



Republic of the Philippines
Department of Education
Negros Island Region
SCHOOLS DIVISION OF SAGAY CITY

MAY 15 2025

DIVISION MEMORANDUM

No. 301, s. 2025

**ADDITIONAL GUIDANCE AND FREQUENTLY ASKED QUESTIONS ON THE
IMPLEMENTATION OF PERFORMANCE MANAGEMENT AND EVALUATION
SYSTEM (DM-OUHROD-2025-0922 & (DM-OUHROD-2025-01039)**

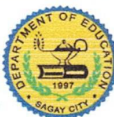
To: Assistant Schools Division Superintendent
Chief Education Supervisors – CID & SGOD
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. Attached is **Regional Memorandum No. 352 s.2025** dated May 02, 2025 and **DepEd Memorandum DM-OUHROD-2025-922** dated April 24, 2025 titled “*Additional Guidelines on the Implementation of Performance Management and Evaluation System*” and **Regional Memorandum No. 352 s.2025** dated May 02, 2025 and **DepEd Memorandum DM-OUHROD-2025-1039** dated April 24, 2025 titled “*Frequently Asked Questions on the Implementation of Performance Management and Evaluation System*”.
2. There will be an orientation – workshop to be conducted by the ASDS Office on May 16, 2025 at Northland, Manapla, Negros Occidental.
3. All concerned are hereby instructed to give attention to this matter for clarification and uniform implementation.
4. Immediate and wide dissemination of this Memorandum is desired.


DANNIE CLARK M. UGUIL, CESE
OIC-Schools Division Superintendent



Enclosure : As stated
Reference : As stated
Allotment : N/A
No. of Pages :
To be indicate in the **Perpetual Index** under the following subjects:



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Republic of the Philippines
Department of Education
REGION VI - WESTERN VISAYAS

REGIONAL MEMORANDUM

No. 408 s. 2025

MAY 02 2025

To: Schools Division Superintendents
All Others Concerned

**FREQUENTLY ASKED QUESTIONS ON THE IMPLEMENTATION OF
PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM
(DM-OUHROD-2025-0922)**

1. Attached is **MEMORANDUM DM-OUHROD-2025-1039** dated **April 24, 2025**, regarding the **Frequently Asked Questions on the Implementation of Performance Management and Evaluation System (DM-OUHROD-2025-0922)**.
2. Immediate dissemination of with this Memorandum are desired.

for *may*
RAMIR B. UYTICO EdD, CESO III
Regional Director

JMM/HRDD/RM- FAQ on the Implementation of Performance Management
71/April 30, 2025

[DM-OUHROD-2025-1039] FREQUENTLY ASKED QUESTIONS ON THE IMPLEMENTATION OF PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (DM-OUHROD-2025-0922)

From Office of the Undersecretary for Human Resource and Organizational Development (OUHROD) <usec.hrod@deped.gov.ph>

Date Fri 4/25/2025 2:43 PM

To DEPED I ILOCOS REGION <region1@deped.gov.ph>; DEPED II CAGAYAN VALLEY <region2@deped.gov.ph>; DEPED III CENTRAL LUZON <region3@deped.gov.ph>; DEPED REGION IV-A CALABARZON <region4a@deped.gov.ph>; MIMAROPA REGION <mimaropa.region@deped.gov.ph>; DEPED V BICOL REGION <region5@deped.gov.ph>; DepEd VI Western Visayas <region6@deped.gov.ph>; DepEd Region VII Central Visayas <region7@deped.gov.ph>; REGION VIII EASTERN VISAYAS <region8@deped.gov.ph>; DEPED IX ZAMBOANGA PENINSULA <region9@deped.gov.ph>; DEPED X NORTHERN MINDANAO <region10@deped.gov.ph>; DEPED XI DAVAO REGION <region11@deped.gov.ph>; DEPED XII SOCCSKSARGEN <region12@deped.gov.ph>; DEPED REGION XIII CARAGA <caraga@deped.gov.ph>; DEPED CORDILLERA ADMINISTRATIVE REGION <car@deped.gov.ph>; DEPED NATIONAL CAPITAL REGION <ncr@deped.gov.ph>; Tolentino Aquino <tolentino.aquino@deped.gov.ph>; Benjamin Paragas <benjamin.paragas@deped.gov.ph>; Ronnie Mallari <ronnie.mallari@deped.gov.ph>; Alberto Escobarte <alberto.escobarte@deped.gov.ph>

Cc Andrea Lim <andrea.lim002@deped.gov.ph>; cc: Office of the Undersecretary for Human Resource and Organizational Development (OUHROD) <usec.hrod-neap-deaco@deped.gov.ph>; MOHAMMAD KHALID GUNTING <mohammadkhalid.gunting@deped.gov.ph>; Janzen Alarcio <janzen.alarcio@deped.gov.ph>; Adrian Conti <adrian.conti@deped.gov.ph>; Sharon Ayala <sharon.ayala@deped.gov.ph>; Leona Victoria Teves <leona.teves@deped.gov.ph>; Rachel Malate <rachel.malate001@deped.gov.ph>; Sonia Sobremisana <sonia.sobremisana@deped.gov.ph>; Ruby Chanda Jetomo <ruby.jetomo@deped.gov.ph>; Ma. Mystica Esparas-Yu Oh <ma.esparasyu-oh@deped.gov.ph>; Lizette Carpio <lizette.carpio@deped.gov.ph>; DEPED PMES Help Desk <helpdesk.pmes@deped.gov.ph>

 1 attachment (278 KB)

DM-OUHROD-2025-1039 FAQs ON THE IMPLEMENTATION OF PMES.pdf;

Dear **All**,

In light of the recent issuance of DM-OUHROD-2025-0922 titled, “*Additional Guidance on the Implementation of Performance Management and Evaluation System (PMES)*,” this Office provides the Frequently Asked Questions to give clarification on the Memorandum for uniform implementation.

For reference, see the following details:

1. **Enclosure 1** - Frequently Asked Questions (FAQs) on DM-OUHROD-2025-0922
2. **Reference Materials** (<https://tinyurl.com/DepEdRPMSLibrary>)
 - a. DM-OUHROD-2024-0586 titled “*Interim Guidelines on the Office Performance Planning and Assessment for FY 2024 Onwards, including the Revised Office Performance Commitment and Review Form*”
 - b. DM-OUHROD-2025-0922 titled “*Additional Guidance on the Implementation of Performance Management and Evaluation System*”

For other questions not covered in FAQs, please email **BHROD-Human Resource and Development Division** at helpdesk.pmes@deped.gov.ph.



Office of the Undersecretary for Human Resource
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Republika ng Pilipinas
Department of Education

OFFICE OF THE UNDERSECRETARY
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM

DM-OUHROD-2025-1039

FOR : UNDERSECRETARIES
ASSISTANT SECRETARIES
SERVICE AND BUREAU DIRECTORS
REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
SCHOOL HEADS
ALL OTHERS CONCERNED

FROM : 
WILFREDO E. CABRAL
Undersecretary
Human Resource and Organizational Development

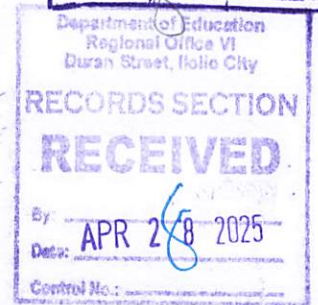
SUBJECT : FREQUENTLY ASKED QUESTIONS ON THE IMPLEMENTATION OF
PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (DM-
OUHROD-2025-0922)

DATE : 24 April 2025

HRDD, DEPED
RECEIVED

DATE APR 29 2025

BY: 



In light of the recent issuance of DM-OUHROD-2025-0922 titled, "*Additional Guidance on the Implementation of Performance Management and Evaluation System (PMES)*," this Office provides the Frequently Asked Questions to give clarification on the Memorandum for uniform implementation.

For reference, see the following details:

1. **Enclosure 1** - Frequently Asked Questions (FAQs) on DM-OUHROD-2025-0922
2. **Reference Materials** (<https://tinyurl.com/DepEdRPMSLibrary>)
 - a. DM-OUHROD-2024-0586 titled "*Interim Guidelines on the Office Performance Planning and Assessment for FY 2024 Onwards, including the Revised Office Performance Commitment and Review Form*"
 - b. DM-OUHROD-2025-0922 titled "*Additional Guidance on the Implementation of Performance Management and Evaluation System*"

For other questions not covered in FAQs, please email **BHROD-Human Resource and Development Division** at helpdesk.pmes@depdep.gov.ph.

Copy furnished: OFFICE OF THE SECRETARY
osec@depdep.gov.ph

Enclosure 1

Frequently Asked Questions (FAQs) on DM-OUHROD-2025-0922

ADDITIONAL GUIDANCE ON THE IMPLEMENTATION OF PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES)

General Questions

1. Who are the intended recipients of this Memorandum?

A: This Memorandum (DM) shall apply to all DepEd office-based officials and personnel in the Central Office (CO), Regional Offices (ROs), and Schools Division Offices (SDOs), as well as school-based officials and personnel in SDOs and schools, respectively.

2. What is the purpose of the issuance of additional guidance on the implementation of PMES for all DepEd Offices and Schools?

A: This Memorandum aims to:

- a. Provide guidance and instructions for all DepEd school-based personnel including all heads of functional offices in CO, ROs and SDOs; and
- b. Ensure the continuous implementation of PMES for all other DepEd school-based personnel (*i.e., school heads and non-teaching personnel at the school level*) in School Year (SY) 2024-2025.

3. What changes are made in the process of PMES Phase III and IV for CY 2024 and SY 2024-2025 onwards?

A: The following are the changes made for CY 2024 and SY 2024-2025 onwards:

- a. School Key Result Areas (KRAs) anchored on the functional areas in schools as indicated in the School Organization Structure and Staffing Standards (SOSSS);
- b. Instructions particularly on the computation on the competency assessment under Part II: Competencies of the Interim Office Performance Commitment and Review Form (OPCRF); and
- c. Interim Ratee-Rater-Approving Authority Matrix for all School-Based Personnel (*i.e., school heads, department heads, master teachers, teachers, and school-based non-teaching personnel*).

4. What changes are made in the PMES form for CY 2025 and SY 2025-2026 onwards?

A: Replacement of the term “MATATAG Pillars” to “*Current Administration Agenda*” under Part I-A of the *Interim OPCRf-ver. Feb2025*. This modification

reflects in a separate sheet of the said interim as previously outlined in Annex A of DM-OUHROD-2024-0586¹.

5. Are Heads of Functional Offices in CO, RO, and SDOs included in the sample accomplished Interim OPCRf outlined in DM-OUHROD-2025-0922?

A: Currently, there is no sample accomplished Interim OPCRf provided for Heads of Functional Offices in the CO, RO, and SDOs in DM-OUHROD-2025-0922. The available sample is exclusively for school heads. However, the CO is in the process of aligning KRAs, performance objectives, and indicators with the 5-point reform agenda. This ongoing effort is expected to address the performance alignment needs for Heads of Functional Offices in the future.

School KRAs

6. What serves as the basis for identifying School KRAs in the OPCRf?

A: The KRAs of schools (Part I-A: Commitment to Organizational Outcomes) are based on the functional areas in schools outlined in the SOSSS, which reflect the core operational domains of school leadership and management.

These school KRAs are broader in scope and reflect the overall performance, goals, and outcomes of the school or office. KRAs are directly tied to measuring the specific contributions of an office or school towards the department's goals.

7. How can the Philippine Professional Standards for School Heads (PPSSH) be integrated into the performance management of School Heads?

A: The PPSSH indicators within its domains and strands will be used as a basis to assess the core, functional, and leadership competencies of school heads under Part II: Competencies of the Interim OPCRf, which shall be reflected upon the revision of DepEd Order (DO) No. 2, s. 2015 and the integration of the PPSSH assessment rubrics in their OPCRfs. This framework supports the professional learning and development of school heads by focusing on individual leadership and managerial skills, as specified under DO No. 24, s. 2020².

8. What is the guidance for School Heads during the transition period, especially for those who completed their OPCRf for SY 2024–2025 before the issuance of the additional guidelines?

A: The transitory period guidance regarding the implementation of school KRAs is provided as follows:

- For SY 2024–2025, school heads shall be given flexibility to either adopt the school KRAs detailed in Annex A of DM-OUHROD-2025-0922 or temporarily use PPSSH domains as KRAs to facilitate timely

¹ Interim Guidelines on the Office Performance Planning and Assessment for FY 2024 Onwards

² National Adoption and Implementation of the Philippine Professional Standards for School Heads

submission of OPCRf and ensure the appropriate utilization of performance metrics.

- Beginning SY 2025-2026, school KRAs as outlined in DM-OUHROD-2025-0922, shall be used.

DepEd Organizational Outcomes

9. What are the references in attributing the KRAs to organizational outcomes?

A: The following are the references for attributing the KRAs to organizational outcomes:

Legal References	Programs/Pillars	Specific Period
General Appropriations Act (GAA) Programs/Sub-programs • DepEd PREXC Indicators - Accountability Matrix	1. Education Policy Development 2. Basic Education Inputs 3. Inclusive Education 4. Support to Schools and Learners; and 5. Education Human Resource Development	CY 2024 and SY 2024-2025 onwards
Basic Education Development Plan (BEDP) Pillars based on DO No. 24 s. 2022 titled, "Adoption of the Basic Education Development Plan 2030" and DO No. 29 s. 2022 titled, "Adoption of the Basic Education Monitoring and Evaluation Framework"	Pillar 1: Access Pillar 2: Equity Pillar 3: Quality Pillar 4: Resiliency and Well-Being Enabling Mechanisms: Governance	Year 2022-2030
Current Administration Agenda (i.e., Five-Point Reform Agenda)	1. High-Performing Teachers 2. Improved Learning Environment that Safeguards Students' Physical and Mental Well-Being 3. Enhanced Governance Structure to ensure Efficient and Supportive Education System	CY 2025 and SY 2025-2026 onwards

	4. Improved Education Quality through Upgraded Curriculum, Modernized Assessment, and Digitally-Enabled Schools	
	5. Empowered Graduates Fit for Employment, Entrepreneurship, or Higher Education	

Performance Objectives and Indicators

10. How to set the objectives?

A: Item 7 of Annex B of DM-OUHROD-2024-0586 provides for detailed information. Moreover, all heads of functional offices across governance levels may use the following references as a guide in crafting performance objectives and indicators, ensuring their alignment with the strand, office, division, and school priorities:

1. DepEd Program Expenditure Classification (PREXC)-Accountability Matrix;
2. BED2-GAA targets; and
3. Table 1. Agency Performance Measurement Matrix of DO No. 29, s. 2022³

11. Are performance indicators listed in PREXC and Table 1 (Agency Performance Measurement Matrix of DO No. 29, s. 2022) required to be reflected in the OPCRf for CY 2024 and SY 2024-2025?

A: All heads of functional offices at CO, RO, SDO, and school levels, including CLCs, are granted with flexibility to use the performance indicators specified in the cited references to streamline the timely submission of the Interim OPCRf for CY 2024 and SY 2024-2025, while ensuring the effective utilization of performance metrics.

On the other hand, for CY 2025 and SY 2025-2026, non-negotiable performance indicators outlined in PREXC, BED2-GAA targets, and the Agency Performance Measurement Matrix shall be used. These indicators will be aligned with the annual strategic priorities of each strand, office, bureau, division, and schools including CLCs to achieve the overall organizational outcomes of the department.

³ Adoption of the Basic Education Monitoring and Evaluation Framework

Competency Assessment under Part II of the Interim OPCRf-ver.Feb 2025

12. How will DepEd evaluate the competencies of school heads and supervisors as defined in DO No. 24, s. 2020 and DO No. 25, s. 2020⁴, respectively?

A: Since the PMES Forms for school heads and supervisors are underway, Part II of the Interim OPCRf shall be used by the school heads and supervisors for the current and upcoming school years unless otherwise superseded.

Further announcements and guidelines shall be issued for this purpose.

PMES Forms or Tools

13. What are the appropriate PMES forms or tools to be used for teachers promoted as Principal I or designated as Teachers-In-Charge (TIC) or Officer-In-Charge (OIC), particularly those who have already met the required minimum rating period of 90 days?

A: Per Item 56 of DO No. 02, s. 2015, titled “Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education”, any officials and personnel who have already met the required minimum rating period of 90 days shall submit the performance commitment and rating report. This includes school heads who have been promoted to Principal I or designated as TIC or OIC. These individuals are required to submit both the OPCRf and IPCRF (Individual Performance Commitment and Review Form).

However, the suspension of RPMS activities through the issuance of DM-OSEC-2024-01 titled, “Guidance on the Implementation of DepEd Results-Based Performance Management System Relative to Executive Order No. 61 (s. 2024)” dated July 22, 2024, and its subsequent lifting through DM No. 17, s. 2025⁵, issued last February 7, 2025, has superseded this requirement.

During the transitory period for SY 2024–2025, affected school heads who have already met the minimum rating period of 90 days as TIC/OIC shall be required to submit the **Interim OPCRf** in lieu of both the OPCRf and IPCRF.

Submission of Accomplished PMES Forms

14. When is the deadline for submission of OPCRf and IPCRF?

A: For CO, refer to **OM-OUHROD-2025-0115** titled, “Submission of Performance Ratings (OPCRf/IPCRf) and Statement of Assets, Liabilities, and Net Worth (SALN) for Fiscal Year (FY) 2024.”

RO, SDO and Schools shall set an internal guideline as to the deadline of submission.

⁴ National Adoption and Implementation of the Philippine Professional Standards for Supervisors

⁵ Interim Guidelines for the Department of Education Performance Management and Evaluation System for Teachers in the School Year 2024-2025

15. What is the guidance for Heads of Functional Offices in CO, RO and SDOs who have already submitted their signed OPCRF for CY 2024 to their respective Personnel Division/Unit?

A: For those who have submitted their signed OPCRF before the date of the issuance of DM-OUHROD-2025-0922, their OPCRF shall be accepted by the Personnel Division/Unit at each governance level, provided that Part II of the Interim OPCRF reflects the correct computation and assessment of competencies (*i.e., use of five-point rating scale instead of zero or one in rating each behavioral indicator per competency*) using the Interim OPCRF ver.Feb2025.

Meanwhile, for those who have not yet submitted their signed OPCRF after the date of the issuance of the said DM, the Interim OPCRF ver.Feb2025 shall be adopted.

16. What will be the guidance for teachers during the transition period, especially those who have submitted their IPCRF for SY 2024-2025 using the ratee-rater-approving authority matrix outlined in DM No. 17, s. 2025?

A: For SY 2024-2025, teachers shall be given flexibility to either adopt the updated Interim Ratee-Rater-Approving Authority Matrix for All School-Based Personnel (*i.e., school heads, department/master teachers, teachers and school-based non-teaching personnel*) in DM-OUHROD-0922 or temporarily refer to Figure 9 of DM No. 17, s. 2025.

Starting SY 2025-2026 onwards, the strict implementation for Interim Ratee-Rater-Approving Authority Matrix for All School-Based Personnel will take effect.

Ratee-Rater-Approving Authority Matrix

17. What is the legal basis on the Interim Ratee-Rater-Approving Authority Matrix for Heads of Functional Offices in CO, RO, and SDOs?

A: Refer to Table 9 of DM-OUHROD-2024-0586.

18. What is the legal basis on the Ratee-Rater-Approving Matrix for office-based staffs (i.e., CO, RO and SDOs)?

A: Refer to Annex A of DO 2, s. 2015 for office-based staffs in CO, RO and SDOs.

19. What are the major changes in the ratee-rater-approving authority matrix for teachers between Figure 9 of DM No. 17, s. 2025 and Enclosure 1 of DM-OUHROD-2025-0922?

A: 1. Change of rater and approving authority for Alternative Learning System (ALS) teachers, to wit:

Then			Now		
Ratee	Rater	Approving Authority	Ratee	Rater	Approving Authority
ALS Implementers (community learning centers-based)	Education Program Specialist for ALS/In-charge for ALS	Chief of Curriculum Implementation Division (CID)	ALS Teacher (community learning centers)	Functional Division Chief for CID	Assistant Schools Division Superintendent

2. The approving authority of the Department Head or Master Teacher is now the Assistant Schools Division Superintendent regardless of the school size; and
3. Inclusion of the notation under the Interim Matrix which states that in case there is no applicable rater or approving authority in schools, the rater and the approving authority shall be adjusted accordingly so that the next higher official shall perform such function.



Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS

APR 15 2025

REGIONAL MEMORANDUM
No. 352, s. 2025

**ADDITIONAL GUIDANCE ON THE IMPLEMENTATION OF
PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES)**

To: Schools Division Superintendents
All Others Concerned

1. Attached is MEMORANDUM DM-OUHRD-2025-0922 from the Office of the Undersecretary for Human Resource and Organizational Development dated April 10, 2025 regarding the **Additional Guidance on the Implementation of Performance Management and Evaluation System (PMES)**.
2. Immediate dissemination of and compliance with this Memorandum are desired.


RAMIR B. UYTICO EdD, CESO III
Regional Director

GNA/HRDD- RM- Additional Guidance on the Implementation of PMES
60/April 14, 2025



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Republika ng Pilipinas


Department of Education

OFFICE OF THE UNDERSECRETARY
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM

DM-OUHROD-2025-0922

TO : Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

FROM : 
WILFREDO E. CABRAL
Undersecretary
Human Resource and Organizational Development

SUBJECT : **ADDITIONAL GUIDANCE ON THE IMPLEMENTATION OF
PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM
(PMES)**

DATE : 10 APRIL 2025

1. With the conclusion of CY 2024 and SY 2024-2025 performance cycle as well as in preparation for the performance planning phase for CY 2025 and SY 2025-2026, this Department hereby provides **additional guidance on the Implementation of Performance Management and Evaluation System (PMES)**.
2. In adherence with the Civil Service Commission (CSC) Memorandum Circular (MC) No. 6, s. 2012 titled, "*Guidelines in the Establishment and Implementation of Agency Strategic Performance Management System (SPMS)*" and DepEd Order (DO) No. 2, s. 2015 titled, "*Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd)*", it shall be reiterated that the submission of performance appraisal documents is a mandatory requirement and shall have implications to both monetary and non-monetary performance-related incentives, such as step increments, mid-year and year-end bonuses, promotion, awards and recognition, educational support, training opportunities, and other related official travels.

3. To provide guidance on the Performance Review and Evaluation (Phase III and IV) for **CY 2024** and **SY 2024-2025** onwards, the instructions are as follows:

a. School Key Result Areas (KRAs) for School Heads

The school KRAs as attached in **Annex A: School KRAs** is provided herein for reference on the accomplishment of performance management documents of school heads.

Furthermore, school heads are being advised to integrate the relevant performance indicators outlined in DepEd Order No. 24, s. 2022 titled, **“Adoption of the Basic Education Development Plan 2030”** in crafting their OPCRf in the absence of a detailed *Accountability Matrix (Program Expenditure Classification “PREXC” indicators)* for the current and upcoming school years. This is to ensure relevant performance indicators and effective contributions to educational goals are captured and reflected in the office performance management form.

b. Competency Assessment under Part II of the Revised Office Performance Commitment and Review Form (OPCRF) per Memorandum DM-OUHROD-2024-0586:

- i. **Rating the Competencies.** In Part II of the OPCRf, the rater shall write the appropriate rating for **each** behavioral indicator observed using the 5-point rating scale shown in Table 1 below.

Table 1. DepEd Competencies Scale

Numerical Rating	Adjectival Rating	Definition
5	Role Model	Behavioral indicator is consistently exhibited and is worthy of emulation.
4	Consistently Demonstrated	Behavioral indicator is constantly shown.
3	Most of the Time Demonstrated	Behavioral indicator is often shown.
2	Sometimes Demonstrated	Behavioral indicator is irregularly shown.
1	Rarely Demonstrated	Behavioral indicator is seldom shown.

- ii. **Average per competency.** The average of the individual ratings for behavioral indicators shall be computed to get the rating for each Competency.

$$\text{Average} = \frac{BI\ 1 + BI\ 2 + BI\ 3 + BI\ 4 + BI\ 5}{5}$$

- iii. **Total Score (Weighted Average).** The total average for the set of competencies shall be multiplied with assigned weight. The weight allocation for the Leadership Competencies and Core Behavioral Competencies shall be 2.5% each respectively.

$$\text{Total Score (Weighted Average)} = \text{Average} \times 0.025 \text{ Weight Allocation}$$

The updated version of the Interim OPCRf is attached as **Annex B: Interim OPCRf-ver.Feb2025.**

c. Interim Ratee-Rater-Approving Authority Matrix for All School-Based Personnel

	RATEE	RATER	APPROVING AUTHORITY
1	School Head/Principal/OIC/TIC	Assistant Schools Division Superintendent	Schools Division Superintendent
2	Assistant School Principal	School Head	Assistant Schools Division Superintendent
3	Department Head	School Head	Assistant Schools Division Superintendent
4	Master Teacher (Elementary/JHS/SHS)	School Head	Assistant Schools Division Superintendent
5	Teacher (Elementary)	Master Teacher	School Head
6	Teacher with no Master Teacher (Elementary)	School Head	Assistant Schools Division Superintendent
7	Teacher (JHS)	Master Teacher/Department Head	School Head
8	Teacher with no Master Teacher/Department Head (JHS)	School Head	Assistant Schools Division Superintendent
9	Teacher (SHS)	Master Teacher/Assistant School Head	School Head
10	Teacher with no Master Teacher/Assistant School Head (SHS)	School Head	Assistant Schools Division Superintendent
11	ALS Teacher (School-based)	Master Teacher/Department Head	School Head
12	ALS Teacher (Community Learning Center)	Functional Division Chief for CID	Assistant Schools Division Superintendent
13	School-based Non-Teaching Staff (Administrative and Finance function such as Administrative Officer II, Senior Bookkeeper, Disbursing Officer, Project Development Officer I)	School Head	Assistant Schools Division Superintendent

Note: In case there is no applicable rater or approving authority in schools, the rater and the approving authority shall be adjusted accordingly so that the next higher official shall perform such function.

6. For **CY 2025** and **SY 2025-2026** performance cycle, all DepEd offices and schools are hereby directed to use the generic term "*Current Administration Agenda*" in replacement of the "*MATATAG Pillars*" in ensuring alignment and attribution of the specific contributions and accomplishments under each of the Key Result Areas (KRAs) of all offices across governance levels and schools with the overall organizational goals of the Department.

A separate sheet in the **Interim OPCRf-ver.Feb2025** is provided to reflect this specific modification in the said header.

7. For school-based personnel who do not serve as heads of office (i.e., Head Teachers, Department Heads, and non-teaching staff) but are performing administrative functions shall accomplish their own Individual Performance Commitment and Review Form (IPCRF), as follows:

Position	Forms/Tools to be Used
Department Heads	IPCRF anchored on the OPCRf of the School Head
Head Teacher <i>with teaching load and administrative functions</i>	IPCRF anchored on the OPCRf of the School Head, capturing the expected administrative tasks and objectives in the PMES for Highly Teachers Tools
Head Teacher <i>without teaching load</i>	IPCRF anchored on the OPCRf of the School Head
School-based Non-teaching Staff	IPCRF

8. Annexes of this Memorandum shall be made available for accessing/viewing and downloading through this link: <https://tinyurl.com/DepEdRPMSLibrary>.
9. This directive takes immediate effect upon the issuance of this Memorandum.
10. Further guidance and updates regarding DepEd PMES will be provided as necessary.
11. For more information, please contact the **Bureau of Human Resource and Organizational Development**, 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bhrod.hrdd@deped.gov.ph or at telephone number (02) 8470-6630.
12. Immediate dissemination of this Memorandum is desired.

Copy Furnished:

OFFICE OF THE SECRETARY

Annex A

School Key Result Areas (KRAs)

KRAs	Description	Processes	Sample Objectives based on Program Expenditure Classification (PREXC)
School Leadership and Administration	Responsible for the effective management and operational oversight of the school, ensuring compliance with DepEd policies and educational standards	<ul style="list-style-type: none"> • Strategic Leadership • School Operations and Resources Management • Teaching and Learning Supervision • Organizational and Individual Development • Partnerships and Linkages 	<ul style="list-style-type: none"> • To develop School Improvement Plan (SIP) aligned with the Basic Education Development Plan (BEDP)/Region EDP/ Division EDP, and PREXC Targets • To implement SIP through Annual Improvement Plan (AIP)
Teaching and Learning Delivery	Responsible for the effective implementation of the curriculum including activities incidental to teaching and learning process and activities to enhance or support curriculum delivery	<ul style="list-style-type: none"> • Curriculum Management and Standards Development • Learning Delivery Management and Development • Learning Resource Management and Development • Education Assessment and Research • Instructional Support Facilities Management 	<ul style="list-style-type: none"> • To achieve the targeted retention rate of learners <ul style="list-style-type: none"> a. Elementary b. Secondary (Grade (Gr.) 7 to 12) • To achieve the targeted completion rate of learners <ul style="list-style-type: none"> a. Elementary b. Secondary (Gr. 7 to 12)] • To achieve the targeted proportion of learners achieving at least nearly proficient in the National Achievement Test (NAT) <i>(as may be applicable)</i> <ul style="list-style-type: none"> a. Elementary (Gr. 6)

			b. Junior High School (Gr. 10) c. Senior High School (Gr. 12)
Learner Formation and Development	Responsible for providing a supportive environment and diverse learning opportunities through holistic programs and interventions	<ul style="list-style-type: none"> • Management of clinic and health services • Learner Support Management • Disaster Risk Reduction and Management • Child Protection Program Implementation • External Partnership for Program and Events 	<ul style="list-style-type: none"> • To achieve the targeted number of learners enrolled in Special Education, Arabic Language and Islamic Values Education, Indigenous Peoples Education, and Alternative Learning System <i>(as may be applicable)</i> • To achieve the targeted number of learners benefitted from School Feeding Program
School Operations and Management	Responsible for providing school support services to ensure the effective, efficient, and transparent delivery of services responsive to the needs of learners and in support of the teaching and non-teaching personnel	<ul style="list-style-type: none"> • Asset Management • Financial Management • General Services Management • Human Resource Management and Development • ICT Management • Infrastructure Management • Public Affairs Management • Records Management • Procurement Management 	<ul style="list-style-type: none"> • To achieve the targeted number of teachers and teaching-related staff trained through In-Service Training



Republic of the Philippines
Department of Education

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)
ver. Feb 2023

Name of Office:	Name of Officer:
Position/Designation:	Rank/Grade:
Reporting Office:	Reporting Office:
Office Address/Contact Information:	Office Address/Contact Information:
Service/Contract/Assignment/Project/Other Information:	Service/Contract/Assignment/Project/Other Information:

PART I-A: COMMITMENT TO ORGANIZATIONAL OUTCOMES (COO)

Part I-A: Commitment to Organizational Outcomes shall capture office commitments, performance, and accomplishments based on office mandates and COOs as reflected in the official documents on the Composition of Office Functions. This part shall capture the specifications of the office directly targeting the Organizational Outcomes indicated in the General Appropriations Act (GAA) Program/Department, Basic Education Development Plan (BEDP) Plan, MATATAG Agenda policy deliverables, and other national level commitments that are aligned with and relevant to the office PNOs. Clear distinction shall be made to ensure work alignment.

TO BE ACCOMPLISHED DURING PLANNING											TO BE FILLED DURING EVALUATION													
Organizational Outcomes Alignment				Objective (Based on Office Function)	Timeline	Weight Allocation	Performance Targets (Target Outcomes/Output of the Annual/Contract/Service/Other aligned with the Outcomes/Output Indicators in the Organizational Outcomes)		Performance Ratings (Quality, Efficiency, Timeliness)	Rating Scale					Name of Institution (GPO)	Actual Accomplishment	RATED RUS/D	ARCHIVE RUS	TOTAL TO AVERAGE					
Key Result Areas (KRAs) (Based on Office Mandate and Function)	Organizational Outcomes Attribution (Refer to the GAA, Program/Department and BEDP Plans)						Value (Numerical Indicators, Score)	Description (Qualitative Indicator/ Sub-indicator)		1 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)	1 (Poor)										
	GAA Program/ Subprogram	BEDP Plans	MATATAG Plans																					
Refer to Accountability Matrix (PNOs Indicators)	Refer to GAA and BEDP Plans							Quality																
								Efficiency																
								Timeliness																
								Quality																
								Efficiency																
								Timeliness																
								Quality																
								Efficiency																
								Timeliness																
												</												

PART I-B: INNOVATION AND IMPROVING ACCOMPLISHMENTS (IPA)

Part I-B: Innovation and Improving Accomplishments shall capture the accomplishments of the office that are leading, innovative, and/or exemplary in the achievement of the organizational commitments and KRA in Part I-A. Accomplishments are its innovation, intervention, and enhancements on the process, service, and/or output.

TO BE FILLED IN DURING PLANNING													TO BE FILLED DURING EVALUATION					
Key Result Areas (KRAs)	Objectives	Timeline	Weight Allocation	Performance Targets (Target Outcomes/Output of the Annual/Contract/Service/Other aligned with the Outcomes/Output Indicators in the Organizational Outcomes)		Performance Ratios (Quality, Efficiency, Timeliness)	RATING SCALE					Items of Evaluation (KPIs)	Actual Results (Achievements)	RATED (2.5/1)	AVERAGE (2/1)	WEIGHTED AVERAGE		
				Value (Numerical, Indicators, Score)	Description (Qualitative Indicator/ Sub-indicator)		1 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)	1 (Poor)							
							Only											
							Change											
							Method											
							Area											
							Activity											
							Project											
							Task											
							Result											
Part I-B Total Score																		



Republic of the Philippines

Department of Education

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)
ver. Feb 2023

Name of Officer Position/Designation Office/Unit Division/Region/Department/Office Date of Appointment/Transfer/Reassignment/Extension of Appointment	Name of Office Position Reporting Authority Contact Number
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PART I-A: COMMITMENT TO ORGANIZATIONAL GOVERNANCE (20%)

Part I-A, Commitment to Organizational Governance shall capture officer's commitment, performance, and accomplishments based on office mandates and KRA as reflected in the official issuance on the Department of Office Functions. This part shall capture the contributions of the officer directly impacting the Organizational Outcomes indicated in the General Appropriations Act (GAA) Programs/Programs, Basic Education Development Plan (BEDP) Plans, Current Administrative Agendas, and other national level mechanisms that are aligned with and related to the office KRA. Their contribution shall be made in relation to the following:

TO BE ACCOMPLISHED DURING PLANNING										TO BE FILLED DURING EVALUATION									
Organizational Outcomes Alignment				Objectives (Based on Office Functions)	Timeline	Weight Allocation	Performance Targets (Target Outcome/Output of the Annual Comprehensive Outcomes aligned with the Organizational Outcomes in the Organizational Outcomes)		Performance Measures (Quality, Efficiency, Timeliness)	Rating Scale					Mean of Verification (SOVA)	Actual Accomplishment	RATING (SLQ)	AVERAGE (SQ)	WEIGHTED AVERAGE
Key Result Areas (KRA) (Based on Office Functions and Functions)	Organizational Outcomes Alignment (Refer to the GAA Programs/Programs and BEDP Plans)						Total (Summed Weighted Score)	Description (Expected Outcome/ Output/Activity)		1 (Outstanding)	2 (Very Satisfactory)	3 (Satisfactory)	4 (Dissatisfactory)	5 (Poor)					
	GAA Program/ Subprograms	BEDP Plans	Current Administrative Agenda																
	Refer to Accountability Matrix (PROTEC Indicators)							Quality											
								Efficiency											
								Timeliness											
								Quality											
								Efficiency											
								Timeliness											
								Quality											
								Efficiency											
								Timeliness											
								Quality											
								Efficiency											
								Timeliness											
										Part I-A Total Score									

PART I-B: INNOVATION AND IMPROVEMENT (20%)

Part I-B, Innovation and Improvement shall capture the outcomes/outputs of the officer that are creative, innovative, and/or contribute to the achievement of the organizational vision/mission and KRA as Part I-A, Accomplishment can be innovation, improvement, and enhancement on the processes, services, and/or outputs.

TO BE FILLED IN DURING PLANNING													TO BE FILLED DURING EVALUATION				
Key Result Areas (KRA)	Objectives	Timeline	Weight Allocation	Performance Targets (Target Outcome/Output of the Service/Commodities/Cluster that are creative, innovative, and/or contribute to the achievement of the organizational mission/ vision/ KRA as Part I-A)		Performance Measures (Quality, Efficiency, Timeliness)	RATING SCALE					Mean of Verification (SOVA)	Actual Result/ Accomplishment	RATING (SLQ)	AVERAGE (SQ)	WEIGHTED AVERAGE	
				Vision/ Directional/ Instructional	Outcome/ Expected		1 Outstanding	2 Very Satisfactory	3 Satisfactory	4 Dissatisfactory	5 Poor						
							Quality										
							Efficiency										
							Timeliness										
							Quality										
							Efficiency										
							Timeliness										
							Quality										
							Efficiency										
							Timeliness										
							Quality										
							Efficiency										
							Timeliness										
													Part I-B Total Score				

PART 10: ORGANISATIONAL PERFORMANCE (10%)

Part 10: Organizational Effectiveness shall explain accomplishments/outputs produced or obtained on the aspects of Financial Stewardship, Process Improvement, and Client Satisfaction. It shall focus on the results achieved by the office that are aligned with the Performance-based Budget (PBB) oversight requirements.

TO BE FILLED IN DURING PLANNING										TO BE FILLED DURING EVALUATION				
Organizational Effectiveness Area	Objectives	Timeline	Weight/Percentage	Performance Measure (Quality, Efficiency, Timeliness)	RATING SCALE					Score of Performance (0-100%)	Actual Results/ Accomplishments	RATING (0-4)	AVERAGE (RAT)	REPORTED AVERAGE
					1 (Outstanding)	2 (Very Good/Strong)	3 (Good/Strong)	4 (Satisfactory)	5 (Poor)					
					1 (Outstanding)	2 (Very Good/Strong)	3 (Good/Strong)	4 (Satisfactory)	5 (Poor)					
Financial Stewardship	Utilized 90% of the budget allocation in accordance with the quarterly documented program with no material/financial performance loss oversight agencies	Within the rating period	25%	Quality	Budget allocation achieved within the regulatory period with no material/financial performance loss oversight agencies	Budget allocation achieved within the regulatory period with 1-2 material/financial performance loss oversight agencies	Budget allocation achieved within the regulatory period with 3-4 material/financial performance loss oversight agencies	Budget allocation achieved within the regulatory period with 5-6 material/financial performance loss oversight agencies	Budget allocation achieved within the regulatory period with 7 or more material/financial performance loss oversight agencies					
				Efficiency	Budget utilized according to the BGR target based on the actual BGR report of the Finance Department (CAG) is a 100% of the budget allocation (actual within the FY)	Budget utilized with 1-4% variance from BGR target based on the actual BGR report of the Finance Department (CAG) is a 100% of the budget allocation (actual within the FY)	Budget utilized with 5-10% variance from BGR target based on the actual BGR report of the Finance Department (CAG) is a 100% of the budget allocation (actual within the FY)	Budget utilized with 11-15% variance from BGR target based on the actual BGR report of the Finance Department (CAG) is a 100% of the budget allocation (actual within the FY)	Budget utilized with more than 15% variance from BGR target based on the actual BGR report of the Finance Department (CAG) is a 100% of the budget allocation (actual within the FY)					
				Timeliness	Quarterly budget is utilized according to the quarterly documented program (i.e. 100% of the quarterly BGR target is utilized by the end of each quarter)	Quarterly budget is utilized with 1-4% variance from the quarterly documented program (i.e. 100% of the quarterly BGR target is utilized by the end of each quarter)	Quarterly budget is utilized with 5-10% variance from the quarterly documented program (i.e. 100% of the quarterly BGR target is utilized by the end of each quarter)	Quarterly budget is utilized with 11-15% variance from the quarterly documented program (i.e. 100% of the quarterly BGR target is utilized by the end of each quarter)	Quarterly budget is utilized with more than 15% variance from the quarterly documented program (i.e. 100% of the quarterly BGR target is utilized by the end of each quarter)					
Process Improvement	Streamlined case processing and management of service producing of hotline and other office deliverables to ensure ease of transaction in the digitalization/automation	Within the rating period	25%	Quality	Improvement indicated on all of the service standards: 1. no. of documentary requirements 2. total processing time 3. total cost 4. client satisfaction score 5. no. of complaints	Improvement indicated on 1-2 service standards: 1. no. of documentary requirements 2. total processing time 3. total cost 4. client satisfaction score 5. no. of complaints	Improvement indicated on 3-4 service standards: 1. no. of documentary requirements 2. total processing time 3. total cost 4. client satisfaction score 5. no. of complaints	Improvement indicated on 5 service standards: 1. no. of documentary requirements 2. total processing time 3. total cost 4. client satisfaction score 5. no. of complaints	No change from the quarterly requirements, total processing time, total cost, client satisfaction score, and complaints					
				Efficiency	Streamlined and/or digitalized all office case processing handled in the CAG clearing documents	Streamlined and/or digitalized 75-90% of the office case processing handled in the CAG clearing documents	Streamlined and/or digitalized 50-75% of the office case processing handled in the CAG clearing documents	Streamlined and/or digitalized 25-50% of the office case processing handled in the CAG clearing documents	Streamlined and/or digitalized 10-25% of the office case processing handled in the CAG clearing documents					
				Timeliness										
Client Satisfaction	Achieved 100% resolution and compliance rate to internal and CAG requirements within the prescribed processing time (simple - 3 days, complex - 7 days, highly technical - 15 days) with at least 80% client satisfaction score based on the Client Satisfaction Measurement	Within the rating period	25%	Quality	80-90% (Satisfactory) overall average on the results of the Client Satisfaction Measurement (CSM)	60-80% (Very Satisfactory) overall average on the results of the CSM	40-60% (Satisfactory) overall average on the results of the CSM	20-40% (Satisfactory) overall average on the results of the CSM	Below 20% (Poor) overall average on the results of the CSM					
				Efficiency	100% resolution and compliance rate to internal and CAG requirements	Achieved 80% resolution and compliance rate to internal and CAG requirements	Achieved 60% resolution and compliance rate to internal and CAG requirements	Achieved 40% resolution and compliance rate to internal and CAG requirements	Achieved 20% resolution and compliance rate to internal and CAG requirements					
				Timeliness	Compliance with time and amount within prescribed processing time (simple - 3 days, complex - 7 days, highly technical - 15 days)		Compliance with time and amount within prescribed processing time (simple - 3 days, complex - 7 days, highly technical - 15 days)		No compliance with time and amount					

Part 10: Total Score

NOTE

NOTE

REMARKS/REMARKS

PART B-A-1 LEADERSHIP COMPETENCIES (2.5%)

Part B-A-1 Leadership Competencies shall capture competencies expected of leaders of functional offices who hold managing and/or supervisory positions. The Leadership Competencies expected to be demonstrated include Leading People, People's Performance Management, and People Development.

Competencies	Behavioral Indicators	Knowledge/ Observations	RATING	AVERAGE
Leading People	1. Uses facts/presentation techniques in a discussion or presentation e.g., fact presentation, appeals to reason under emotion, uses data and examples, word skills			
	2. Provides, coaches or balances others, in order to have a specific impact or effect			
	3. Sets a good example, is a credible and respected leader and demonstrates certain behaviors			
	4. Provides personal, professional and work with needs and interests in an honest			
	5. Assumes a positive role in providing the development of an employee, mentor who for the organization and balances others to share ownership of targeted goals, in order to create an effective work environment			
People's Performance Management	1. Assumes specific changes in the performance management system or to new work methods to improve performance (e.g. time recording device, lunch, a lower cost, cost efficiency) improve quality, customer satisfaction, loyalty, retention			
	2. Sets performance standards and manages progress of employees based on clear and documented metrics			
	3. Provides feedback and metrics/monitoring system such as coaching for performance improvement and action planning			
	4. Sets performance expectations clearly and checks understanding and compliance			
	5. Provides all the types of feedback performance management system required by employee and required documentation			
People Development	1. Improves the skills and effectiveness of individuals through recognizing a range of developmental strategies			
	2. Facilitates workers effectiveness through coaching and supervising/mentoring people with a well understood and provides actual text and report			
	3. Coordinates and implements training interventions to meet identified training needs			
	4. Uses long-term coaching or training by assigning appropriate and logical assignments, formal training, or other experiences for the purpose of supporting a person's learning and development			
	5. Coordinates a training intervention by providing alternative experiences such as being in support of achieving individual career goals			
Part B-A Total Score: Weighted Average (Average x 0.025)				

Knowledge Rating	Adjusted Rating	Behavior
5	Fully Met	Behavioral indicator is consistently exhibited and is worthy of recognition
4	Consistently Demonstrated	Behavioral indicator is consistently shown
3	Most of the Time Demonstrated	Behavioral indicator is often shown
2	Partially Demonstrated	Behavioral indicator is frequently shown
1	Partly Demonstrated	Behavioral indicator is seldom shown

Depot Competency Scale

PART I-B: CORE BEHAVIORAL COMPETENCIES (RAT) Part I-B-1: Core Behavioral Competencies shall capture competencies required from all job groups within the organization, including the Deputy's core values and the Code of Conduct and Ethical Standards for Public Officials and Employees pursuant to RA 6713. They represent the way individuals embody and live the values of the organization.

Competencies	Behavioral Indicators	Remarkal Observations	RATING	AVERAGE
Self-Management	1. Sets personal goals and direction, needs and development.			
	2. Understands personal actions and behavior that are clear and purpose and values congruent to that of the organization			
	3. Employs individual energy and enthusiasm for and is challenged by higher goals			
	4. Prioritizes work tasks and schedules (Priority, Urgent, Critical, etc.) to achieve goals			
	5. Sets high quality, challenging, realistic goals for self and others.			
Problem Solving and Ethics	1. Documents the values and behavior embodied in the Honor and Oath and Ethical Standards for Public Officials and Employees (RA 6713).			
	2. Practices ethical and professional behavior and conducts the impact of their actions and decisions.			
	3. Maintains a professional image being trustworthy, integrity of character and personality, good grooming and communication.			
	4. Meets personal functions to meet the organization's needs.			
	5. Act with a sense of urgency and responsibility to meet the organization's needs, improve systems and help others improve their effectiveness.			
Results Focus	1. Achieves results with optimal use of time and resources with of the time.			
	2. Analyzes needs, resources and working strategy effectively with methods by finding organizational means before personal needs.			
	3. Designs strategies and plans for the time by conducting to standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work in terms of timeliness, acceptability and communication with the supervisor required.			
	4. Expresses a desire to do better and may express frustration at work or in work practices ways of meeting goals and			
	5. Makes specific changes in the system or in own work methods to improve performance. Examples may include doing according to plan, better, at a lower cost, more ability, or improving quality, customer satisfaction, morale, without losing any specific goal.			
Teamwork	1. Manages down better sense of responsibility			
	2. Promotes collaboration and teamwork between to teamwork and goal accomplishment across the organization.			
	3. Applies negotiation practices in working at work with agreement.			
	4. Owns concerns and takes ownership of decisions			
	5. Works consistently and collaboratively with others and across organizations to accomplish organizational goals and objectives.			
Service Orientation	1. Owns explicit and implicit organizational objectives, issues and problems.			
	2. Takes personal responsibility for dealing with under customer service issues and concerns.			
	3. Takes initiative that promotes advocacy for ones and workers empowerment.			
	4. Participates in spreading office vision, mission, priorities and strategies based on DEPED strategies and direction.			
	5. Develops and adapts services improvement program through simplified procedures that will not hinder workers service delivery.			
Innovation	1. Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes, and suggests better ways to do things (good and/or operational efficiency).			
	2. Demonstrates an ability to think beyond the box. Continuously focuses on improving personal productivity to create higher value and results.			
	3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions.			
	4. Translates creative thinking into tangible changes and solutions that improve the work and/or organization.			
	5. Uses innovative methods to accomplish responsibilities. Demonstrates responsiveness and the ability to succeed with minimal resources.			

Part I-B Total Score: Weighted Average (Average x 0.025)

RATING	SCORE

APPROVING AUTHORITY

PART III: SUMMARY OF RATINGS

Final Performance Components		Weight Allocation	Obtained Score	Overall Score	PMES Rating	
					Numerical Rating	Adjectival Rating
PART I	A. Commitment to Organizational Outcomes	60%				
	B. Innovating and Intervening Accomplishments	20%				
	C. Organizational Effectiveness	15%				
PART II	A. Leadership Competencies	2.5% (0.125)				
	B. Core Behavioural Competencies	2.5% (0.125)				

Ratee-Rater Agreement

The signatures below confirm that the employee and his/her superior have agreed to the contents of the performance as captured in this form.

Name of Employee:
Signature:
Date:

Name of Superior:
Signature:
Date:

PMES Rating Table		
Range	Numerical Rating	Adjectival Rating
4,500-5,000	5	Outstanding
3,500-4,499	4	Very Satisfactory
2,500-3,499	3	Satisfactory
1,500-2,499	2	Unsatisfactory
1,000-1,499	1	Poor

PART IV: IMPROVEMENT AND DEVELOPMENT PLANS

Part IV-A: Office Improvement Plan

Gap Analysis (RMT)	Improvement Area	Action Plan		Timeline	Resources Needed
		General Objective	Recommended Improvement Intervention		

Feedback:

Part IV-B: Individual Development Plan

Strengths	Improvement Needs	Action Plan		Timeline	Resources Needed
		Learning Objective (based on the developmental intervention)	Recommended Developmental Intervention		

Feedback:

RATER	RATER	APPROVED AUTHORITY