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Department of Education Region III

DIVISION OF CITY SCHOOLS

Angeles City Jesus Street, Pulungbulu, Angeles City

DIVISION MEMORANDUM



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DIVISION MEMORANDUM No. 244 S. 2019

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

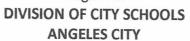
To: All School Heads of Public Elementary, Secondary and Integrated Schools All Schools Kindergarten, LRMDS and Subject Coordinators

- 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.

LEILAN SAMSON-CUNANAN, CESO VI Schools Division Superintendent



Department of Education Region III





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		
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)	O Proposals for Project: LOG IN (LOcalization and Globalization of INstructional materials O 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 O 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. Compilation of local literature Sample Lessons showing its utilization CONTEXTUALIZATION Lesson Plans showing the integration A. LOCALIZATION of local literature **B. INDIGENIZATION** Copies of localized/contextualized IMs, (The implemented Modules, LPs curriculum is localized M & E/Supervisory Report on localized to make it more meaningful to the curriculum learners and Sample performance outputs that applicable to life in could be utilized to improve community the community -SBM) Trainings/SLACS conducted on contextualization 5. ASSESSMENT DLLs/DLPs containing varied (A representative assessment strategies/tools: group of school and - formative assessment community -summative assessment stakeholders develop Proofs of adherence to D.O. #8, s. 2015 the methods and Rubrics materials for Proofs of utilization of Performance developing creative based assessment strategies thinking & problem Competency based Test materials duly solving-SBM) checked/approved by the School Head (Appropriate (e.g. Table of Specifications, Periodical assessment tools for Test Questions, Test/Item Analysis, teaching and learning Item Bank, other test materials, etc.) are continuously List of 10 Least Learned and 10 Most reviewed and **Mastered Competencies** improved and Reports on the conduct of activity assessment results relative to sharing of assessment results are contextualized to with school's stakeholders (e.g. the learner and local quarterly issuance of Pupil/Student situation and the attainment of Report Card, Program Report Checklist, relevant life skillsissuance of NAT, ELLNA, Phil-IRI, ORV, SBM) NCs and NCAE results to parents, stakeholders Structure/team in charge of the review (Learners are and improvement of assessment tools equipped with Minutes of meeting/Reports/ on: essential knowledge, review of assessment tools skills, and values to participated by stakeholders assume responsibility and accountability for Any document of a functional/ their own learning. operational community based initiated SBM) programs and/or projects () conceptualized to address the learning deficits/ discrepancies of the learners based from the school assessment reculte **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

Established Assessment System with 6. FLEXIBLE results (Multiple Intelligences **LEARNING OPTIONS** Assessment Result, Academic a. Special Instruction Performance Chart, etc.) b. Intervention Learners' profile (student tracking c. Remediation system) (The curriculum Utilized Special Instruction/Support provides for the Materials (IM's, Competency Based development needs Budget of Lessons, Lesson Exemplars) of all types of learners Any Program/Project to address in the school community-SBM) learning deficits/ performance discrepancies e.g. RRE/ Reading Program Intervention Materials and Alternative Delivery Mode (ADM) Improved learning outcomes (Achievement Rate, Promotion Rate, Failure Rate) Action Plan Attendance sheets with signatures DLLs/DLPs (Part IV) 0 Progress/Accomplishment/Narrative Reports of Implementation of **Activity Sheets for the Least Learned** Skills and Results Schools Supervisory Plan and Report 7. INSTRUCTIONAL Record of Instructional **SUPERVISION** Supervision/Class Observation/Orange (The learning systems are regularly and Folder collaboratively Results of Instructional Supervision monitored by the Reports on Accomplished and community using Unaccomplished Competencies per appropriate tools to ensure the holistic Other proofs of implementation growth and development of the learners and the community-SBM) Action Plan 8. SPECIAL Narrative / Accomplishment and **CURRICULAR** Pictorial Reports PROGRAMS, Status Reports **SUPPORT ACTIVITIES** Monitoring & Evaluation Reports 0 AND ADVOCACIES Other proofs of Implementation for: (Learning managers and Campus Journalism facilitators (teachers, b. National Reading Month administrators and c. National Literature Month community members) d. English Day / English Camp nurture values and environments that are e. ELLN, DAP, PRIMALS protective of all children and demonstrate behaviors consistent to the organization's Vision, Mission and Goals-SBM)

9. CONTINUOUS IMPROVEMENT PROGRAM (CIP) (The learning system: are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the	 Research Proposal (Project RITS: Research for Innovations and effective Teaching Strategies) Action Plan Project Proposal CIP Reports/Outputs Other proofs of implementation 	
community-SBM)		
4 40000	Part II. Performance Indicators – 40%	
1. ACHIEVEMENT	Results/Records showing Improved	
RATE	learning outcomes	
a. MPS in P.T.		
(Elem. 5 %)	Supporting Documents:	
(HS - 5%)	Grading Sheets	
b. Grade Point	Class Records	
Average	o SF 5,9 & 10	
(GPA)	Item Analysis Results	
(Elem-10%)	Record of Performance Indicators	
	Program Report/Checklist	
(HS -15%)	Phil - IRI and Oral Reading Verification	
c. Phil-IRI/ORV	(ORV)	
(Elem10%)		
(HS - 5 %)		
(Methods and		
resources are		
learner and community-		
friendly,		
enjoyable, safe,		
inclusive,		
accessible and		
aimed at		11.0
developing self-		
directed		
learnersSBM)		
. Promotion Rate	- N. I. CD. III	
	Number of Passed Learners:	
(Elem 15%	Supporting D	
(HS - 15%)	Supporting Documents:	
	O Promotion Rate Tracking System	
	O 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	
51-62% of the MOVs are evident/present and fully implemented	1.76-1.80	
53-64% of the MOVs are evident/present and fully implemented	1.81-1.85	2
55-66% of the MOVs are evident/present and fully implemented	1.86-1.90	2
57-68% of the MOVs are evident/present and fully implemented	1.91-1.95	
59-70% 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	
9-80% of the MOVs are evident/present and fully implemented	2.41-2.49	
1-82% of the MOVs are evident/present and fully implemented	2.50-2.53	
33-84% of the MOVs are evident/present and fully implemented	2.54-2.56	
25-86% of the MOVs are evident/present and fully implemented	2.57-2.60	
7-88% of the MOVs are evident/present and fully implemented	2.61-2.65	
9-90% of the MOVs are evident/present and fully implemented	2.66-2.70	3
1-92% of the MOVs are evident/present and fully implemented	2.71-2.75	
3-94% of the MOVs are evident/present and fully implemented	2.76-2.80	
5-96% of the MOVs are evident/present and fully implemented	2.81-2.90	
77-98% 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:

RITA P. BUNDALIAN

Education Program Supervisor, English

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



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: ARALI

Name of School:	Subject A	rea: ARALING PANLIPUNA	ΔNI
Date of Evaluation:	ate of Evaluation: Rating:		-114
Areas of			- Andrews Company of the Company of
Implementation	MOVs	Remarks	Rating
prementation	(Means of Verification) Note: Check MOVs which are applicable in the	(Findings/Results,	
	subject area and write NA for those which are not	Recommendations,	
	applicable.	Commendations)	
	Part I. Curriculum Delivery -60%	·	
1. Lesson Planning (5%)	O DLLs/DLPs		
(Learners are equipped with	Report/Record on Submission and		
essential knowledge, skills,	Checking of DLL/DLP		
and values to assume	Other proofs of implementation		
responsibility and			
accountability for their own learning. –SBM)			
2. Instructional	Curriculum Guide		
Materials (5%)	Teachers' Guide		
(A representative group of	Learners' Materials		
school and community			
stakeholders develop the	 Other Learning Materials/References Big books 		1 2-1
methods and materials for	Interactive Video Lessons		
developing creative thinking &	SLK		
problem solving-SBM)	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	DLLs/DLPs showing the use of		
& Methodologies (10%)	methods and strategies		
(A representative group of	List /Compilation of Teaching		
school and community	Strategies/Methodologies		
stakeholders develop the	Write-ups for innovative strategies		
methods and materials for	and methodologies		
developing creative thinking & problem solving-SBM)	 Pictures/videos of implementation 		
(Methods and resources are	 Trainings/SLAC conducted on 		
learner and community-	teaching strategies and		
friendly, enjoyable, safe,	methodologies		
inclusive, accessible and aimed	Other proofs of implementation		
at developing self-directed			
learners-SBM)			
A Contoutuali	Committee Classic		
4. Contextualization	Compilation of local literature		
(Localization/Indigenization)	Sample Lessons showing its utilization		
(10%)	Lesson Plans showing the integration of local literature		
1	OF IOCAL IILETALUIE		1

(The implemented cui	Tioul	
is localized to make it	more localized curricular localized curricular	
		4.0
- Pricable to life :	o Adjusted Lurriculum	AP
) millingy		
-SBM)	budget of work	
	Salliple performan	
	could be utilized to improve	
	I I I I I I I I I I I I I I I I I I I	
	I TOO NI1'	
	activity, etc. I Initiate 11	
	teacher/school	
	Trainings conducted on	
	localization (and	
	localization/contextualization	
	Other proofs of implementation	
5. Assessment (10%)	O DIL ON	
(A representative group of	- LES, DEP'S COntaining varied	
scribble and community	assessment strategies/tools	
stakeholders develop the	- formative assessment	
methods and materials for	-summative assessment	
developing creative thinking	& Sample Rubrics in Araling Panlinger	
problem solving-SBM)	Proofs of utilization of Performance	
	udsed assessment ctuate	
(Appropriate assessment too	ic / U Competence	
for teaching and learning are	duly checked/ approved by the School	
continuously reviewed and	Head (e.g. Table of Specifications,	
improved, and assessment	Periodical Test Outside Specifications,	
results are contextualized to	Periodical Test Questions, Test/ Item	
the learner and local situation	Analysis, Item Bank, other test materials, etc.)	
and the attainment of	O Any document of	
relevant life skills-SBM)	accument of a	
	functional/operational community	
(learnors are	based initiated programs and/or	
(Learners are equipped with	projects (e.g. Community Learning	
essential knowledge, skills, and values to assume	Centers) conceptualized to address	
responsibility and	the learning deficits/ discrepancies of	
accountability for their own	the learners based from the school	
learning. –SBM)	assessment results.	
G. SDIVI)	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	DLLs/DLPs (Part IV) reflecting the:	
OPTIONS (5%)	- Number of leave time the:	
- Special Instructions for	- Number of learners given special	
Interventions, Remediation	instructions (remediation,	
and enhancement of the	interventions and enhancement)	
lesson	- Attendance of Learners given	
(The curriculum provides for	interventions/remediation/FLO	
the development needs of all	,	
types of learners in the school	- Utilized Special	
community-SBM)	Instruction/Support Materials	
	(IM's Community Support iviaterials	
	(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	
	O 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 (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 Cl Accomplishment Reports/Outputs Other proofs of implementation 	
	Part II. Performance Indicators – 40%	
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 learnersSBM)	- Consolidated school GPA (Final Grades) and Quarterly MPS Supporting Documents: Grading Sheets Class Records SF 5,9 & 10 Item Analysis Results	
 Promotion Rate (20%) (Number of Passersquarter/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)	

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	
51-62% 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	
55-66% 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	
9-70% of the MOVs are evident/present and fully implemented	1.96-2.00	
1-72% of the MOVs are evident/present and fully implemented	2.01-2.10	
3-74% of the MOVs are evident/present and fully implemented	2.11-2.20	
5-76% of the MOVs are evident/present and fully implemented	2.21-2.30	
7-78% of the MOVs are evident/present and fully implemented	2.31-2.40	
9-80% of the MOVs are evident/present and fully implemented	2.41-2.49	
1-82% of the MOVs are evident/present and fully implemented	2.50-2.53	
3-84% of the MOVs are evident/present and fully implemented	2.54-2.56	
5-86% of the MOVs are evident/present and fully implemented	2.57-2.60	
7-88% of the MOVs are evident/present and fully implemented	2.61-2.65	
9-90% of the MOVs are evident/present and fully implemented	2.66-2.70	
1-92% of the MOVs are evident/present and fully implemented	2.71-2.75	
3-94% of the MOVs are evident/present and fully implemented	2.76-2.80	
5-96% of the MOVs are evident/present and fully implemented	2.81-2.90	
7-98% of the MOVs are evident/present and fully implemented	2.91-2.95	
9-100-% 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



Department of Education Region III DIVISION OF CITY SCHOOLS ANGELES CITY



Name of School:	Subject Area: MAPEH
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%	oommondulono)	
Lesson Planning (5%) (Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning. —SBM) Instructional	DLLs/DLPs Report/Record on Submission and Checking of DLL/DLP Other proofs of implementation Curriculum Guide		
Materials (5%) (A representative group of school and community stakeholders develop the methods and materials for developing creative thinking & problem solving-SBM)	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		
8. 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) 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 containing varied assessment strategies/fools: - formative 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 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 	
and Marocacies (5/0)	Action Plan Narrative / Accomplishment and Pictorial Reports Monitoring & Evaluation Reports Copy of DLL/DLP integrating the program	

and all c	chers, administrators and nmunity members) nurture values environments that are protective of children and demonstrate behaviors sistent to the organization's Vision, sion and Goals-SBM)	Other proofs of Implementation	
	Continuous Improvement P)/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 learnersSBM)	- Consolidated school GPA (Final Grades) and Quarterly MPS Supporting Documents: O 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:	Conformed:
Signature Over Printed Name of Evaluator/EPS	Signature Over Printed Name of School Head/ Subject Coordinator





problem solving-SBM)

enjoyable, safe, inclusive, accessible and aimed at developing self-directed

learners-SBM)

(Methods and resources are

learner and community-friendly,

Department of Education Region III **DIVISION OF CITY SCHOOLS ANGELES CITY**



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

	Sub		and the same of th
ate of Evaluation:	Rati	ing:	
Areas of Implementation	MOVs (Means of Verification) Note: Check MOVs which are	Remarks (Findings/Results,	Rati
	applicable in the subject area and write NA for those which are not applicable.	Recommendations, Commendations)	
	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	o Proposals		
(A representative group of school and community stakeholders develop the methods and materials for developing creative thinking & problem solving-SBM)	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/Equi ment		
3. TEACHING STRATEGIES	O DLLs/DLPs		
& METHODOLOGIES	List /Compilation of Teaching Strategies/Methodologies		
(A representative group of school and community stakeholders develop the methods and materials for developing creative thinking &	Write-ups Pictures/videos Trainings/SLAC conducted on teaching strategies and		

methodologies

Other proofs of i

o mplementation

4.CONTEXTUALIZATION(LOCA LIZATION/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/contextualizati on
- 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 assessmentsummative assessment
- Proofs of adherence toD.O. #8, s. 2015
- o 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
	o Minutes of meeting/Reports/ on: -
	review of assessment tools
	participated by
	stakeholders
	O Any document of a
	functional/operational
	community based initiated
	programs and/ or projects
	(e.g. Community Learning
	Centers) conceptualized to
	address the learning
	deficits/ discrepancies of
	the learners based from
	the school assessment
	results.
	20170
	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
	O Other proofs of
	implementation
6. SPECIAL INSTRUCTION,	Established Assessment
FLEXIBLE LEARNING OPTION,	System with results
INTERVENTION,	(Multiple Intelligences
	Assessment Result,
REMEDIATION	Academic Performance
(=1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	Chart, etc.)
(The curriculum provides for the development needs of all types	Learners' profile (student)
of learners in the school	tracking system)
community-SBM)	O 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
	o Improved learning
	outcomes (Achievement
	Rate, Promotion Rate
	O Other proofs of
	implementation
	O Action Plan
	Records of type of
	O Records of type of
	intervention/ remediation

	List of Learners given	
	interventions/remediation	
	FLO	
	Attendance sheets	
	O DLLs/DLPs (Part IV)	
	Progress/Accomplishment	
	Novembrius Departs of	
	Narrative Reports of Implementation	
7. INSTRUCTIONAL	Schools Supervisory Plan	
SUPERVISION	and Report	
SOPERVISION	Record of Instructional	
(The learning systems are	Supervision/Class	
regularly and collaboratively	Observation/Orange	
monitored by the community	Folder	
using appropriate tools to	Results of instructional	
ensure the holistic growth and development of the learners	Supervision	
and the community-SBM)	Record of accomplished	
	competencies/ quarter	
8. SPECIAL CURRICULAR	Action Plan (SSES/STE)	
PROGRAMS, SUPPORT	O Narrative /	
ACTIVITIES AND ADVOCACIES	Accomplishment Report of	
	advocacies in Science	
(Learning managers and facilitators	Monitoring & Evaluation Reports	
(teachers, administrators and community members) nurture values	Reports Other proofs of	
and environments that are protective	Implementation	
of all children and demonstrate	a. PRIMALS	
behaviors consistent to the	b. Cross Specialization	
organization's Vision, Mission and	c. Process Skills	
Goals-SBM)	d. School Level Science Fair	
	including Science Mind	
	Challenge and Science –In	
	–Action, and Robotics)	
9. CONTINUOUS	O Action Plan	
IMPROVEMENT (CIP)	o Proposals	
/The learning australia	Other proofs of	
(The learning systems are regularly and collaboratively	O Other proofs of	
monitored by the community	implementation	
using appropriate tools to		
ensure the holistic growth and		
development of the learners		
and the community-SBM)		
	Doubli Douferman Ladicate 400/	
1. ACHIEVEMENT RATE	Part II. Performance Indicators – 40% Results/Records showing	
	Results/Records showing Improved learning	
a. MPS / quarter	outcomes	
(5%)	Supporting Documents:	
b. GPA / quarter	Grading Sheets	
(15%)	O Class Records	
	o Item Analysis Results	
2. PROMOTION RATE	Number of Passed	
(20%)	Learners:	
	Supporting Documents:	
	Promotion Rate Tracking	
	System	
	o 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:

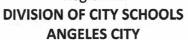
Indicators	Rating	Level of Practice
0- 5% of the MOVs are evident/present and fully implemented	0.00-0.50	
6-10% of the MOVs are evident/present and fully implemented	0.51-1.00	
11-15% of the MOVs are evident/present and fully implemented	1.01-1.15	
16-20% of the MOVs are evident/present and fully implemented	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:	Conformed:
Signature Over Printed Name of Evaluator/EPS	Signature Over Printed Name of School Head/

Subject Coordinator



Department of Education Region III DIVISION OF CITY SCHOOL





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 -		
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 		

		MATH
accessible and aimed at developing self-		
directed learners-		
SBM)		
•		
4. Contextualization	Compilation of local literature	
(10%)	Sample Lessons showing its utilization	
a. Localization	Lesson Plans showing the integration	
b. Indigenization	of local literature	
(The implemented	Copies of localized/indigenized IMs,	
curriculum is	Modules, LPs	
localized and	M & E/Supervisory Report on	
indigenized to make	localized/indigenized curriculum	
it more meaningful to the learners and	Sample performance outputs that	*
applicable to life in	could be utilized to improve Numeracy	
the community	results	
-SBM)	Trainings/SLACs conducted on	
	contextualization(Localization/Indigenization)	
	Other proofs of implementation	
5. Assessment	DLLs/DLPs containing varied	
(10%)	assessment strategies/tools:	
(A representative	- formative assessment	
group of school and	-summative assessment	
community	- numeracy	
stakeholders develop	o Proofs of adherence to D.O. # 8, s.	
the methods and	2015	
materials for	o Rubrics	
developing creative thinking & problem	Proofs of utilization of Performance	
solving-SBM)	based assessment strategies	
55111/	Competency based Test materials duly	
(Appropriate	checked/ approved by the School Head	
assessment tools for	(e.g. Table of Specifications, Periodical	
teaching and learning	Test Questions, Test/ Item Analysis,	
are continuously	Item Bank, other test materials, etc.)	
reviewed and improved, and	Reports on the conduct of activity	
assessment results	relative to sharing of assessment	
are contextualized to	results with school's stakeholders (e.g.	
the learner and local	quarterly issuance of Pupil/Student	
situation and the	Report Card, Program Report Checklist,	-
attainment of	issuance of NAT, NCs and NCAE results	
relevant life skills-	to parents, stakeholders	
SBM)	 Structure/team in charge of the review and improvement of assessment tools 	
(Learners are	 Minutes of meeting/Reports/ on: - review of assessment tools 	
equipped with	participated by stakeholders	
essential knowledge,	Any document of a	
skills, and values to	functional/operational community	
assume responsibility and accountability for	based initiated programs and/ or	
their own learning. –	projects (e.g. Community Learning	
SBM)	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	1

			701	HIN
	0	Minutes of meeting of the M&E team		
		before the conduct of exam		
	0	Trainings/SLACs conducted on		
		assessment		
	0	Least learned Competencies		
	0	Other proofs of implementation		
6. Flexible Learning	0	Established Assessment System with		
Options (5%)		results (Multiple Intelligences		
a. Special Instruction		Assessment Result, Academic		
b. Intervention		Performance Chart, etc.)		
	0	Learners' profile (student tracking		
c. Remediation		system)		
d. Enhancement of	0	Utilized Special Instruction/Support		
the lesson		Materials (IM's, Competency Based		
(The curriculum		Budget of Lessons, Lesson Exemplars)	* * * * * * * * * * * * * * * * * * * *	
provides for the	0	Any Program/Project to address		
development needs		learning deficits/ performance		
of all types of		discrepancies e.g. Program		
learners in the school		Intervention Materials and ADM		
community-SBM)		Modules		
	0	Improved learning outcomes		
		(Achievement Rate, Promotion Rate,		
		Failure Rate)		
		Action Plan		
	0			
	0	Attendance sheets with signatures		
	0	DLLs/DLPs (Part IV)		
	0	Progress/Accomplishment/Narrative		
		Reports of Implementation		
	0	Activity sheets for the Least Learned		
		Skills and Results		
7	0	Other proofs of implementation		
7. Instructional	0	Schools Supervisory Plan and Report		
Supervision (5%)	0	Records of Instructional		
(The learning systems		Supervision/Class Observation/Orange		
are regularly and		Folder		
collaboratively monitored by the	0	Reports on Accomplished and		
community using		Unaccomplished competencies per		
appropriate tools to		Quarter		
ensure the holistic	0	Results of Instructional Supervision		
growth and	0	Other proofs of implementation		
development of the				
learners and the				
community-SBM)				
8. Special Curricular	0	Action Plan		
Programs,	0	Narrative / Accomplishment and		
Support Activities		Pictorial Reports		
and Advocacies (0	Status Reports		
Project ZNN, Project	0	Monitoring & Evaluation Reports		
ISIP-MCE, Project	0	Other proofs of Implementation		
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,			71.1	
Mission and Goals-SBM)				

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	2
67-68% of the MOVs are evident/present and fully implemented	1.91-1.95	
69-70% of the MOVs are evident/present and fully implemented	1.96-2.00	
71-72% of the MOVs are evident/present and fully implemented	2.01-2.10	
73-74% of the MOVs are evident/present and fully implemented	2.11-2.20	
75-76% of the MOVs are evident/present and fully implemented	2.21-2.30	
77-78% of the MOVs are evident/present and fully implemented	2.31-2.40	
79-80% of the MOVs are evident/present and fully implemented	2.41-2.49	
81-82% of the MOVs are evident/present and fully implemented	2.50-2.53	
83-84% of the MOVs are evident/present and fully implemented	2.54-2.56	
85-86% of the MOVs are evident/present and fully implemented	2.57-2.60	
87-88% of the MOVs are evident/present and fully implemented	2.61-2.65	
89-90% of the MOVs are evident/present and fully implemented	2.66-2.70	3
91-92% of the MOVs are evident/present and fully implemented	2.71-2.75	
93-94% of the MOVs are evident/present and fully implemented	2.76-2.80	
95-96% of the MOVs are evident/present and fully implemented	2.81-2.90	-
97-98% of the MOVs are evident/present and fully implemented	2.91-2.95	
99-100-% of the MOVs are evident/present and fully implemented	2.96-3.00	

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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

community-SBM)	other proofs of implementation the sing pols to istic			
1. Achievement	Part II. Performance I			
Rate	Part II. Performance Indicato Results/Records showing Improved learning outcomes	rs – 40%		
a. MPS in P.T.	learning outcomes			
(10%)		7, 1		
b. GPA	Supporting Documents: O Grading Sheets	-		
(10%)	Class Records			
c. Numeracy	o SF 5,9 & 10			
(10%)	O Item Analysis Results			
(Methods and	Record of Performance Indiana			
resources are	" Stall Report/Checklict			
learner and community-	Numeracy Results			
friendly,				
enjoyable, safe.				
inclusive,				
accessible and aimed at				
developing self-				
directed				
learnersSBM)	,			
Promotion Rate	O Number of Passed Learners:			
(10%)				
	Supporting Documents:			
	Promotion Rate Tracking System			
	o 3r 2, 4, 5, 9 & 10			
	Other data evidences			
	(Part I average scor	Final R	-42	



Department of Education Region III DIVISION OF CITY SCHOOLS ANGELES CITY



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%		
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		
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		

		TLE
	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) 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 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 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	
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	
Programs, Support Activities and Advocacies (5%)	Action Plan Narrative / Accomplishment and Pictorial Reports Monitoring & Evaluation Reports Copy of DLL/DLP integrating the program	

Final Rating

(Part I average score x .60 plus Part II average score x .40)

SF 2, 4, 5, 9 & 10 Other data evidences

0- 5% of the MOVs are printer!	Rating	Level of Practice
0- 5% of the MOVs are evident/present and fully implemented	0.00-0.50	Level of Plactice
6-10% of the MOVs are evident/present and fully implemented 11-15% of the MOVs are evident/present and fully implemented	0.51-1.00	
	1.01-1.15	
16-20% of the MOVs are evident/present and fully implemented 21-25% of the MOVs are evident/present and fully implemented	1.16-1.20	
21-25% of the MOVs are evident/present and fully implemented 26-30% of the MOVs are evident/present and fully implemented	1.21-1.25	
26-30% of the MOVs are evident/present and fully implemented 31-35% of the MOVs are evident/present and fully implemented	1.26-1.30	
31-35% of the MOVs are evident/present and fully implemented 36-40% of the MOVs are evident/present and fully implemented	1.31-1.35	
36-40% of the MOVs are evident/present and fully implemented 41-45% 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	
16-50% of the MOVs are evident/present and fully implemented 11-52% of the MOVs are evident/present and fully implemented	1.46-1.49	
11-52% of the MOVs are evident/present and fully implemented 3-54% of the MOVs are evident/present and fully implemented	1.50-1.55	
3-54% of the MOVs are evident/present and fully implemented 5-56% of the MOVs are evident/present and fully implemented	1.56-1.60	
	1.61-1.65	
	1.66-1.70	
	1.71-1.75	
	1.76-1.80	
	1.81-1.85	
	1.86-1.90	
	1.91-1.95	
	1.96-2.00	
	2.01-2.10	
	2.11-2.20	
	2.21-2.30	
	2.31-2.40	
	2.41-2.49	
	2.50-2.53	
	2.54-2.56	
	2.57-2.60	
	2.61-2.65	
of the move die evident/procent and fully insula	2.66-2.70	
	2.71-2.75	
TO OTHE WOOD ALE EVIDENT/DECONT and fully implement	2.76-2.80	
o o uld wood are evident/precent and fully impalant a	2.81-2.90	
	2.91-2.95	
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





Department of Education Region III DIVISION OF CITY SCHOOLS

ANGELES CITY



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 		

tl	he learners and	W0.7/6	EXP
	pplicable to life in	M & E/Supervisory Report on localized	
	he community	curriculum O Performance outputs for application of	
-5	SBM)	a straintaince outputs for application of	
		acquired values and life skills in the school/community	
		Trainings /SLAC conducted on	
		localization/contextualization	
		Other proofs of implementation	
5. A	ssessment	- and provider implementation	
1	representative	2 223/ 221 3 Containing varieu	
1	oup of school and	assessment strategies/tools:	
1	mmunity	- diagnostic assessment	
	akeholders develop	- formative assessment	
th	e methods and	-summative assessment O Rubrics	
	aterials for		
	eveloping creative	- 1 on of activation of Performance	
tn	inking & problem	based assessment strategies Assessment tools reviewed by the	
	lving-SBM) ppropriate	Assessment tools reviewed by the school	
	sessment tools for		
	aching and learning	1 . o l a di discissificiti l'esults stialed	
are	e continuously	StakeHoldel S	
	viewed and	- and of openications	
	proved, and		
	sessment results	real factory sis, item balk, other	
	contextualized to	test materials, etc.) MPS results	
	e learner and local uation and the		
1	ainment of	throat cearined and ceast cearried	
1	evant life skills-	Competencies/Skills Trainings /SLAC conducted on	
SBN		samme / objected off	
1	arners are	assessment Other proofs of implementation	
equ	uipped with	Other proofs of implementation	
	ential knowledge,		
	ls, and values to		
	ume responsibility		
	accountability for		
SBN	ir own learning. –		
	cial Instruction	o Proofs filling it	
		Proofs of Utilization of EsP Special	
	nterventions/	Instruction	
	mediation	Results of SI/Improved learning	
	O. #8, s.	outcomes (Achievement Rate,	
201	L5/Div. Memo	Promotion Rate, Failure Rate)	
# 30	08, s. 2018)	Other proofs of implementation	
		Report on the conduct of Remediation	
(The	curriculum	Week (5 th week)	
	vides for the	Any Program/Project to address	Σ.
	elopment needs	learning deficits/ performance	
	I types of	discrepancies e.g. FLO/ADM Modules	
	ners in the school	List of Learners given	
com	munity-SBM)	interventions/remediation/FLO	
/Th -		Records of type of	
	curriculum rides for the	interventions/remediation given	
	elopment needs	Attendance sheets	
	types of	O Utilized IMs	
	ers in the school	O DLLs/DLPs (Part IV)	
	munity-SBM)	Progress/Accomplishment/Narrative Progress/Accomplishment/Narrative	
		Reports of Implementation	
7. Instr		Other proofs of implementation	
		Schools Supervisory Plan	
Continued To the		Results of Instructional Supervision	
	learning systems egularly and	Record of Accomplished /	
	ooratively	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 	
(L) factoring the control of the con	Programs, Support Activities and Advocacies earning managers and acilitators (teachers, dministrators and ommunity members) urture values and nvironments that are rotective of all children and demonstrate ehaviors consistent to ne organization's Vision, lission and Goals-SBM)	 Action Plan Narrative / Accomplishment and Pictorial Reports Monitoring & Evaluation Reports Other proofs of Implementation 	
	. 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%	***************************************
2.	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 learnersSBM)	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.	(20%)	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)	
		(Fare raverage score x .00 plus Fare ii average score x .40)	

Indicators	Rating	Level of Practic
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	
1-45% of the MOVs are evident/present and fully implemented	1.41-1.45	
16-50% of the MOVs are evident/present and fully implemented	1.46-1.49	
1-52% of the MOVs are evident/present and fully implemented	1.50-1.55	
3-54% of the MOVs are evident/present and fully implemented	1.56-1.60	
5-56% of the MOVs are evident/present and fully implemented	1.61-1.65	
7-58% of the MOVs are evident/present and fully implemented	1.66-1.70	
9-60% of the MOVs are evident/present and fully implemented	1.71-1.75	
1-62% of the MOVs are evident/present and fully implemented	1.76-1.80	
3-64% of the MOVs are evident/present and fully implemented	1.81-1.85	2
5-66% of the MOVs are evident/present and fully implemented	1.86-1.90	2
7-68% of the MOVs are evident/present and fully implemented	1.91-1.95	1. 2. 10.
9-70% of the MOVs are evident/present and fully implemented	1.96-2.00	
1-72% of the MOVs are evident/present and fully implemented	2.01-2.10	
3-74% of the MOVs are evident/present and fully implemented	2.11-2.20	
5-76% of the MOVs are evident/present and fully implemented	2.21-2.30	
7-78% of the MOVs are evident/present and fully implemented	2.31-2.40	
9-80% of the MOVs are evident/present and fully implemented	2.41-2.49	
1-82% of the MOVs are evident/present and fully implemented	2.50-2.53	
3-84% of the MOVs are evident/present and fully implemented	2.54-2.56	
5-86% of the MOVs are evident/present and fully implemented	2.57-2.60	N
7-88% of the MOVs are evident/present and fully implemented	2.61-2.65	
9-90% of the MOVs are evident/present and fully implemented	2.66-2.70	3
1-92% of the MOVs are evident/present and fully implemented	2.71-2.75	
3-94% of the MOVs are evident/present and fully implemented	2.76-2.80	
5-96% of the MOVs are evident/present and fully implemented	2.81-2.90	
7-98% of the MOVs are evident/present and fully implemented	2.91-2.95	
9-100-% 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



Name of School:		VI IMPLEMENTATION	
Date of Evaluation:		Subject Area: FILIPINO	
		lating:	
Areas of	MOV	0.	
Implementation	Movs		
	(Means of Verification) Note: Check MOVs which are applicable in the subject area and write NA for those which area.	Remarks	Rating
	area and write NA for those which are not applicable.	(Findings/Results, Recommendations,	. totalije
1 IECCONDI	William and annia-ti	Ommonilia	
1. LESSON PLANNII	Part I. Curriculum Delivery NG O DLLs/DLPs	-60%	
(Learners are equipped with	Curriculum Guide		
essential knowledg	O Teacher's Guide		
skills, and values to	Learners' Materials		1
assume responsibili	Other learning Man		
and accountability f	o Other Learning Materials/References		
their own learning.			
SBIVI)	Other proof - s:		
. INSTRUCTIONAL	Other proofs of implementation		
MATERIALS	Proposals		
(A representative	Outputs/Pictures/Copies of		
group of school and	Contextualized IMc/IMa		
community	(access to LRMDS)		
stakeholders develop	a. Big books		1
the methods and	b. Interactive Video Lessons		1
materials for	c. video lesson exemplars		
developing creative	d. Self-Learning Kit		
thinking & problem	e. Manipulative IMs		1
solving-SBM)			
	O Video on Field Testing		
	Certification by the-Div. Quality Assurance T		
	Assurance (eam)		
	Proofs of utilization		
	Trainings conducted on development of IMs		
	2.11413		
	Records of Utilization of Materials.		
TA CILIA	O Other proofs of implementation		
EACHING	DLLs/DLPs		
ATEGIES	List /Compilation of Teaching Strategie / Annual Compilation		
	Strategies/Methodologies (Explicit		
HODOLOGIES	teaching, Cooperative/Group Learning		
A representative	, Differentiated Instruction ,		
roup of school and	contextualization etc.)		
ommunity	• Write-ups		
akeholders develop	o Pictures/videos	* 9 dr. *)	
ne methods and	O Trainings/SLAC and the	- %-	
aterials for	Trainings/SLAC conducted on teaching	* * * * * * * * * * * * * * * * * * *	
eveloping creative	a copies ally illerhodologies	1 1	
inking & problem lving-SBM)	Other proofs of implementation		
ethods and			
ources are learner			
community-		4	
ndly, enjoyable			
, inclusive,			
			1
essible and aimed eveloping self-			

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)	O DLLs/DLPs containing varied assessment strategies/tools: - formative assessment - summative assessment Proofs of adherence to D.O. # 8, s. 2015 O Rubrics O 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 learners based from the school assessment results. SMEA Documents SChedule on the conduct of	

o The assessment tools are reviewed by the school and assessment results are shared with schools' stakeholders		The accomment tools are reviewed by
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 Chemediation Che		
o Minutes of meeting of the M&E team before the conduct of exam o Trainings/SLACs conducted on assessment Other proofs of implementation 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) o 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 intervention/support Action Plan Records of type of intervention/support 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		
before the conduct of exam Trainings/SLACs conducted on assessment Other proofs of implementation Established Assessment System with results (Multiple Intelligences Assessment Result, Academic Performance Chart, etc.) C. Remediation (The curriculum provides for the development needs of all types of learners in the school community-SBM) Dutilized 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/DIPS (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		
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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) Ommunity-SBM)		assessment
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) community-SBM) Any Program/Project to address learning deficits/ performance dates 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		Other proofs of implementation
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) Community-SBM) Description of the development needs of all types of learners in the school community-SBM) Community-SBM) Description of the development needs of all types of learners in the school community-SBM) Description of the development needs of all types of learners in the school community-SBM) Description of the development needs of all types of learners in the school community-SBM) Description of the development needs of all types of learners in the school community-SBM) Description of the development needs of all types of learners in the school community-SBM) Description of the development needs of all types of learners in the school community-SBM) Description of the development needs of all types of learners in the school community-SBM) Description of the learners in the school community-SBM) Description of the learners in the school community-SBM) Description of the student racking systems of all types of learners in the school community-SBM of the learners in the school community-SBM) Description of the student racking systems of all types of learners in the school community-SBM of the learners in	6. FLEXIBLE	
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b. Interventions c. Remediation (The curriculum provides for the development needs of all types of learners in the school community-SBM) Outlized 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 DILIS/DIPs (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		
c. Remediation (The curriculum provides for the development needs of all types of learners in the school community-SBM) community-Sample-Saved and Alterask and Alte	1	
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development needs of all types of learners in the school community-SBM) Any Program/Project to address learning deficits/ performance discrepancies e.g. RRF / 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		
of all types of learners in the school community-SBM) 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	1	
in the school community-SBM) 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		
community-SBM) 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		
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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		
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o Improved learning outcomes (Achievement Rate, Promotion Rate, Failure Rate) o Action Plan o Records of type of interventions/remediation given/ School Reading Program o Attendance sheets o DLLs/DLPs (Part IV) o 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		Program Intervention Materials and
(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 (Achievement Rate, Promotion Rate, Failure Rate) Action Plan Secords of type of interventions/remediation given/ School Reading Program Attendance sheets DLLs/DLPs (Part IV) Progress/Accomplishment/Narrative Reports of Implementation		Alternative Delivery Mode Modules
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		Improved learning outcomes
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		(Achievement Rate, Promotion Rate,
O Action Plan O Records of type of interventions/remediation given/ School Reading Program O 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		
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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 School Reading Program Attendance sheets DLLs/DLPs (Part IV) Schools Supervisory Plan and Report Record of Instructional Supervision/Crange Folder Results of Instructional Supervision Reports on Accomplished and Unaccomplished competencies per quarter Other proofs of implementation		
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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 Progress/Accomplishment/Narrative Reports of Implementation 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		
7. INSTRUCTIONAL SUPERVISION (The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and Reports of Implementation Schools Supervisory Plan and Report Record of Instructional Supervision/Orange Folder Results of Instructional Supervision Reports on Accomplished and Unaccomplished competencies per quarter 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 Schools Supervisory Plan and Report Record of Instructional Supervision/Orange Folder Results of Instructional Supervision Reports on Accomplished and Unaccomplished competencies per quarter Other proofs of implementation		
SUPERVISION (The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and ORecord of Instructional Supervision/Orange Folder Results of Instructional Supervision ORECORD Record of Instructional Supervision/Orange Folder ORECORD RECORD		Reports of Implementation
SUPERVISION (The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and ORecord of Instructional Supervision/Orange Folder Results of Instructional Supervision ORECORD Record of Instructional Supervision/Orange Folder ORECORD RECORD		
(The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and Supervision/Class Observation/Orange Folder Results of Instructional Supervision Reports on Accomplished and Unaccomplished competencies per quarter Other proofs of implementation	Compared to the second control of the second	
are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and Folder Results of Instructional Supervision Reports on Accomplished and Unaccomplished competencies per quarter Other proofs of implementation	SUPERVISION	
collaboratively monitored by the community using appropriate tools to ensure the holistic growth and Results of Instructional Supervision Reports on Accomplished and Unaccomplished competencies per quarter Other proofs of implementation	(The learning systems	Supervision/Class Observation/Orange
monitored by the community using appropriate tools to ensure the holistic growth and OREPORTS ON Accomplished and Unaccomplished competencies per quarter Other proofs of implementation		Folder
community using appropriate tools to ensure the holistic growth and Unaccomplished competencies per quarter Other proofs of implementation		Results of Instructional Supervision
appropriate tools to ensure the holistic growth and ontoecomposited competencies per quarter Other proofs of implementation		Reports on Accomplished and
ensure the holistic growth and quarter Other proofs of implementation		Unaccomplished competencies per
growth and Other proofs of implementation		quarter
growth and		
I development of the		
development of the learners and the		
community-SBM)		
8. SPECIAL O Action Plan		Action Plan
8:4-118		
PROGRAMS, Pictorial Reports	PROGRAMS,	
SUPPORT Status Reports	SUPPORT	
ACTIVITIES O Monitoring & Evaluation Reports	ACTIVITIES	
AND Other proofs of Implementation for :	AND	
a. <u>Early Language</u> , <u>Literacy</u> and	- FRIND	
Numeracy (ELLN),		
facilitators (teachers D. Developmentally Appropriate	ADVOCACIES	
Practices (DAD)	ADVOCACIES (Learning managers and	Practices (DAP)
a Dodogogical Datastics to	ADVOCACIES (Learning managers and facilitators (teachers,	c. Pedagogical Retooling In
Maril 1	ADVOCACIES (Learning managers and facilitators (teachers, administrators and	
environments that are Science	ADVOCACIES (Learning managers and facilitators (teachers, administrators and community members)	Mathematics <u>, Languages</u> and
protective of all children d. Buwan ng Wika	ADVOCACIES (Learning managers and facilitators (teachers, administrators and community members) nurture values and	
	ADVOCACIES (Learning managers and facilitators (teachers, administrators and community members) nurture values and environments that are	Science
	ADVOCACIES (Learning managers and facilitators (teachers, administrators and community members) nurture values and environments that are protective of all children	Science d. Buwan ng Wika

behaviors consistent to	f. Campus Journalism)
the organization's Vision,	i. Cumpus sourmaismy
Mission and Goals-SBM)	Research Proposal
9. CONTINUOUS	
IMPROVEMENT	O Project Proposals
PROGRAM (CIP)	CIP Reports/Outputs
(The learning systems are regularly and	Other proofs of implementation
collaboratively	
monitored by the	
community using	
appropriate tools to	
ensure the holistic growth and	
development of the	
learners and the	
community-SBM)	
	Part II. Performance Indicators – 40%
1. ACHIEVEMENT	Results/Records showing Improved
RATE	learning outcomes
 a. Grade Point 	Supporting Designation
Ave. in P.T.	Supporting Documents: O Grading Sheets
(5%)	o Grading Sheets o Class Records
b. GPA in	o SF 5,9 & 10
Grades	o Item Analysis Results
(Elem-10%	Record of Performance Indicators
Sec15%)	Program Report/Checklist
c. Phil-IRI/ORV	o Phil-IRI
(Elem10%	Oral Reading Verification (ORV)
Sec 5%)	
(Methods and	
resources are	
learner and	
community- friendly,	
enjoyable, safe,	
inclusive,	
accessible and	
aimed at	
developing self-	
directed learnersSBM)	
rearriers. SDIVI)	
2. PROMOTION	Number of Passed Learners:
RATE	
(Elem15%	Supporting Documents:
Sec 15%)	Promotion Rate Tracking System
2301 2070)	o 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:

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



Department of Education Region III DIVISION OF CITY SCHOOLS ANGELES CITY



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		+
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-	 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. 		F1, 2

KINDER Sample performance outputs that the learners and could be utilized to improve applicable to life in the community community life (e.g. solid waste management, tree planting/linis -SBM) bayan activity, etc.) Initiated by the teacher/school Other proofs of implementation **Record of Observations:** 5. Assessment (formative assessment and (A representative summative assessment) group of school and community - Phil ECD Checklist - Progress Report Checklist stakeholders develop the methods and - Skill Verification Checklist materials for Record of Least learned skills/ developing creative competencies. thinking & problem Pupils' Portfolio solving-SBM) Anecdotal Record Structure/team in charge of the review (Appropriate and improvement of assessment tools assessment tools for Reports on the conduct of activity teaching and learning relative to sharing of assessment are continuously reviewed and results with school's stakeholders (e.g. improved, and quarterly issuance of Pupil Progress assessment results Report Checklist and Phil. ECD are contextualized to Checklist the learner and local Other proofs of implementation situation and the attainment of relevant life skills-SBM) Utilized Special Instruction/Support 6. Special Instruction Materials /Any Program/Project to Interventions/ address learning deficits/ performance Remediation/ discrepancies Flexible Learning **Shifting Classes Options** Pupils Risk of Dropping out (The curriculum Remedial Lesson, etc.. provides for the Learners' Profiling development needs (Established Assessment System with of all types of results (student tracking system, learners in the school Multiple Intelligences Assessment community-SBM) Result, Performance Chart, etc.) (The curriculum provides Research Proposal/ Action Plan List of Learners/ Attendance sheets for the development needs of all types of interventions/remediation given learners in the school Progress/Accomplishment/Narrative community-SBM) Reports of Implementation Other proofs of implementation Schools Supervisory Plan and Report 7. Instructional Classroom Observation Tool 0 Supervision Other proofs of implementation (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)

KINDER

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) 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	 Action Plan Monitoring & Evaluation Reports Accomplishment and Narrative Reports Other proofs of Implementation Research/Project Proposals Action Plan CI Reports/Outputs Other proofs of implementation 	
development of the learners and the		
community-SBM)	Part II. Performance Indicators – 40%	
	The state of the s	
1. Achievement Rate a. Phil. ECD Checklist b. Progress Report Checklist	Supporting Documents: O Phil ECD checklist Report O Progress Report Checklist Report O 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)	
	(Part I average score x .oo pius I arc II average score x .rey	

Signature Over Printed Name of Evaluator/EPS

Signature Over Printed Name of School Head/ Subject Coordinator

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	
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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	2
67-68% of the MOVs are evident/present and fully implemented	1.91-1.95	
69-70% of the MOVs are evident/present and fully implemented	1.96-2.00	
71-72% of the MOVs are evident/present and fully implemented	2.01-2.10	
73-74% of the MOVs are evident/present and fully implemented	2.11-2.20	V2
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 Education Supervisor Curriculum Implementation Division

Approved:

LEILANI SAMSON CUNANAN, CESO V

Schools Division Superintendent



curriculum is localized to

make it more meaningful to

of local literature

Department of Education Region III DIVISION OF CITY SCHOOLS ANGELES CITY



Name of School:	Subject Area:	IDMADO
Date of Evaluation:	Subject Area: Rating:	_LRIMDS
Areas of Implementation	MOVs (Means of Verification) (Findings/Res Subject area and write NA for those which are not applicable. Recommendation Recommendation Recommendation Commendation	sults, tions,
	Part I. Curriculum Delivery -60%	
1. Lesson Planning	O DLLs/DLPs	
(Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning. –SBM)	 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)	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	 Compilation of local literature Sample Lessons showing its utilization Lesson Plans showing the integration 	

the learners and applicable to life in the community	object of localized/contextualized	LRMOS
-SBM)	IMs, Modules, LPs	
	M & E/Supervisory Report on	
	localized curriculum	
	Adjusted localized curriculum /	4
	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	
	O LR Plan	· . *
	LR Accomplishment Report	
	 Certification by the DQUAT-Div. 	
	Quality Assurance Team/School	
	Quality Assurance Team	
	Narrative/pictorial report on Field	
	lesting	
	Other proofs of implementation	
A -		
Assessment	DLLs/DLPs containing varied	
(A representative group of school and community	assessment strategies/tools:	
stakeholders develop the	- formative assessment	
methods and materials for	-summative assessment	
developing creative thinking	 Proofs of adherence to D.O. #8, s. 	
& problem solving-SBM)	2015	
	O Rubrics	
(Appropriate assessment	Proofs of utilization of Performance	
tools for teaching and	based assessment strategies	
learning are continuously	Competency based Test materials	
reviewed and improved, and assessment results are	duly checked/ approved by the School	
contextualized to the learner	Head (e.g. Table of Specifications.	
and local situation and the	Periodical Test Questions, Test/Item	
attainment of relevant life	Analysis, Item Bank, other test	
skills-SBM)	materials, etc.)	
	Reports on the conduct of activity	
	relative to sharing of assessment	
(Learners are equipped with	results with school's stakeholders	
essential knowledge, skills, and values to assume	(e.g. quarterly issuance of	
responsibility and	Pupil/Student Report Card, Program	
accountability for their own	Report Checklist, ECD	
learning. –SBM)	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	
	SMEA Documents	

0		
	examinations	
	,	
	the school and assessment results are	
	shared with schools' stakeholders	
0	Minutes of meeting of the M&E team	
	before the conduct of exam	
0	Trainings conducted on assessment	
0	Other proofs of implementation	
6. Special Instruction	Established Assessment System with	
(The curriculum provides for	results (Multiple Intelligences	
the development needs of all	Assessment Result, Academic	
types of learners in the	Performance Chart, etc.)	
school community-SBM)		
	system)	
	11.10 1	
	Materials (IM's, Competency Based	
	Budget of Lessons, Lesson Exemplars)	
	learning deficits/ performance	
	discrepancies e.g. RRE/ Reading	
	Program Intervention Materials and	
	ADM Modules	
0		
0	•	
	(Achievement Rate, Promotion Rate,	
	Failure Rate)	
0		
7. Interventions/		
Remediation/		
Flexible Learning	Week	
Options	3	
(The curriculum provides for	interventions/remediation/FLO	
the development needs of all	Records of type of	
types of learners in the	interventions/remediation given	
school community-SBM)	Attendance sheets	
0	Utilized IMs	
0	DLLs/DLPs (Part IV)	
0	Progress/Accomplishment/Narrative	
	Reports of Implementation	
0	Other proofs of implementation	
8. Instructional o		1
Supervision	Record of Instructional	
(The learning systems are	Supervision/Class	
regularly and collaboratively	Observation/Orange Folder	
monitored by the community o		
using appropriate tools to	,	
ensure the holistic growth		
and development of the		
learners and the community-		
SBM)		
9. Special Curricular o		
Programs, o		
Support Activities	Pictorial Reports	
and Advocacies (Learning	Status Reports	
managers and facilitators	Monitoring & Evaluation Reports	
(teachers, administrators and	Other proofs of Implementation	
community members) nurture		
values and environments that are		
protective of all children and		
demonstrate behaviors consistent		

	LRMOS	
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 Cl 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% Sec15%) c. Phil-IRI/ORV (Elem5%) d. Numeracy (Elem5% Sec5%) (Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learnersSBM)	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 (Elem15% 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	

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	
51-62% 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
55-66% of the MOVs are evident/present and fully implemented	1.86-1.90	
57-68% of the MOVs are evident/present and fully implemented	1.91-1.95	
59-70% 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	
37-88% 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	

Fva	uated	•

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