



Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

July 14, 2020

REGIONAL MEMORANDUM

No. **867**, July 14, 2020

ENHANCEMENT OF THE MONITORING AND SUPERVISION TOOLS FOR CURRICULUM IMPLEMENTATION DIVISION (CID) CHIEFS, EDUCATION PROGRAM SUPERVISORS (EPSs), PUBLIC SCHOOLS DISTRICT SUPERVISORS (PSDSs), SCHOOL HEADS (SHs), AND TEACHERS

To: Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. In response to the challenge of establishing an adaptable and workable system for monitoring and supervision in this time of pandemic, this Office, directs the Schools Division Offices (SDOs) to enhance the Monitoring and Supervision Tools for Curriculum Implementation Division (CID) Chiefs, Education Program Supervisors (EPSs), Public Schools District Supervisors (PSDSs), School Heads (SHs), and Teachers which were earlier validated by the Curriculum and Learning Management Division (CLMD), Quality Assurance Division (QAD), Field Technical Assistance Division (FTAD), and Human Resource Development Division (HRDD).
2. The M&S Tools were based on the Key Result Areas (KRAs) of each position and aligned with the implementation of the Learning Continuity Plan of the Region to ensure that the expected outcomes will be measurable.
3. Attached is the copy of the M&S Tools which will also be sent electronically to the 13 SDOs for enhancement. It is advised that the enhanced M&S Tools shall be submitted in soft copies to the Regional Office on or before July 20, 2020 through email address: clmd.region8@deped.gov.ph.



4. Immediate dissemination of and compliance with this Memorandum are desired.


RAMIR B. UYTICO EdD, CESO IV
Director IV 

Enclosures: As stated

References: R.M. No. 320, s. 2020

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

INSTRUCTIONAL SUPERVISION

MONITORING AND SUPERVISION TOOL

CLMD-RTV



Republic of the Philippines
 Department of Education
 REGIONAL OFFICE VIII - EASTERN VISAYAS

MONITORING AND SUPERVISION TOOL{MST}
(For CID Chief)

Name of CID Chief _____ Date of Evaluation: _____

INSTRUCTIONS: In a scale of 1-3 where 1 means *Not Observed (NO)*; 2 means *Moderately Observed (MO)*; and 3 means *Highly Observed (O)*. Rate the indicators mentioned below by checking the appropriate column in line with these indicators.

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1	2	3		
		NO	O	HO		
KRA 1: Management of Curriculum Implementation						
1. Has provided technical inputs in the Strategic Plan of the Schools Division (DEDP)/AIP based on M & E Reports, programs and summative evaluation benchmark studies and researches to guide directions regarding the implementation and delivery of Basic Education Curriculum.	<ul style="list-style-type: none"> ▪ Annual Implementation Plan (AIP) supported by DEDP ▪ OPCR / IPCRF ▪ Instructional Supervisory Plan ▪ Copy of Policy Recommendation ▪ Technical Assistance (TA) Contract ▪ Minutes of meeting with technical inputs provided by CID Chief ▪ SDO/Office Memo of the activity/Letter of invitation Matrix of activities 					
2. Has developed the framework and system for monitoring curriculum implementation to guide the gathering of data on the management and implementation of Basic Education Curriculum.	<ul style="list-style-type: none"> ▪ Copy of the framework & system for monitoring curriculum implementation ▪ Memorandum/issuances on development of framework & system for monitoring of curriculum ▪ Minutes of meeting for every activity Current AIP as basis of the conduct of activity 					
3. Has provided directions and guided teams in the conduct of studies to benchmark curriculum practices and other research initiatives.	<ul style="list-style-type: none"> ▪ Approve Action Research Report ▪ Copy of the organized teams ▪ Terms of reference ▪ Minutes of meeting/ACR ▪ Copy of research initiatives on curriculum 					
4. Has recommended to the Regional Management Team Policies on curriculum management and delivery of instruction for regional implementation.	<ul style="list-style-type: none"> ▪ Copy of Policy Recommendation ▪ Copy of indorsement marked released ▪ Acknowledgement receipt from the Regional Office ▪ Presence of policy issue Result of the policy dry run 					
Total						
KRA II. Curriculum Development, Enrichment and Localization						

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1	2	3		
		NO	O	HO		
1. Has guided the development up to finalization of programs and strategies in the contextualization of the competencies per learning area.	<ul style="list-style-type: none"> ▪ Minutes of meeting with technical inputs provided by CID Chief ▪ Matrix of activities ▪ Target per learning area ▪ Action plan on curriculum contextualization ▪ Office issuance of the conduct of activity 					
2. Has guided the development of systems and mechanism for managing and monitoring the localized and indigenized curriculum.	<ul style="list-style-type: none"> ▪ M & E Tool ▪ Inventory of contextualized LRs per learning area across grade level ▪ Minutes of the activities 					
3. Has submitted policy recommendations to guide contextualization of the Basic Education Curriculum.	<ul style="list-style-type: none"> ▪ Copy of Policy Recommendation ▪ Copy of indorsement marked released ▪ Acknowledgement receipt from the Receiving Office ▪ Presence of policy issue ▪ Result of the policy dry run 					
4. Has guided the focal person/s on the process of Learning Resources development and its utilization.	<ul style="list-style-type: none"> ▪ Memorandum/issuances on preparation of contextualized Learning Resources. ▪ Minutes on Learning Resource development. ▪ Memorandum/issuances on orientation of proper utilization of contextualized Learning Resources. ▪ Minutes on orientation of Learning Resource utilization. 					
Total						
KRA III. Learning Delivery						
1. Has developed & implemented advocacy programs on effective localized delivery modes to encourage learning and innovation.	<ul style="list-style-type: none"> ▪ ACR on advocacy program implementation. ▪ Copy of concept paper on advocacy program. ▪ Memorandum/issuances of advocacy program. ▪ Memorandum/issuances on the implementation of advocacy program. ▪ List of activities conducted ▪ Copy of advocacy materials. 					
2. Has recommended policies on learning delivery arising from evaluation studies and researches for adoption in the Region and Division.	<ul style="list-style-type: none"> ▪ Copy of Policy Recommendation ▪ Copy of indorsement marked released ▪ Acknowledgement receipt from the Regional Office ▪ Presence of policy issue ▪ Result of the policy dry run. 					
Total						
KRA IV. Learning Resource						
1. Has sustained operations of the SDO Learning Resource Center and Functional Learning Resource	<ul style="list-style-type: none"> ▪ Approved Division Learning Resource development plan. 					

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1	2	3		
		NO	O	HO		
Management and Development System.	<ul style="list-style-type: none"> ▪ Inventory of DepEd Central Office and SDO Learning Resources. ▪ Approved list of uploaded LRs to the LR portal. ▪ Inventory/list of LR portal users. ▪ Inventory of organized LR teams. Distribution list of DepEd & locally developed LRs.					
2. Has provided oversight to the development of localized/indigenized learning materials for schools division's use by the LR Development Teams.	<ul style="list-style-type: none"> ▪ Travel orders ▪ Certificate of appearance ▪ Memorandum of the conducted activity/activities ▪ Report from the LR development team/s on the assistance provided by the Chief. 					
Total						
KRA V. LEARNING OUTCOMES ASSESSMENT						
1. Has submitted results of the analyses of the School-Based Formative and Summative Assessment to higher officials.	<ul style="list-style-type: none"> ▪ Submitted consolidated school-based formative and summative assessment quarterly result of MPS per learning area across grade levels supported by qualitative information on issues and concern. ▪ List of least learned skills per learning areas across grade levels. ▪ Inventory of developed test questions parallel to the regional formative test item bank. ▪ Inventory of mastered skills per learning area across grade levels. 					
2. Has submitted policy recommendations related to improving learning outcomes in the division.	<ul style="list-style-type: none"> ▪ Copy of indorsement on submitted policy recommendations released by SDOs. ▪ Acknowledgement receipt of submitted policy recommendation to improve learning outcomes by Regional Office. ▪ Copy of submitted the policy recommendation to improve learning outcomes. 					
Total						
KRA VI. Special Curricular Program and Support Activities						
1. Has submitted to the Regional Management Policy Recommendations on curricular support activities for regional adoption.	<ul style="list-style-type: none"> ▪ Copy of Indorsement submitted to the Regional Management Policy. 					
Total						
KRA VII. Research						
1. Review research findings and policy	<ul style="list-style-type: none"> ▪ List of reviewed researches. 					

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1	2	3		
		NO	O	HO		
recommendation and provide directions in research utilization as well as research areas to pursue.	<ul style="list-style-type: none"> List of policy recommendation based from research findings. List of utilized research outputs. 					
Total						
KRA VIII. Technical Assistance						
1. Has led the CID team in consolidating needs for technical assistance on curriculum implementation for the schools division.	<ul style="list-style-type: none"> Consolidated report from learning area EPSs for technical assistance needs on curriculum implementation Validated DMEA quarterly report for technical assistance needs. 					
2. Has presented to management periodic reports on the progress of technical assistance on the following: 2.1 low performing schools and districts for elementary and secondary 1.2 Curriculum implementation and instructional delivery	<ul style="list-style-type: none"> Copy of the DFACT Plan and accomplishment report. Copy of the Division Instructional Supervision Plan (DISP). Copy of the Division Instructional Supervision Accomplishment Report (DISAR). Copy of the Division Technical Assistance Provision Plan and Evaluation (DTAPPE) Program of activities Certificate of participation during RMEA & DMEA. 					
3. Has submitted policy recommendations arising from reports of results evaluation for technical assistance provision.	<ul style="list-style-type: none"> List of recommended policies arising from reports of results evaluation for technical assistance provision. Copy of Policy Recommendation Copy of indorsement marked released Acknowledgement receipt from the Receiving Office 					
Total						
Over-all Rating						
= (Sum of Totals of KRA 1, KRA 2, KRA 3, KRA 4, KRA 5, KRA 6, KRA 7, and KRA 8) ÷ 19						

Rubric:

- 1 – No MOV
- 2 – Lacking with 1 or more MOVs
- 3 – Complete MOVs

Agreement:

Conforme:

CID Chief

Assistant Schools Division Superintendent



Republic of the Philippines
 Department of Education
 REGIONAL OFFICE VIII - EASTERN VISAYAS

MONITORING AND SUPERVISION (M&S) TOOL
(For Education Program Supervisor)

Name of Education Program Supervisor _____ Date of Evaluation: _____

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1	2	3		
		NO	O	HO		
KRA 1: Instructional Management						
<ul style="list-style-type: none"> To manage the implementation of Basic Education Curriculum and Special Curriculum Program 						
1. Has provided districts copy of the contextualized competencies re: updated MELCs per learning area across grade levels including SCPs	<ul style="list-style-type: none"> ORS MAR Certificate of Appearance 					
2. Has mapped out, prioritized, and validated the updated MELCs and aligned with appropriate Contextualized Learning Resources per learning area across grade levels including other SCPs	<ul style="list-style-type: none"> Inventory of Learning Resources MELC 					
3. Has conducted online Monitoring and Evaluation (M&E) to schools on the implementation of the Contextualized Curriculum re: updated MELCs of all learning areas across grade levels including competencies of other SCPs e.g. SPED, SPA, SPS, STE, and others	<ul style="list-style-type: none"> M & E Tool 					
4. Has conducted virtual validation of the School Heads' Instructional Supervisory Plans and Accomplishment Report across learning areas as a way of monitoring the implementation of the contextualized curriculum re: updated MELCs	<ul style="list-style-type: none"> DISP DISAR 					
5. Has required districts to exercise strict adherence	<ul style="list-style-type: none"> M & E Tool 					

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1	2	3		
		NO	O	HO		
<p>to the following mitigation strategies:</p> <ul style="list-style-type: none"> ✓ Enrolment Policy Guidelines ✓ Learning Modalities: Adoption of blended learning instruction (face-to-face class interaction, modularized, distance learning) ✓ Use of ADM such as but not limited to the modules in E-IMPACT, KTK, MISOSA, Home Schooling (Distance Learning) with 1-day periodic assessment to be done in school or learning center by batch, wherein those who are not scheduled in the batch to take the test in the school/learning center shall stay home doing assigned learning activities cited in the ADM ✓ Use of multimedia-TV, radio, social media platforms in the delivery of the lessons through multi grade style delivery ✓ All competencies that need to be done in school must be delivered with the teachers, while other competencies could be under self-learning modality ✓ Online Teaching /Learning Modality Readiness <input type="checkbox"/> Schools 						
Total						
<ul style="list-style-type: none"> • To provide Technical Assistance (TA) to schools and learning centers in classroom management skills, instructional competence, and action research 						
<p>1. Has conducted virtual meeting with the PSDSs/DICs on the provision of Technical Assistance (TA) to schools</p>	<ul style="list-style-type: none"> ▪ DFACT TA Provision Action Plan ▪ DFACT TA Provision Plan Evaluation 					

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1	2	3		
		NO	O	HO		
relative to management of Curriculum Implementation such as provision and utilization of learning materials						
2. Has conducted online monitoring to schools & districts and Learning Centers to ensure that programs and activities in all learning areas across grade levels are implemented properly thereby provide appropriate TA for the low performing areas	<ul style="list-style-type: none"> ▪ TA/LAC Plan ▪ SLAC Activity Completion Report ▪ Attendance Sheet 					
<p>3. Has required schools to submit proposals and researches on the utilization and effectiveness of all learning delivery implemented in order to provide needed TA on enhancement of such study</p> <p>4. Has conducted Online Enhancement Workshop to schools on the Crafting and development of action research relative to the effective implementation of the curriculum</p>	<ul style="list-style-type: none"> ▪ Action Research Proposal ▪ Training Design 					
<p>• To capacitate school heads and teachers in the implementation of K to 12 Curriculum and Special Curricular Programs</p>						
1. Has conducted orientation with the PSDSs/DICs/SHs and teachers through teleconferencing on mapping out, prioritizing, validating the updated MELCs and matching with appropriate learning resources per learning area across grade levels including other SCPs	<ul style="list-style-type: none"> ▪ Memo ▪ Activity Completion Report 					

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1	2	3		
		NO	O	HO		
2. Has conducted capability building to the District Heads/School Heads and teachers on the utilization of the Contextualized Curriculum re: updated MELCs and the corresponding modules per learning area across grade levels including other SCPs.	<ul style="list-style-type: none"> ○ Memo ○ Activity Report <p style="text-align: center;">Completion</p>					
KRA II: Assessment of Learning						
<ul style="list-style-type: none"> ● To guide the schools and learning centers in the effective management of learning assessment for better learning outcomes 						
1. Has ensured utilization of the Regional-initiated Test Item Bank provided in the teachers' daily lesson assessment	<ul style="list-style-type: none"> ▪ Copy of the Regional Test Item Bank ▪ Copy of the formative tests in the daily lesson 					
2. Has ensured utilization of quality assured learning resources for all grade levels that are suited to the most essential competencies	<ul style="list-style-type: none"> ▪ Lesson Plans reflecting the use of Contextualized LRs ▪ RPMS Observation Checklist 					
<ul style="list-style-type: none"> ● To provide technical assistance to schools and learning centers in analyzing assessment results for possible interventions. 						
1. Has conducted virtual TA to analyze assessment results from schools through the Division/District Monitoring Evaluation and Assessment	<ul style="list-style-type: none"> ▪ DMEA Report 					
<ul style="list-style-type: none"> ● To lead in the formulation of assessment tools to diagnose learners and their achievement in the different learning areas. 						
1. Has provided TA to schools' initiatives in conducting assessment (like GC, FB, social networking like SCHOLOGY where we use social media group chat, video conference, podcasts or audio) appropriate to their situation	<ul style="list-style-type: none"> ▪ TA Plan 					
Total						
KRA III: Learning Resources Management and Development						

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1	2	3		
		NO	O	HO		
<ul style="list-style-type: none"> To develop contextualized learning resources by learning area for schools and learning centers 						
1. Has provided oversight function on the development of contextualized learning resources for updated MELCs which do not have a corresponding learning materials thru various online platforms	<ul style="list-style-type: none"> Memo Copy of the developed learning material/s 					
2. Has validated the SLKs with the updated MELCs	<ul style="list-style-type: none"> Inventory of SLKs 					
<ul style="list-style-type: none"> To quality assure Learning Resources (LRs) for the use of schools and learning centers 						
1. Has facilitated/ monitored online the quality assurance of the developed/ enhanced localized/ contextualized learning resources including self-learning materials in the SDO and districts	<ul style="list-style-type: none"> Copy of the quality assured learning materials/s 					
<ul style="list-style-type: none"> To provide technical assistance to schools and learning centers in line with development, production, storage, and distribution utilization of learning material 						
1. Has established and sustained the functionality of LRCs in the schools and LRMS in the SDO in downloading relevant learning resources to be utilized in the classroom	<ul style="list-style-type: none"> Documentation of recognized functional LRCs 					
Total						
Over-all Rating						
Rating = (Sum of Totals of KRA 1, KRA 2, and KRA 3) ÷ 20						

Rubric:

- 1 – No MOV
- 2 – Lacking with 1 or more MOVs
- 3 – Complete MOVs

Agreement:

Conforme:

Education Program Supervisor

Name of Monitor



Republic of the Philippines
 Department of Education
 REGIONAL OFFICE VIII - EASTERN VISAYAS

MONITORING AND SUPERVISION TOOL
(For Public Schools District Supervisor)

Name of Public Schools District Supervisor _____ District: _____

Date of Evaluation: _____

INSTRUCTIONS: In a scale of 1-3 where 1 means *Not Observed (NO)*; 2 means *Moderately Observed (MO)*; and 3 means *Highly Observed (O)*. Rate the indicators mentioned below by checking the appropriate column in line with these indicators.

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1 NO	2 O	3 HO		
KRA 1: Instructional Supervision						
<ul style="list-style-type: none"> Provides guidance and instructional supervision to school heads by observing and gathering data on their strength and development needs and then coaching them towards improved instructional leadership practices. 						
1. Provided appropriate guidance and instructional supervision to Schools Heads on gathering data on their strength and development needs in managing modular distance learning delivery towards improved instructional leadership practices	<ul style="list-style-type: none"> Supervisory Guide Supervisory Plan Summary of performance indicators Other proof/s of implementation 					
<ul style="list-style-type: none"> Observes and gathers data on the strength and competencies(KSA) development needs of school heads and coach them on how to improve their supervisory competence. 						
1. Observed and gathered data on the strength and competencies (KSA) development needs of school heads and coach the on how to improve their supervisory competence	<ul style="list-style-type: none"> Instructional Supervisory Plan Technical Assistance FORMS Other proof/s of implementation 					
2. Monitored and coached school heads	<ul style="list-style-type: none"> Coaching Plan Other proof/s of implementation 					
<ul style="list-style-type: none"> Assesses the situation of schools and learning centers and identify actions needed to deliver basic quality education. 						
1. Identified needs of school heads <ul style="list-style-type: none"> ✓ Teaching Personnel ✓ Non-Teaching Personnel ✓ SHS Graduate Profile 	<ul style="list-style-type: none"> IPPD IPCRF OPCRF SHS Profile 					
Total						
KRA 2: Technical Assistance in School Management						
<ul style="list-style-type: none"> Provides technical assistance in the formulation of school plans (e.g. SIP) and its adjustments by conducting workshops doing follow through coaching and providing appraisal and feedback on their draft plans, so that all schools can have approved plans as basis for budgeting and resourcing, resource generation and social mobilization, SIP adjustment and implementation. 						
1. Provided TA to SHs on developing and adjusting the SIP aligned to LCP	<ul style="list-style-type: none"> Technical Assistance Plan Approved AIP and LCP Other proofs of implementation 					
<ul style="list-style-type: none"> Monitors and evaluates school's implementation of their plans and submit reports to the School's Division Management team to provide feedback. 						
1. Monitored and evaluated school reports on SIP/AIP implementation	<ul style="list-style-type: none"> Copy of Program designs Copy of SIP/AIP/LCP Other proofs of implementation 					
<ul style="list-style-type: none"> Coaches, guides and monitors their assigned schools in the division to effectively implement their programs and projects and other special curricular programs attain their objectives. 						

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1	2	3		
		NO	O	HO		
1. Ensured proper implementation of Programs and Projects and other Special Curricular Programs such as: Portfolio Day, SLAC, Kindergarten Program, Campus Journalism, Brigada Eskwela, Reading Program, DRRM, Senior High School Immersion, Career Guidance Program, IPEd, Madrasah and SPED in their respective assigned district.	<ul style="list-style-type: none"> ▪ Copy of the ACR ▪ Copy of approved project/training design of the different programs and projects ▪ PEPT/A&E Result ▪ Other proofs of implementation 					
<ul style="list-style-type: none"> • Coordinates and facilitate the conduct of orientation/induction programs for all newly hired teachers on their roles and responsibilities. 						
1. Conducted Teacher Induction Program (TIP) for the newly hired teachers oriented on their roles and responsibilities in the schools/division coordinated and facilitated	<ul style="list-style-type: none"> ▪ Copy of the roles and responsibilities of teachers ▪ Other proofs of implementation 					
<ul style="list-style-type: none"> • Collects and analyzes accomplishment reports of school heads to monitor and follow up on the proper and timely implementation of school plans and programs. 						
1. Gathered and analyzed the Accomplishment Reports of the implemented AIP/PAPs, Supervisory and TA Plan	<ul style="list-style-type: none"> ▪ Copy of the roles and responsibilities of teachers ▪ Copy of the Accomplishment Reports ▪ Other proofs of implementation 					
Total						
KRA 3: Monitoring and Evaluation						
<ul style="list-style-type: none"> • Conducts M and E on the utilization and liquidation of school MOOE and other school funds to determine if schools adhere with the policy and standards using pre-designed M and E and transparency tool. 						
1. Reported the MOOE and other school funds utilization and liquidation	<ul style="list-style-type: none"> ▪ Copy of liquidation report ▪ Other proof/s of implementation 					
<ul style="list-style-type: none"> • Monitors SBM level of practice in schools through validation of documents and outputs to determine areas of development and possible provision of TA to improve school performance. 						
1. Monitored the SBM level of practice/implementation of schools	<ul style="list-style-type: none"> ▪ Copy of SBM level of practice ▪ Other proofs of implementation 					
2. Updated the documentation of school accomplishments with stakeholders' cooperation	<ul style="list-style-type: none"> ▪ Copy of accomplishment report ▪ Documentation of the activities showing stakeholder's cooperation ▪ Other proof/s of implementation 					
Total					12	
KRA 4: Curriculum Development, Enrichment, and Localization						
<ul style="list-style-type: none"> • Conduct monitoring and evaluation of the school's implementation of contextualized/localized curriculum to provide feedback to management towards continuous enhancement of curriculum. 						
1. Reported the implementation of the localized curriculum in the district or schools and their effect on learning and the learning process and or school effectiveness monitored	<ul style="list-style-type: none"> ▪ Copy of the reports on localized curriculum ▪ Accomplishment report on the localized implementation ▪ Other proofs of implementation 					
Total						
KRA 5: Learning Outcomes Assessment						
<ul style="list-style-type: none"> • Gather result of assessment per least learned skills and analyze performance gaps to pinpoint causes and possible interventions to close the gap. 						
1. Gathered and analyzed assessment results	<ul style="list-style-type: none"> ▪ Copy of the assessment results 					

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1	2	3		
		NO	O	HO		
<ul style="list-style-type: none"> Draft policy recommendation related to improving learning outcomes based on the findings from studies and reports. 						
1. Drafted programs and policy recommendation	<ul style="list-style-type: none"> Copy of the drafted programs and policy recommendation 					
<i>Total</i>						
KRA 6: Research						
<ul style="list-style-type: none"> Conducts action research on curriculum implementation needs and issues appropriate interventions for assigned districts as well as best practices and submit findings and recommendations for management action and policy formulation. 						
1. Conducted action research on curriculum implementation needs and issues appropriate interventions to assigned districts as well as best practices and submit findings	<ul style="list-style-type: none"> Copy of the submitted action research Copy of submitted Other proofs of implementation 					
<i>Total</i>						
KRA 7: Technical Assistance on Curriculum Implementation						
<ul style="list-style-type: none"> Assesses the situation and analyzes the needs of schools in the district to identify the appropriate and relevant actions and interventions. 						
1. Assessed and analyzed the situation and needs of the schools	<ul style="list-style-type: none"> Copy of the M&E for School Heads Other proofs of implementation 					
<ul style="list-style-type: none"> Coordinates with the EPS concerned to arrive a technical assistance plan for each district. 						
1. Coordinated with the EPS's concerned to come up with a technical assistance plan for each district	<ul style="list-style-type: none"> Copy of the Performance assessment of the school (e.g. MPS) Other proofs of implementation 					
<ul style="list-style-type: none"> Coach the school head in implementing interventions related to curriculum implementation and instructional delivery. 						
1. Coached school heads on implementing interventions related to curricular implementation and instructional delivery	<ul style="list-style-type: none"> Coaching Plan Other proof/s of implementation 					
<ul style="list-style-type: none"> Prepares and submits periodic reports on the progress of technical assistance being provided to the schools. 						
1. Prepared and submitted TA progress report	<ul style="list-style-type: none"> Copy of the TA report Other proof/s of implementation 					
<ul style="list-style-type: none"> Prepares and submits on the results of technical assistance and corresponding policy recommendation by management's consideration. 						
1. Prepared and submitted results of TA reports for policy recommendation	<ul style="list-style-type: none"> Copy of the TA report for policy recommendation Other proof/s of implementation 					
<i>Total</i>						
Over-all Rating						
Rating = (Sum of Totals of KRA 1, KRA 2, KRA 3, KRA 4, KRA 5, KRA 6, and KRA 7) ÷ 23						

Rubric:

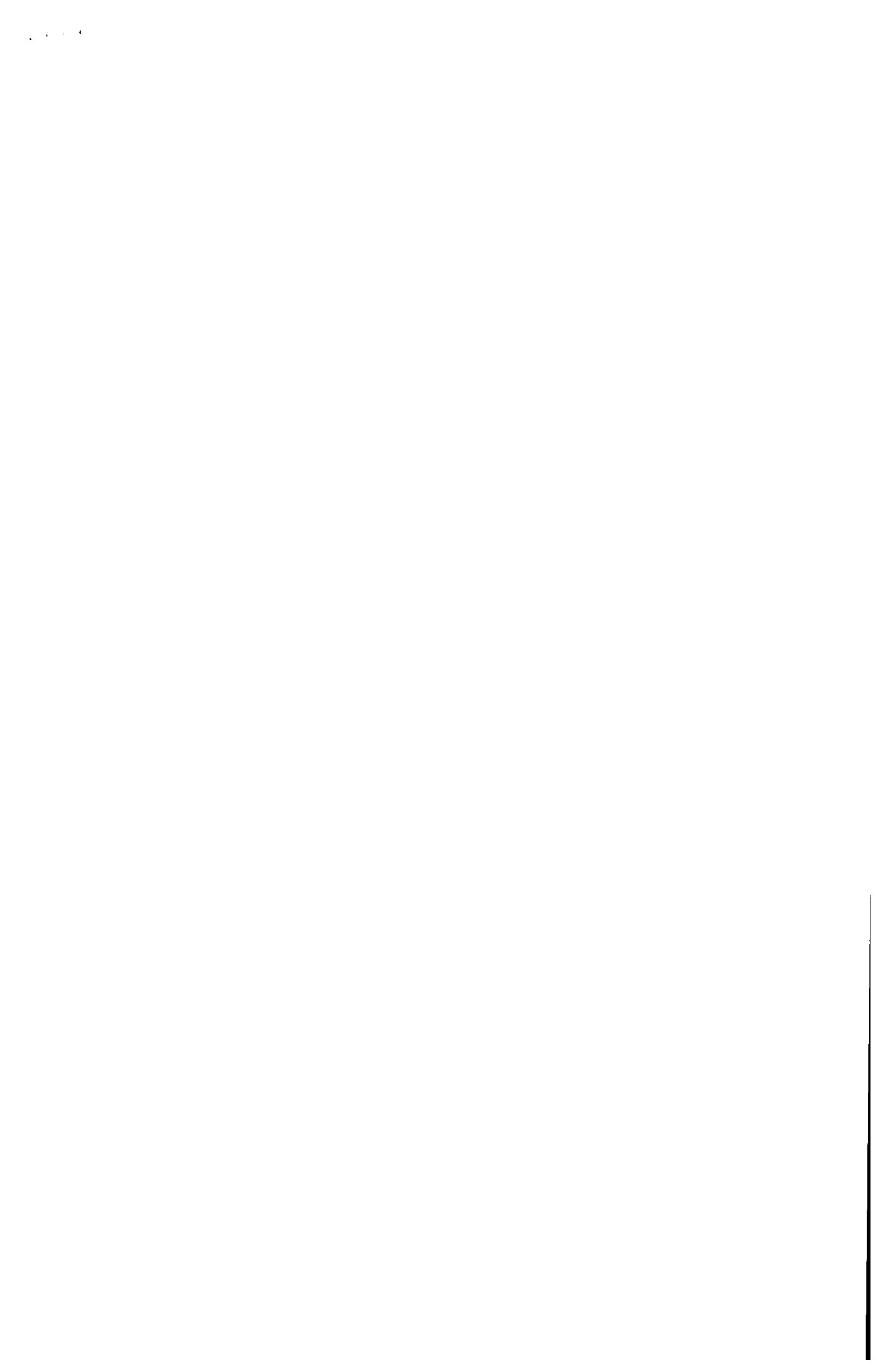
- 1 – No MOV
- 2 – Lacking with 1 or more MOVs
- 3 – Complete MOVs

Agreement:

Conforme:

Public Schools District Supervisor

Name of Monitor





Republic of the Philippines
Department of Education
REGIONAL OFFICE NO. VIII (EASTERN VISAYAS)

MONITORING AND SUPERVISION TOOL FOR SCHOOL HEADS

Name of School Head: _____

District _____

Name of School: _____

Date of Evaluation: _____

INSTRUCTIONS: In a scale of 1-3 where 1 means **Not Observed (NO)**; 2 means **Moderately Observed (MO)**; and 3 means **Highly Observed (O)**. Rate the indicators mentioned below by checking the appropriate column in line with these indicators.

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1 NO	2 O	3 HO		
KRA I: INSTRUCTIONAL LEADERSHIP						
1. Has performed instructional supervision to achieve learning outcomes	<ul style="list-style-type: none"> ▪ Copy of the School Instructional Supervisory Report ▪ IPCR Observation Form ▪ TA Plan 					
2. Has accounted for learning outcomes of schools and centers viz-a-viz goals and targets	<ul style="list-style-type: none"> ▪ Copy of the School Performance Indicators ▪ Improved NAT result ▪ Copy of the Consolidated School MPS 					
3. Has managed instructional system thru equitable distribution of teaching loads and observed teacher-learner ratio	<ul style="list-style-type: none"> ▪ Copy of the consolidated school/class program ▪ School Form 7 					
4. Has inspected regularly Daily Lesson Logs (DLL)	<ul style="list-style-type: none"> ▪ Checklist of the DLL ▪ DLL checked by the SH 					
5. Has enhanced activities for the identified Least learned Skills	<ul style="list-style-type: none"> ▪ Compilation of parallel test questions ▪ Copy of the Regional Test Item Bank ▪ 					
6. Has designed and implemented school programs such as but not limited to: reading program, numeracy program	<ul style="list-style-type: none"> ▪ Copy of approved school training designs/ program proposals ▪ Compilation of Literacy and Numeracy Test Results 					
7. Has initiated research and innovations contributing to the department's advancement	<ul style="list-style-type: none"> ▪ ACR on Capability Building on Research ▪ Copy of submitted research proposals/ innovations 					
8. Has conducted school-based curriculum review. Contextualization and implementation	<ul style="list-style-type: none"> ▪ ACR on the conduct of curriculum review ▪ Budget of Lesson ▪ Copy of the MELCs 					
9. Has conducted workshop on the crafting of MELCs based Activity Sheets	<ul style="list-style-type: none"> ▪ ACR on the conduct of workshop on the crafting of MELCs based Activity Sheets and worksheets ▪ Copy of the MELCs ▪ Budget of Lessons ▪ Activity Sheets ▪ Worksheets 					

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1 NO	2 O	3 HO		
10. Has requested and distributed instructional materials	<ul style="list-style-type: none"> Copy of the List/Inventory of Instructional Materials with acknowledgement receipt signed by the teacher 					
11. Has created committee to assess learning performance	<ul style="list-style-type: none"> List of committee to assess learning performance Terms of Reference of Committee Members 					
12. Has supported in the participation of teachers and pupils in various activities	<ul style="list-style-type: none"> Certificate of appearance and participation to various school/district activities 					
Total						
KRA II: LEARNING ENVIRONMENT						
1. Has adhered to Child-Friendly environment standards and programs	<ul style="list-style-type: none"> Accomplishment on the following such as: school policy, reports, information materials, advocacy activities, regular meetings and inventory 					
2. Has prepared the school during Brigada Eskwela and Oplan Balik Eskwela period	<ul style="list-style-type: none"> Brigada Eskwela Report Program of work ACR Financial Report 					
3. Has institutionalized child protection mechanism and processes (per DepEd Order No. 40, s. 2012)	<ul style="list-style-type: none"> ACR Copy of approved Program Implementation on Child Protection and Mechanism 					
4. Has provided ICT facilities/workshop rooms as learning support system	<ul style="list-style-type: none"> Functional ICT Room WIFI Connection 					
5. Has a clear DRRM mobilization Plan	<ul style="list-style-type: none"> Copy of the DRRM mobilization Plan 					
6. Has evaluated the school plant, physical facilities fitness, safety and sufficiency with the assistance of specialists	<ul style="list-style-type: none"> Copy of Validated EBEIS School Development Plan 					
7. Has implemented environmental education programs such as but not limited to: eco-friendly, child-friendly, drug free, smoke free, zone of peace, hazard free, and WINS Program	<ul style="list-style-type: none"> Signages Photo documentation 					
Total						
KRA III: HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT						
1. Has conducted at least three (3) school-based trainings with approved training designs	<ul style="list-style-type: none"> Approved Training Design ACR 					
2. Has observed 100% punctuality and in all school related activities	<ul style="list-style-type: none"> Attendance log sheet Form 48 					
3. Has conducted at least 10 conferences/staff meetings with teachers	<ul style="list-style-type: none"> Office/school Memo Minutes of meeting 					
4. Has initiated and compiled teachers' professional documents in portfolios	<ul style="list-style-type: none"> Teachers' Portfolio 					

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1 NO	2 O	3 HO		
5. Has rated all school personnel performance and recommended for promotion	<ul style="list-style-type: none"> ▪ Portfolio of school personnel/teachers ▪ Approved IPCR ▪ 					
6. Has conducted at least one (1) action research for a year based on academic and non-academic factors affecting learning progress with 100% implementation of the intervention	<ul style="list-style-type: none"> ▪ Approved Action Research ▪ ACR 					
Total						
KRA IV: PARENTS' INVOLVEMENT AND COMMUNITY PARTNERSHIP						
1. Has conducted quarterly GPTA meetings within a school year	<ul style="list-style-type: none"> ▪ ACR ▪ Minutes of meeting ▪ Photo documentation 					
2. Has conducted General Assembly and SOSA within a School Year	<ul style="list-style-type: none"> ▪ Copy of SOSA ▪ Minutes of Assembly ▪ ACR 					
3. Has generated 100% support from stakeholders in all school programs and projects	<ul style="list-style-type: none"> ▪ Attendance ▪ ACR ▪ Photo documentation 					
4. Has led in the preparation of SIP/AIP and ensures participation of stakeholders	<ul style="list-style-type: none"> ▪ Copy of approved AIP/SIP ▪ Letter of invitation ▪ Attendance sheet ▪ Minutes of meeting ▪ Photo documentation 					
5. Has designed programs with stakeholders to address school needs	<ul style="list-style-type: none"> ▪ Letter of invitation ▪ SIP/AIP ▪ Photo documentation ▪ Minutes of meetings 					
6. Has formulated school policies and promoted school discipline with stakeholders	<ul style="list-style-type: none"> ▪ Copy of School Policy involving the stakeholders 					
7. Harnessed participation of alumni and other organizations (NGOs, LGUs, PPP)	<ul style="list-style-type: none"> ▪ Letter of invitation ▪ Minutes of meetings ▪ Attendance 					
8. Has promoted welfare and recognized accomplishments of stakeholders	<ul style="list-style-type: none"> ▪ Certificate of Recognition 					
9. Has generated school funds in cooperation with the stakeholders	<ul style="list-style-type: none"> ▪ School Liquidation/Financial Report 					
Total						
KRA V: SCHOOL LEADERSHIP, MANAGEMENT AND OPERATIONS						
1. Has submitted accurate financial liquidation on time	<ul style="list-style-type: none"> ▪ Monthly School Liquidation Report 					
2. Has submitted all accurate required reports on time such as but not limited to: School Instructional Supervisory Report (SISAR)	<ul style="list-style-type: none"> ▪ TA Plan ▪ SISAR 					
3. Has managed to save 75% PARDO/SARDO	<ul style="list-style-type: none"> ▪ Zeroed-out or decreased Drop-out Rate 					
4. Has decreased at least	<ul style="list-style-type: none"> ▪ Zeroed-out or decreased 					

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1 NO	2 O	3 HO		
75% failure rate for the school year from the previous year	Failure Rate					
5. Assigned teachers as in-charge of ancillary services with school Special Order such as but not limited to: ✓ Clinic teacher ✓ School EMIS coordinator ✓ School Property Custodian ✓ Physical Facilities coordinator ✓ Reading coordinator ✓ ICT Coordinator ✓ GPP Coordinator ✓ School Paper Adviser ✓ SPG Adviser ✓ Others, pls. specify	<ul style="list-style-type: none"> ▪ School Special Order 					
6. Has provided at least 10% financial assistance from MOOE to teachers for the purchase of materials to be used in IMs construction	<ul style="list-style-type: none"> ▪ Annual Procurement Plan ▪ Budget Matrix ▪ AIP 					
7. Has tapped the services of at least three (3) Master teachers quarterly on their field of expertise such as; ✓ Coaching/mentoring ✓ Resource Speaker ✓ Demonstration Teacher	<ul style="list-style-type: none"> ▪ Letter Request 					
8. Has organized functional school grievance committee	<ul style="list-style-type: none"> ▪ List of School Grievance Committee ▪ Resolutions 					
9. Has organized functional Child Protection Policy	<ul style="list-style-type: none"> ▪ List of Child Protection Committee ▪ Resolutions 					
10. Has improved/sustained SBM level of practice	<ul style="list-style-type: none"> ▪ SBM Assessment Result 					
Total						
Over-all Rating Rating = (Sum of Totals of KRA 1, KRA 2, KRA 3, KRA 4 and KRA 5) + 44						

Rubric:

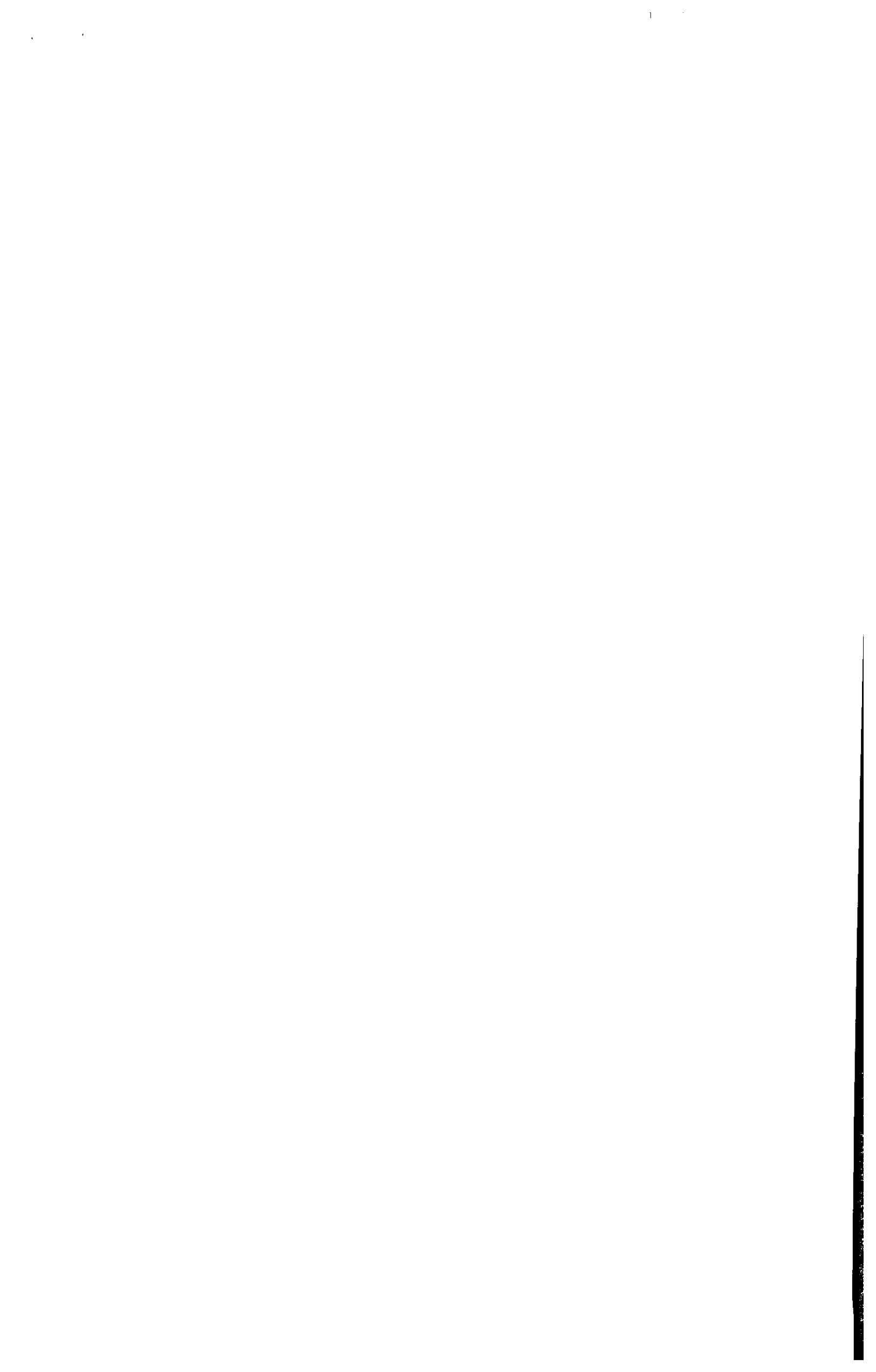
- 1 – No MOVs
- 2 – Lacking with 1 or more MOVs
- 3 – Complete MOVs

Agreement:

Conforme:

School Head

Name of Monitor





Republic of the Philippines
 Department of Education
 REGIONAL OFFICE NO. VIII (EASTERN VISAYAS)

MONITORING AND SUPERVISION TOOL
(For Public Schools District Supervisor)

Name of Public Schools District Supervisor _____ District: _____

Date of Evaluation: _____

INSTRUCTIONS: In a scale of 1-3 where 1 means *Not Observed (NO)*; 2 means *Moderately Observed (MO)*; and 3 means *Highly Observed (O)*. Rate the indicators mentioned below by checking the appropriate column in line with these indicators.

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1 NO	2 O	3 HO		
KRA 1: Instructional Supervision						
1. Provides guidance and instructional supervision to school heads by observing and gathering data on their strength and development needs and then coaching them towards improved instructional leadership practices.						
❖ Provided appropriate guidance and	<ul style="list-style-type: none"> ▪ Supervisory Guide ▪ Supervisory Plan 					

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1 NO	2 O	3 HO		
implementation						
3. Coaches, guides and monitors their assigned schools in the division to effectively implement their programs and projects and other special curricular programs attain their objectives.						
<ul style="list-style-type: none"> ❖ Ensured proper implementation of Programs and Projects and other Special Curricular Programs such as: Portfolio Day, SLAC, Kindergarten Program, Campus Journalism, Brigada Eskwela, Reading Program, DRRM, Senior High School Immersion, Career Guidance Program, IPEd, Madrasah and SPED in their respective assigned district. 	<ul style="list-style-type: none"> ▪ Copy of the ACR ▪ Copy of approved project/training design of the different programs and projects ▪ PEPT/A&E Result ▪ Other proofs of implementation 					
4. Coordinates and facilitate the conduct of orientation/induction programs for all newly hired teachers on their roles and responsibilities.						
<ul style="list-style-type: none"> ❖ Conducted Teacher Induction Program (TIP) for the newly hired teachers oriented on their roles and responsibilities in the schools/division coordinated and facilitated 	<ul style="list-style-type: none"> ▪ Copy of the roles and responsibilities of teachers ▪ Other proofs of implementation 					
4. Collects and analyzes accomplishment reports of school heads to monitor and follow up on the proper and timely implementation of school plans and programs.						
<ul style="list-style-type: none"> ❖ Gathered and analyzed the Accomplishment Reports of the implemented AIP/PAPs, Supervisory and TA Plan 	<ul style="list-style-type: none"> ▪ Copy of the roles and responsibilities of teachers ▪ Copy of the Accomplishment Reports ▪ Other proofs of implementation 					
Total						
KRA 3: Monitoring and Evaluation						
1. Conducts M and E on the utilization and liquidation of school MOOE and other school funds to determine if schools adhere with the policy and standards using pre-designed M and E and transparency tool.						
<ul style="list-style-type: none"> ❖ Reported the MOOE and other school funds utilization and liquidation 	<ul style="list-style-type: none"> ▪ Copy of liquidation report ▪ Other proof/s of implementation 					
2. Monitors SBM level of practice in schools through validation of documents and outputs to determine areas of development and possible provision of TA to improve school performance.						
<ul style="list-style-type: none"> ❖ Monitored the SBM level of practice/implementation of schools 	<ul style="list-style-type: none"> ▪ Copy of SBM level of practice ▪ Other proofs of implementation 					
<ul style="list-style-type: none"> ❖ Updated the documentation of school accomplishments with stakeholders' cooperation 	<ul style="list-style-type: none"> ▪ Copy of accomplishment report ▪ Documentation of the activities depicting stakeholder's cooperation ▪ Other proof/s of implementation 					
Total					12	
KRA 4: Curriculum Development, Enrichment, and Localization						
1. Conduct monitoring and evaluation of the school's implementation of contextualized/localized curriculum to provide feedback to management towards continuous enhancement of curriculum.						
<ul style="list-style-type: none"> ❖ Reported the implementation of the localized curriculum in 	<ul style="list-style-type: none"> ▪ Copy of the reports on localized curriculum ▪ Accomplishment report on the 					

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1 NO	2 O	3 HO		
the district or schools and their effect on learning and the learning process and or school effectiveness monitored	<ul style="list-style-type: none"> localized implementation ▪ Other proofs of implementation 					
Total						
KRA 5: Learning Outcomes Assessment						
1. Gather result of assessment per least learned skills and analyze performance gaps to pinpoint causes and possible interventions to close the gap.						
❖ Gathered and analyzed assessment results	<ul style="list-style-type: none"> ▪ Copy of the assessment results 					
2. Draft policy recommendation related to improving learning outcomes based on the findings from studies and reports.						
❖ Drafted programs and policy recommendation	<ul style="list-style-type: none"> ▪ Copy of the drafted programs and policy recommendation 					
Total						
KRA 6: Research						
1. Conducts action research on curriculum implementation needs and issues appropriate interventions for assigned districts as well as best practices and submit findings and recommendations for management action and policy formulation.						
❖ Conducted action research on curriculum implementation needs and issues appropriate interventions to assigned districts as well as best practices and submit findings	<ul style="list-style-type: none"> ▪ Copy of the submitted action research ▪ Copy of submitted ▪ Other proofs of implementation 					
Total						
KRA 7: Technical Assistance on Curriculum Implementation						
1. Assesses the situation and analyzes the needs of schools in the district to identify the appropriate and relevant actions and interventions.						
❖ Assessed and analyzed the situation and needs of the schools	<ul style="list-style-type: none"> ▪ Copy of the M&E for School Heads ▪ Other proofs of implementation 					
2. Coordinates with the EPS concerned to arrive a technical assistance plan for each district.						
❖ Coordinated with the EPS's concerned to come up with a technical assistance plan for each district	<ul style="list-style-type: none"> ▪ Copy of the Performance assessment of the school (e.g. MPS) ▪ Other proofs of implementation 					
3. Coach the school head in implementing interventions related to curriculum implementation and instructional delivery.						
❖ Coached school heads on implementing interventions related to curricular implementation and instructional delivery	<ul style="list-style-type: none"> ▪ Coaching Plan ▪ Other proof/s of implementation 					
4. Prepares and submits periodic reports on the progress of technical assistance being provided to the schools.						
❖ Prepared and submitted TA progress report	<ul style="list-style-type: none"> ▪ Copy of the TA report ▪ Other proof/s of implementation 					
5. Prepares and submits on the results of technical assistance and corresponding policy recommendation by management's consideration.						
❖ Prepared and submitted results of TA reports for policy recommendation	<ul style="list-style-type: none"> ▪ Copy of the TA report for policy recommendation ▪ Other proof/s of implementation 					
Total						
Over-all Rating						
Rating = (Sum of Totals of KRA 1, KRA 2, KRA 3, KRA 4, KRA 5, KRA 6, and KRA 7) ÷ 21						

Rubric:

- 1 – No MOV
- 2 – Lacking with 1 or more MOVs
- 3 – Complete MOVs

Agreement:



Republic of the Philippines
Department of Education
REGIONAL OFFICE NO. VIII (EASTERN VISAYAS)

MONITORING AND SUPERVISION TOOL (M&S) FOR TEACHERS

Name of Teacher: _____ District: _____
Name of School: _____ Date of Evaluation: _____

INSTRUCTIONS: In a scale of 1-3 where 1 means *Not Observed (NO)*; 2 means *Moderately Observed (MO)*; and 3 means *Highly Observed (HO)*. Rate the indicators mentioned below by ticking the appropriate column in line with these indicators.

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1 NO	2 MO	3 HO		
KRA 1: Content Knowledge and Pedagogy						
<ul style="list-style-type: none"> Applies knowledge of content within and across curriculum teaching areas. 						
1. Has crafted simplified budget of lessons including appropriate, adequate and updated support learning materials	<ul style="list-style-type: none"> Copy of latest MELCs Simplified Budget of Lessons Learner's support materials such activity sheets/worksheet, interactive video lessons, etc. 					
2. Has facilitated learning in the elementary/secondary schools through full utilization of the budget of lessons	<ul style="list-style-type: none"> Budget of Lessons Self-Learning Modules Performance tasks/test material(s) highlighting integration of content knowledge within and across subject areas 					
<ul style="list-style-type: none"> Uses modular-based instruction to enhance learner achievement in literacy and numeracy skills. 						
1. Has maximized the use of modules with answer sheets/worksheets.	<ul style="list-style-type: none"> Learner's accomplished activity sheets, etc. Availability of module 					
		Total				
KRA 2: Learning Environment and Diversity of Learners						
<ul style="list-style-type: none"> Manages learners' behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments. 						
1. Has initiated discipline of students including house rules, guidelines and individual tasks	<ul style="list-style-type: none"> Individual Learning Checklist Copy of House rules, guidelines and individual tasks 					
		Total				
KRA 3: Curriculum and Planning						
<ul style="list-style-type: none"> Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts. 						
1. Has attended online orientation on: <ul style="list-style-type: none"> ✓ School Emergency Roadmap ✓ Simplified MELC Based Budget of Lessons ✓ Learner's Support Materials 	<ul style="list-style-type: none"> Copy of the School Emergency Roadmap Copy of the Simplified MELCs-Based Budget of Lessons Copy of Learner's Support Material 					
2. Has crafted Simplified MELC Based Budget of Lessons	<ul style="list-style-type: none"> Copy of MELC Based Budget of Lessons 					
3. Has revisited/revised IPCRF in adherence to the School Emergency Roadmap	<ul style="list-style-type: none"> Copy of the revised IPCRF 					

Key Result Areas	Means of Verification (Note: Please check the applicable MOVs)	Scale			Rating	Remarks
		1	2	3		
		NO	MO	HO		
		Total				
KRA 4: Assessment and Reporting						
<ul style="list-style-type: none"> Designs, selects, organizes and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements. 						
1. Has utilized Electronic-based Division Unified Summative Test	<ul style="list-style-type: none"> E-copy of the DUST E-Class record/Grading Sheets/Class Record 					
2. Has attained the national planning standard MPS (75%) for all grade level across learning areas	<ul style="list-style-type: none"> Copy of the test result 					
<ul style="list-style-type: none"> Monitors and evaluates learner progress and achievement using learner attainment data. 						
1. Has monitored accomplishments of learners	<ul style="list-style-type: none"> Compilation of a learner's written work with summary of results and with signature of parents Learner's Portfolio 					
2. Has monitored and evaluated pupils/ students' progress through social media and drop box	<ul style="list-style-type: none"> Parent's written report through checklist/ Feedback 					
<ul style="list-style-type: none"> Communicates promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardian 						
1. Has communicated with parents of pupils/students needing academic monitoring /follow-up through online/face-to-face strictly adhering to health protocols	<ul style="list-style-type: none"> Proof of communication with parents/guardians using various modalities/letter List of identified parents 					
2. Has conducted periodic homeroom meetings/conference through online and face-to-face platforms by grade level/section strictly adhering to health protocols	<ul style="list-style-type: none"> Attendance log of parents Minutes of Parent-Teacher conferences in all quarters with proof of parent's/guardian's attendance Pictures of undertaken meeting 					
3. Has conducted online remediation/enrichment programs to improve performance indicators	<ul style="list-style-type: none"> Remediation/Enrichment Action Plan List of learners identified for interventions/enrichment 					
		Total				
Plus Factor						
<ul style="list-style-type: none"> Performs various related works/activities that contribute to the teaching-learning process. 						
1. Has participated in activities such as INSETs, SLAC, through webinar, teleconference, etc.	<ul style="list-style-type: none"> Certificate of Participation /Registration Form Picture/Invitation received through email 					
2. Has performed other related works/activities such as module crafting, and related task	<ul style="list-style-type: none"> Copy of SO for add-on tasks or assignment 					
3. Has received special awards/citation/recognition for exemplary performance	<ul style="list-style-type: none"> Certificate of Recognition Picture receiving an award/recognition /Copy of the Program 					
		Total				
Over-all Rating						
Rating = (Sum of Totals of KRA 1, KRA 2, KRA 3, and KRA 4) ÷ 17						

Rubric:

- 1 - No MOV
- 2 - Lacking with 1 or more MOVs
- 3 - Complete MOVs

Agreement:

Conforme:

Teacher

Name of Monitor