ Narrative / Accomplishment and Pictorial Reports ○ Monitoring & Evaluation Reports ○ Other proofs of Implementation		
9. Continuous Improvement (CIP)/Research (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)	○ Action Plan ○ Proposals ○ CI Reports/Outputs ○ Research Proposals/Outputs ○ Proofs of Utilization of Research /CI Results/Outputs ○ Other proofs of implementation		
Part II. Performance Indicators – 40%			
1. Achievement Rate a. MPS in P.T. (5%) b. GPA (15%) (Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learners.-SBM)	○ Results/Records showing Improved learning outcomes Supporting Documents: ○ Grading Sheets ○ Class Records ○ SF 5,9 & 10 ○ Item Analysis Results ○ Record of Performance Indicators ○ Program Report/Checklist		
2. Promotion Rate (20%)	○ Number of Passed Learners: Supporting Documents: ○ Promotion Rate Tracking System ○ SF 2, 4, 5, 9 & 10 ○ Other data evidences		
		Final Rating (Part I average score x .60 plus Part II average score x .40)	

Rating Scale:

EsP

Indicators	Rating	Level of Practice
0- 5% of the MOVs are evident/present and fully implemented	0.00-0.50	1
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	
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	2
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	
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	3
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	
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

Recommending Approval:

LOURDES G. DELA CRUZ, Ph.D.
Chief Education Supervisor
Curriculum Implementation Division

Approved:

LEILANI SAMSON CUNANAN, CESO V
Schools Division Superintendent

Department of Education
Region III
DIVISION OF CITY SCHOOLS
ANGELES CITY

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

Name of School: _____ Subject Area: FILIPINO
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)	○ DLLs/DLPs ○ Curriculum Guide ○ Teacher's Guide ○ Learners' Materials ○ Other Learning Materials/References ○ Report/Record on Submission and Checking of DLL/DLP ○ 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)	○ Proposals ○ Outputs/Pictures/Copies of localized/contextualized IMs/LMs (access to LRMDS) a. Big books b. Interactive Video Lessons c. video lesson exemplars d. Self- Learning Kit e. Manipulative IMs ○ Video on Field Testing ○ Certification by the-Div. Quality Assurance Team) ○ Proofs of utilization ○ Trainings conducted on development of IMs ○ Records of Utilization of Materials. ○ 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-	○ DLLs/DLPs ○ List /Compilation of Teaching Strategies/Methodologies (Explicit teaching, Cooperative/Group Learning , Differentiated Instruction , contextualization etc.) ○ Write-ups ○ Pictures/videos ○ Trainings/SLAC conducted on teaching strategies and methodologies ○ Other proofs of implementation		

directed learners-SBM)			
4. CONTEXTUALIZATION (LOCALIZATION/ INDIGENIZATION) (The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community -SBM)	○ Compilation of local literature ○ Sample Lessons showing its utilization ○ Lesson Plans showing the integration of local literature ○ Copies of localized/contextualized IMs, Modules, LPs ○ M & E/Supervisory Report on localized curriculum ○ Adjusted localized curriculum ○ 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 ○ Trainings/SLAC conducted on localization/contextualization ○ 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)	○ DLLs/DLPs containing varied assessment strategies/tools: - formative assessment -summative assessment ○ Proofs of adherence to D.O. # 8, s. 2015 ○ Rubrics ○ Proofs of utilization of Performance based assessment strategies ○ 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.) ○ List of 10 Least Learned and 10 Most Mastered Competencies ○ 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, issuance of NAT, ELLNA, Phil-IRI, ORV, NCs and NCAE results to parents, stakeholders ○ Structure/team in charge of the review and improvement of assessment tools ○ Minutes of meeting/Reports/ on: - review of assessment tools participated by stakeholders ○ 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. ○ SMEA Documents ○ Schedule on the conduct of examinations		

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	○ The assessment tools are reviewed by the school and assessment results are shared with schools' stakeholders ○ Minutes of meeting of the M&E team before the conduct of exam ○ Trainings/SLACs conducted on assessment ○ Other proofs of implementation		
6. **FLEXIBLE LEARNING OPTIONS** a. Special Instruction b. Interventions c. Remediation (The curriculum provides for the development needs of all types of learners in the school community-SBM)	○ Established Assessment System with results (Multiple Intelligences Assessment Result, Academic Performance Chart, etc.) ○ Learners' profile (student tracking system) ○ Utilized Special Instruction/Support Materials (IM's, Competency Based Budget of Lessons ,DAP Manipulative materials, Lesson Exemplars) ○ Any Program/Project to address learning deficits/ performance discrepancies e.g. RRE/ Reading Program Intervention Materials and Alternative Delivery Mode Modules ○ Improved learning outcomes (Achievement Rate, Promotion Rate, Failure Rate) ○ Action Plan ○ Records of type of interventions/remediation given/ **School Reading Program** ○ Attendance sheets ○ DLLs/DLPs (Part IV) ○ Progress/Accomplishment/Narrative Reports of Implementation		
7. **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)	○ Schools Supervisory Plan and Report ○ Record of Instructional Supervision/Class Observation/Orange Folder ○ Results of Instructional Supervision ○ Reports on Accomplished and Unaccomplished competencies per quarter ○ Other proofs of implementation		
8. **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	○ Action Plan ○ Narrative / Accomplishment and Pictorial Reports ○ Status Reports ○ Monitoring & Evaluation Reports ○ Other proofs of Implementation for : a. **Early Language, Literacy** and Numeracy (ELLN), b. Developmentally Appropriate Practices (DAP) c. Pedagogical Retooling In Mathematics, **Languages** and Science d. Buwan ng Wika e. National Reading Month		

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behaviors consistent to the organization's Vision, Mission and Goals-SBM)	f. Campus Journalism)		
9. **CONTINUOUS IMPROVEMENT PROGRAM (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)	○ Research Proposal ○ Action Plan ○ Project Proposals ○ CIP Reports/Outputs ○ Other proofs of implementation		
Part II. Performance Indicators – 40%			
1. **ACHIEVEMENT RATE** a. Grade Point Ave. in P.T. (5%) b. GPA in Grades (Elem-10% Sec.-15%) c. Phil-IRI/ORV (Elem.-10% Sec. – 5%) (Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learners.-SBM)	○ Results/Records showing Improved learning outcomes Supporting Documents: ○ Grading Sheets ○ Class Records ○ SF 5,9 & 10 ○ Item Analysis Results ○ Record of Performance Indicators ○ Program Report/Checklist ○ Phil-IRI ○ Oral Reading Verification (ORV)		
2. **PROMOTION RATE** (Elem.-15% Sec.- 15%)	○ Number of Passed Learners: Supporting Documents: ○ Promotion Rate Tracking System ○ SF 2, 4, 5, 9 & 10 ○ Other data evidences		
		Final Rating (Part I average score x .60 plus Part II average score x .40)	

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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	2
65-66% of the MOVs are evident/present and fully implemented	1.86-1.90	
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

Recommending Approval:

LOURDES G. DELA CRUZ,Ph. D
Chief: Curriculum Implementation Division

Approved:

LEILANI SAMSON CUNANAN, CESO V
Schools Division Superintendent

5

KINDER

Department of Education
Region III
DIVISION OF CITY SCHOOLS
ANGELES CITY

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

Name of School: _____**KINDERGARTEN**
Date of Evaluation:_____ Rating: _____

Areas of Implementation	**MOVs** (Means of Verification)	**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)	○ DLLs/DLPs ○ Kindergarten Curriculum Guide ○ Kindergarten Teachers Guide ○ Learners Materials ○ Other Learning Materials/References ○ 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)	○ Proposals ○ Outputs/Pictures/Copies of localized/contextualized IMs/LMs (Big books, Interactive Video Lessons, Self-Learning Kit, Manipulative IMs) ○ Certification of the SQAT /DQUAT-Div. Quality Assurance Team ○ Report on Field Testing ○ Records of Utilization of Materials ○ 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)	○ DLLs/DLPs (Procedures, Part IV) ○ List of Teaching Strategies/ Methodologies Used ○ Write-ups ○ Pictures/videos ○ Trainings/SLAC conducted on teaching strategies and methodologies ○ Other proofs of implementation		
4. Contextualization (Localization/ Indigenization) (The implemented curriculum is localized to make it more meaningful to	○ Compilation of local literature ○ Lessons plans showing its utilization And integration of local literature ○ Copies of localized/contextualized IMs, Modules, LPs ○ Supervisory Report on localized curriculum.		

the learners and applicable to life in the community -SBM)	○ 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 ○ 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)	○ Record of Observations: (formative assessment and summative assessment) - Phil ECD Checklist - Progress Report Checklist - Skill Verification Checklist ○ Record of Least learned skills/ competencies. ○ Pupils' Portfolio ○ Anecdotal Record ○ Structure/team in charge of the review and improvement of assessment tools ○ Reports on the conduct of activity relative to sharing of assessment results with school's stakeholders (e.g. quarterly issuance of Pupil Progress Report Checklist and Phil. ECD Checklist ○ Other proofs of implementation		
6. Special Instruction Interventions/ Remediation/ Flexible Learning Options (The curriculum provides for the development needs of all types of learners in the school community-SBM) (The curriculum provides for the development needs of all types of learners in the school community-SBM)	○ Utilized Special Instruction/Support Materials /Any Program/Project to address learning deficits/ performance discrepancies - Shifting Classes - Pupils Risk of Dropping out - Remedial Lesson, etc.. ○ Learners' Profiling (Established Assessment System with results (student tracking system, Multiple Intelligences Assessment Result, Performance Chart, etc.) ○ Research Proposal/ Action Plan ○ List of Learners/ Attendance sheets ○ interventions/remediation given ○ Progress/Accomplishment/Narrative Reports of Implementation ○ Other proofs of implementation		
7. 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)	○ Schools Supervisory Plan and Report ○ Classroom Observation Tool ○ Other proofs of implementation		

8. 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)	○ Action Plan ○ Monitoring & Evaluation Reports ○ Accomplishment and Narrative Reports ○ Other proofs of Implementation		
9. Research/ 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)	○ Research/Project Proposals ○ Action Plan ○ CI Reports/Outputs ○ Other proofs of implementation		
Part II. Performance Indicators – 40%			
1. Achievement Rate a. Phil. ECD Checklist b. Progress Report Checklist	○ Results/Records showing Improved learning outcomes Supporting Documents: ○ Phil ECD checklist Report ○ Progress Report Checklist Report ○ Skills Verification Report		
2. Promotion Rate	○ Number of completers: Supporting Documents: ○ Promotion Rate Tracking System ○ SF 2, 4, 5, 9 & 10 ○ Other data evidences		
		Final Rating (Part I average score x .60 plus Part II average score x .40)	

Signature Over Printed Name of Evaluator/EPS

Signature Over Printed Name of School Head/ Subject Coordinator

Rating Scale:

LINDER

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	2
65-66% of the MOVs are evident/present and fully implemented	1.86-1.90	
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:

Signature Over Printed Name of Evaluator/EPS

Conformed:

Signature Over Printed Name of School Head/
Subject Coordinator

Recommending Approval:

LOURDES G. DELA CRUZ, Ph.D.
Chief Education Supervisor
Curriculum Implementation Division

Approved:

LEILANI SAMSON CUNANAN, CESO V
Schools Division Superintendent

4

LR MDS

Department of Education
Region III
DIVISION OF CITY SCHOOLS
ANGELES CITY

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

Name of School: _____ Subject Area:_____LRMDS
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)	○ DLLs/DLPs ○ Curriculum Guide ○ Teachers Guide ○ Learners Materials ○ Other Learning Materials/References ○ Report/Record on Submission and Checking of DLL/DLP ○ 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)	○ Proposals ○ Outputs/Pictures/Copies of localized/contextualized IMs/LMs (Big Books, SLKs, Interactive Video Lessons, Manipulatives, etc.) ○ Certification by the DQUAT-Div. Quality Assurance Team/School Quality Assurance Team ○ Narrative/pictorial report on Field Testing ○ Utilization of LR Portal ○ Proofs of utilization ○ Trainings conducted on development of IMs ○ Records of Utilization of Materials/Laboratories/Equipment ○ 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)	○ DLLs/DLPs ○ List /Compilation of Teaching Strategies/Methodologies ○ Write-ups ○ Pictures/videos ○ Trainings/SLAC conducted on teaching strategies and methodologies ○ Other proofs of implementation		
4. Contextualization (Localization/indigenization) (The implemented curriculum is localized to make it more meaningful to	○ Compilation of local literature ○ Sample Lessons showing its utilization ○ Lesson Plans showing the integration of local literature		

the learners and applicable to life in the community -SBM)	○ Copies of localized/contextualized IMs, Modules, LPs ○ M & E/Supervisory Report on localized curriculum ○ Adjusted localized curriculum / budget of work ○ 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 ○ Trainings conducted on localization/contextualization ○ LR Plan ○ LR Accomplishment Report ○ Certification by the DQUAT-Div. Quality Assurance Team/School Quality Assurance Team ○ Narrative/pictorial report on Field Testing ○ 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)	○ DLLs/DLPs containing varied assessment strategies/tools: - formative assessment -summative assessment ○ Proofs of adherence to D.O. # 8, s. 2015 ○ Rubrics ○ Proofs of utilization of Performance based assessment strategies ○ 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.) ○ 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 ○ Structure/team in charge of the review and improvement of assessment tools ○ Minutes of meeting/Reports/ on: - review of assessment tools participated by stakeholders ○ 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. ○ SMEA Documents		

	○ Schedule on the conduct of examinations ○ The assessment tools are reviewed by the school and assessment results are shared with schools' stakeholders ○ Minutes of meeting of the M&E team before the conduct of exam ○ Trainings conducted on assessment ○ Other proofs of implementation		
6. Special Instruction (The curriculum provides for the development needs of all types of learners in the school community-SBM)	○ Established Assessment System with results (Multiple Intelligences Assessment Result, Academic Performance Chart, etc.) ○ Learners' profile (student tracking system) ○ Utilized Special Instruction/Support Materials (IM's, Competency Based Budget of Lessons, Lesson Exemplars) ○ Any Program/Project to address learning deficits/ performance discrepancies e.g. RRE/ Reading Program Intervention Materials and ADM Modules ○ Research Proposal ○ Improved learning outcomes (Achievement Rate, Promotion Rate, Failure Rate) ○ 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)	○ Action Plan ○ Report on the conduct of Remediation Week ○ List of Learners given interventions/remediation/FLO ○ Records of type of interventions/remediation given ○ Attendance sheets ○ Utilized IMs ○ DLLs/DLPs (Part IV) ○ Progress/Accomplishment/Narrative Reports of Implementation ○ 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)	○ Schools Supervisory Plan and Report ○ Record of Instructional Supervision/Class Observation/Orange Folder ○ 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)	○ Action Plan ○ Narrative / Accomplishment and Pictorial Reports ○ Status Reports ○ Monitoring & Evaluation Reports ○ Other proofs of Implementation		

LRMDS

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)	○ Action Plan ○ Proposals ○ CI Reports/Outputs ○ 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)	○ Results/Records showing Improved learning outcomes Supporting Documents: ○ Grading Sheets ○ Class Records ○ SF 5,9 & 10 ○ Item Analysis Results ○ Record of Performance Indicators ○ Program Report/Checklist ○ ECD Checklist (Kindergarten) ○ ORV/Numeracy Result		
2. Promotion Rate (Elem.-15% Sec.- 15%)	○ Number of Passed Learners: Supporting Documents: ○ Promotion Rate Tracking System ○ SF 2, 4, 5, 9 & 10 ○ 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	

Rating Scale:

LRMDC

Indicators	Rating	Level of Practice
0- 5% of the MOVs are evident/present and fully implemented	0.00-0.50	1
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	
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	2
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	
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	3
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	
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

Recommending Approval:

LOURDES G. DELA CRUZ, Ph.D.
Chief Education Supervisor
Curriculum Implementation Division

Approved:

LEILANI SAMSON CUNANAN, CESO V
Schools Division Superintendent