



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

- 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*”.
- There will be an orientation – workshop to be conducted by the ASDS Office on May 16, 2025 at Northland, Manapla, Negros Occidental.
- All concerned are hereby instructed to give attention to this matter for clarification and uniform implementation.
- 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:





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



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[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

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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](mailto:helpdesk.pmes@deped.gov.ph).



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Republika ng Pilipinas  
**Department of Education**

OFFICE OF THE UNDERSECRETARY  
 HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

**HRDD, DEPED  
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DATE APR 29 2025

BY: \_\_\_\_\_

Department of Education  
 Regional Office VI  
 Duran Street, Iloilo City  
**RECORDS SECTION  
 RECEIVED**  
 By: \_\_\_\_\_  
 Date: APR 28 2025  
 Control No.: \_\_\_\_\_

**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**

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](mailto:helpdesk.pmes@deped.gov.ph).

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Doc. Ref. Code	CO-OUHROD-F003	Rev	00
Effectivity	03.23.23	Page	1 of 8



## 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-2024-0586<sup>1</sup>.

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. 2020<sup>2</sup>.

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

<sup>1</sup> Interim Guidelines on the Office Performance Planning and Assessment for FY 2024 Onwards

<sup>2</sup> 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:

<b>Legal References</b>	<b>Programs/Pillars</b>	<b>Specific Period</b>
General Appropriations Act (GAA) Programs/Sub-programs <ul style="list-style-type: none"> <li>• DepEd PREXC Indicators - Accountability Matrix</li> </ul>	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. 2022<sup>3</sup>

**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.

<sup>3</sup> 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. 2020<sup>4</sup>, 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. 2025<sup>5</sup>, 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.

<sup>4</sup> National Adoption and Implementation of the Philippine Professional Standards for Supervisors

<sup>5</sup> 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-OUHR0D-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-OUHR0D-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-OUHR0D-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-OUHR0D-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 <i>(community learning centers-based)</i>	Education Program Specialist for ALS/In-charge for ALS	Chief of Curriculum Implementation Division (CID)	ALS Teacher <i>(community learning centers)</i>	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.

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

- 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**

	<b>RATEE</b>	<b>RATER</b>	<b>APPROVING AUTHORITY</b>
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:

<b>Position</b>	<b>Forms/Tools to be Used</b>
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**, 4<sup>th</sup> Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at [bhrod.hrdd@deped.gov.ph](mailto: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)**

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

			<p>b. Junior High School (Gr. 10)</p> <p>c. Senior High School (Gr. 12)</p>
<b>Learner Formation and Development</b>	Responsible for providing a <b>supportive environment and diverse learning opportunities</b> through holistic programs and interventions	<ul style="list-style-type: none"> <li>• Management of clinic and health services</li> <li>• Learner Support Management</li> <li>• Disaster Risk Reduction and Management</li> <li>• Child Protection Program Implementation</li> <li>• External Partnership for Program and Events</li> </ul>	<ul style="list-style-type: none"> <li>• 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></li> <li>• To achieve the targeted number of learners benefitted from School Feeding Program</li> </ul>
<b>School Operations and Management</b>	Responsible for providing <b>school support services</b> 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"> <li>• Asset Management</li> <li>• Financial Management</li> <li>• General Services Management</li> <li>• Human Resource Management and Development</li> <li>• ICT Management</li> <li>• Infrastructure Management</li> <li>• Public Affairs Management</li> <li>• Records Management</li> <li>• Procurement Management</li> </ul>	<ul style="list-style-type: none"> <li>• To achieve the targeted number of teachers and teaching-related staff trained through In-Service Training</li> </ul>



Republic of the Philippines  
Department of Education

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)  
vs7.Feb2023

Name of Office: Office/Department: Policy Field: Office/Division/Center/Section/Group/Cluster: Service/Program/Division/Project/Cluster/Statement of Purpose:	Name of Officer: Position: Appointment Authority: Date of Appointment:
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**PART I-A. COMMITMENT TO ORGANIZATIONAL OUTCOMES (COs)**  
 Part I-A. Commitment to Organizational Outcomes shall capture office commitments, performance, and accomplishments based on office mandates and COAs as reflected by the official issuances on the Completion 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 Educational Development Plan (BEDP) Plans, RA7423A, Agency policy orders/letters, and other relevant legal instruments that are aligned with and relevant to the office PNOs. Clear direction shall be made to ensure work alignment.

TO BE ACCOMPLISHED DURING PLANNING										TO BE FILLED DURING EVALUATION									
Key Result Area (KRA) (Based on Office Mandate and Function)	Organizational Outcomes Alignment (Refer to the GAA, Program/Department and BEDP Plans)			Objective (Based on Office Function)	Timeline	Weight Allocation	Performance Targets (Legal Outcomes/COAs of the Agency/Center/Division/Cluster aligned with the Organizational Outcomes Indicated in the Organizational Outcomes)		Performance Measure (Quality, Efficiency, Timeliness)	RATING SCALE					Notes on Evaluation (GCR)	Actual Accomplishment	RATING SCALE	AVERAGE (GCR)	WEIGHTED AVERAGE
	GAA Program/ Department	BEDP Plans	MATATAG Plans				Value (Financial, Intellectual, Social)	Description (Impact of outcome/ sub-project)		6 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Needs-Improvement)	1 (Poor)					
	Refer to Annexability Matrix (PNO/C Indicator)						Quality												
							Efficiency												
							Timeliness												
							Quality												
							Efficiency												
							Timeliness												
							Quality												
							Timeliness												

Part I-A Total Score

**PART I-B. INNOVATION AND IMPROVING ACCOMPLISHMENTS (IAs)**  
 Part I-B. Innovating 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 COAs in Part I-A. Accomplishments can be innovations, interventions, and enhancements on the process, service, and/or output.

TO BE FILLED BY DURING PLANNING										TO BE FILLED DURING EVALUATION								
Key Result Area (KRA)	Objective	Timeline	Weight Allocation	Performance Targets (Legal Outcomes/COAs of the Agency/Center/Division/Cluster that are leading, innovative, and/or exemplary in the achievement of the organizational outcomes and COAs in Part I-A)		Performance Measure (Quality, Efficiency, Timeliness)	RATING SCALE					Notes on Evaluation (GCR)	Actual Results/Accomplishment	RATING SCALE	AVERAGE (GCR)	WEIGHTED AVERAGE		
				Value (Financial, Intellectual, Social)	Description (Impact of outcome/ sub-project)		6 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Needs-Improvement)	1 (Poor)							
							Quality											
							Efficiency											
							Timeliness											
							Quality											
							Efficiency											
							Timeliness											
							Quality											
							Timeliness											

Part I-B Total Score



Republic of the Philippines  
Department of Education

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

Name of Employee	Name of Office
Position/Designation	Province
Address	Learning Activity
Street/Barangay/Division Office/DepEd Office	Division Office
Division Office/Center/Division Office/Division Office/Division Office	

**PART I-A. COMMITMENT TO ORGANIZATIONAL GOALS AND OBJECTIVES (2023)**  
Part I-A, Commitment to Organizational Objectives shall capture office commitments, performance, and accomplishments based on office mandate and KRA as reflected in the official issuance on the Department of Office Functions. This part shall capture the commitments of the office directly regarding the Organizational Objectives indicated in the General Appropriations Act (GAA) Programs/Programs, Basic Education Development Plan (BEDP) Plan, Current Administrative Agendas, and other national level mechanisms that are aligned with and related to the office KRA. Clear objectives shall be used to define good alignment.

TO BE ACCOMPLISHED DURING PLANNING										TO BE FILLED DURING EVALUATION																	
Organizational Objectives Alignment				Objectives Based on Office Functions	Timeline	Weight Allocation	Performance Targets (Organizational Objectives/Output of the Basic Education Development Plan aligned with the Organizational Objectives indicated in the Departmental Objectives)		Performance Measure (Quality, Efficiency, Timeliness)	RATING SCALE					Means of Verification (MVA)	Actual Results/Achievements	RATING (RA)	AVERAGE (EF)	WEIGHTED AVERAGE								
Key Result Areas (KRA) Based on Office Mandate and Functions	Organizational Objectives Alignment (Refer to the GAA Programs/Programs and BEDP Plan)						Title (numerical, statistical, etc.)	Description (qualitative, subjective)		1	2	3	4	5													
	GAA Programs/ Subprograms	BEDP Plans	Current Administrative Agendas	Outstanding	Very Satisfactory	Satisfactory			Unsatisfactory	Poor																	
Refer to Accountability Matrix (PDRCT Indicators)	Refer to KRA of BEDP 2023	Refer to KRA of BEDP 2023	Refer to KRA of BEDP 2023						Quality																		
									Efficiency																		
									Timeliness																		
									Quality																		
									Efficiency																		
									Timeliness																		
									Quality																		
									Efficiency																		
									Timeliness																		
									Part I-A Total Score																		

**PART I-B. INNOVATION AND IMPROVEMENT ACCOMPLISHMENTS (2023)**  
Part I-B, Innovation and Improvement Accomplishments shall capture the outcomes/outputs of the office that are enabling, supportive, and/or contributory to the achievement of the organizational mandate and KRA in Part I-A. Accomplishments can be innovation, interventions, and enhancements 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 (Organizational Objectives/Output of the Basic Education Development Plan and an enabling, supportive, and/or contributory to the achievement of the organizational mandate and KRA in Part I-A)		Performance Measure (Quality, Efficiency, Timeliness)	RATING SCALE					Means of Verification (MVA)	Actual Results/Achievements	RATING (RA)	AVERAGE (EF)	WEIGHTED AVERAGE								
				Numerical, Statistical, etc.	Qualitative, Subjective		1	2	3	4	5													
							Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor													
							Quality																	
							Efficiency																	
							Timeliness																	
							Quality																	
							Efficiency																	
							Timeliness																	
							Quality																	
							Efficiency																	
							Timeliness																	
							Part I-B Total Score																	

**PART 10. ORGANIZATIONAL PERFORMANCE (10%)**

Part 10, Organizational Performance shall explain accomplishments/progress produced or achieved on the aspects of Financial Stewardship, Process Improvement, and Client Satisfaction. It shall focus on the results achieved by the office that an assigned with the Performance-Based Bonus (PBB) oversight responsibilities.

Organizational Performance Area	Objectives	Timeline	Weight/Percentage	Performance Measure (Quality, Efficiency, Timeliness)	RATING SCALE					Share of the Bonus (PBB)	Actual Results/ Accomplishments	RATING SCALE	AVERAGE PERCENT	WEIGHTED AVERAGE
					1 (Outstanding)	2 (Very Satisfactory)	3 (Satisfactory)	4 (Acceptable)	5 (Poor)					
					1 (Outstanding)	2 (Very Satisfactory)	3 (Satisfactory)	4 (Acceptable)	5 (Poor)					
Financial Stewardship	Utilized 80% of the budget allocation in accordance with the quarterly approved project with no material/technical variances from oversight agencies	Within the rating period	80%	Quality	Budget allocation delivered within the regulatory period with no material/technical variances from oversight agencies	Budget allocation delivered within the regulatory period with 1-2 material/technical variances from oversight agencies	Budget allocation delivered within the regulatory period with 3-4 material/technical variances from oversight agencies	Budget allocation delivered within the regulatory period with 5-6 material/technical variances from oversight agencies	Budget allocation delivered within the regulatory period with 7 or more material/technical variances from oversight agencies					
				Efficiency	Budget utilized according to the BGR target based on the office BGR report of the Finance Director/Section 2.1. 95% of the budget allocation is utilized within the FY	Budget utilized with 1-4% variance from BGR target based on the office BGR report of the Finance Director/Section 2.1. 90-94% of the budget allocation is utilized within the FY	Budget utilized with 5-10% variance from BGR target based on the office BGR report of the Finance Director/Section 2.1. 85-89% of the budget allocation is utilized within the FY	Budget utilized with 11-15% variance from BGR target based on the office BGR report of the Finance Director/Section 2.1. 80-84% of the budget allocation is utilized within the FY	Budget utilized with 16-20% variance from BGR target based on the office BGR report of the Finance Director/Section 2.1. 75-79% of the budget allocation is utilized within the FY					
				Timeliness	Quarterly basis: Budget is allocated according to the quarterly disbursement program 9 or 95% of the quarterly BGR target is utilized by the end of each quarter	Quarterly basis: Budget is allocated with 1-4% variance from the quarterly disbursement program 9 or 90-94% of the quarterly BGR target is utilized by the end of each quarter	Quarterly basis: Budget is allocated with 5-10% variance from the quarterly disbursement program 9 or 85-89% of the quarterly BGR target is utilized by the end of each quarter	Quarterly basis: Budget is allocated with 11-15% variance from the quarterly disbursement program 9 or 80-84% of the quarterly BGR target is utilized by the end of each quarter	Quarterly basis: Budget is allocated with 16-20% variance from the quarterly disbursement program 9 or 75-79% of the quarterly BGR target is utilized by the end of each quarter					
Process Improvement	Streamlined case processing and management of services producing of brochure and other office deliverables to enhance sense of transaction in the digital environment	Within the rating period	85%	Quality	Improvement indicated on all of the service standards: 1. no. of documentary requirements 2. lead processing time 3. transaction cost 4. client query/issue resolution 5. no. of disputes	Improvement indicated on 4 service standards: 1. no. of documentary requirements 2. lead processing time 3. transaction cost 4. client query/issue resolution 5. no. of disputes	Improvement indicated on 3 service standards: 1. no. of documentary requirements 2. lead processing time 3. transaction cost 4. client query/issue resolution 5. no. of disputes	Improvement indicated on 2 service standards: 1. no. of documentary requirements 2. lead processing time 3. transaction cost 4. client query/issue resolution 5. no. of disputes	Improvement indicated on 1 service standard: 1. no. of documentary requirements 2. lead processing time 3. transaction cost 4. client query/issue resolution 5. no. of disputes					
				Efficiency	Streamlined and/or digitalized all office case processes handled by the CSM playing documents	Streamlined and/or digitalized 75-80% of the office case processes handled by the CSM playing documents	Streamlined and/or digitalized 50-75% of the office case processes handled by the CSM playing documents	Streamlined and/or digitalized 25-50% of the office case processes handled by the CSM playing documents	Streamlined and/or digitalized 0-25% of the office case processes handled by the CSM playing documents					
				Timeliness										
Client Satisfaction	Achieved 100% readiness and compliance rate to internal and CSM requests with the prescribed processing time (Simple - 3 days, complex - 7 days, highly technical - 22 days) with at least 80% client/agent overall rating on the Client Satisfaction Survey	Within the rating period	90%	Quality	100% (100% Client/Agent overall average on the results of the Client Satisfaction Survey) (CSAT)	95% - 99% (Very Satisfactory) overall average on the results of the CSAT	80% - 94% (Satisfactory) overall average on the results of the CSAT	65% - 79% (Fair) overall average on the results of the CSAT	50% - 64% (Poor) overall average on the results of the CSAT					
				Efficiency	100% readiness and compliance rate to internal and CSM requests	Achieved 80% readiness and compliance rate to internal and CSM requests	Achieved 60% readiness and compliance rate to internal and CSM requests	Achieved 40% readiness and compliance rate to internal and CSM requests	Achieved 20% readiness and compliance rate to internal and CSM requests					
				Timeliness	Compliance with simple and demand with prescribed processing time (Simple - 3 days, complex - 7 days, highly technical - 22 days)		Compliance with simple and demand with prescribed processing time (Simple - 3 days, complex - 7 days, highly technical - 22 days)		Compliance with simple and demand with prescribed processing time (Simple - 3 days, complex - 7 days, highly technical - 22 days)		Compliance with simple and demand with prescribed processing time (Simple - 3 days, complex - 7 days, highly technical - 22 days)			

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**PART I-A-1. LEADERSHIP COMPETENCIES (2.0%)**

*Part I-A Leadership Competencies shall require competencies expected of leaders of functional offices who hold managerial and executive/supervisory positions. The Leadership Competencies expected to be demonstrated include Leading People, People Performance Management, and People Development.*

Competencies	Behavioral Indicators	Functional Observations	RATING	AVERAGE
Leading People	1. Uses facts/predictions techniques in decision or persuasion e.g., and predictions, spreads to track under conditions, uses data and examples, word lists			
	2. Provides, creates or balances colors, in order to have a specific impact or effect			
	3. Sets a good example, is a credible and respected leader and demonstrates central beliefs			
	4. Provides personal, professional and work with needs and interests in an issue			
	5. Assumes a positive role in providing the development of an industry, relevant when for the organization and balances others to have ownership of logical goals, in order to create an effective work environment			
People Performance Management	1. Assumes positive change in the performance management practices or in new work methods to improve performance (e.g. assessing better, faster, at lower cost, cost efficiency, improve quality, customer satisfaction, loyalty, retention)			
	2. Sets performance standards and maintains program of activities based on office and department needs			
	3. Provides feedback and technical assistance such as coaching for performance improvement and action planning			
	4. Sets performance expectations clearly and checks understanding and compliance			
	5. Provides all the signs of successful performance management systems reported by evidence and required documentation			
People Development	1. Expresses the skills and development of individuals through recognizing a range of developmental strategies			
	2. Practices workplace effectiveness through coaching and mentoring/supervising people with a work relationship that provides mutual trust and respect			
	3. Coordinates and implements training interventions to meet identified training needs			
	4. Does long-term coaching or training by analyzing opportunities and logical assignments, formal training, or other experiences for the purpose of supporting a person's interests and development			
	5. Establishes a mentoring relationship by providing alternative experiences such as being in charge opportunities that are in support of achieving individual career goals			
<b>Part I-A Total Score: Weighted Average (Average x 0.25)</b>				

**Deped Competencies Scale**

Numbered Rating	Agree/Disagree	Definition
5	Strongly Disagree	Behavioral indicators is consistently exhibited and is worthy of credit
4	Disagree	Behavioral indicators is consistently shown
3	Neutral	Behavioral indicators is often shown
2	Agree	Behavioral indicators is frequently shown
1	Strongly Agree	Behavioral indicators is seldom shown

**PART I-B. CORE BEHAVIORAL COMPETENCIES PLAN**  
 Part I-B. Core Behavioral Competencies shall capture competencies required from all Digidl personnel in all job groups within the organization, including the Digidl'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	Monthly Observations	RATING	AVERAGE
Self-Management	1. Understands personal values and behavior that are clear and purpose and shares this account personal goals and values congruent to that of the organization			
	2. Employs emotional stability and resilience for and is challenged by higher goals			
	3. Prioritizes work tasks and schedules (through daily plans, checklists, etc.) to achieve goals			
	4. Sets high quality, challenging, realistic goals for self and others			
	5. Documents the values and behavior exhibited in the Honor and Oath and Ethical Standards for Public Officials and Employees (RA 6713)			
Professionalism and Ethics	1. Documents the values and behavior exhibited in the Honor and Oath and Ethical Standards for Public Officials and Employees (RA 6713)			
	2. Practices ethical and professional behavior and conducts the project of higher actions and decisions			
	3. Maintains a professional image being exemplary, integrity of decisions and priorities, good grooming and communication			
	4. Meets personal functions to meet the organization's needs			
	5. Acts 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 the team			
	2. Analyzes needs, resources and budgets through strategic analysis with methods by finding organizational needs before personal needs			
	3. Designs work-flow outputs that are for conducting to standard operating procedures correctly and consistently. Aims to produce very satisfactory quality of work in terms of timeliness/acceptability and compliance with the organization needs			
	4. Expresses a desire to do better and may express frustration at words or behaviors that hinder or slow progress towards 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, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, overall, without reducing any service goal			
Teamwork	1. Manages diverse behavior styles of responsibility			
	2. Provides collaboration and teamwork within the organization and goal accomplishment across the organization			
	3. Applies negotiation principles in working in multi-stakeholder agreements			
	4. Exhibits consensus and team ownership of decisions			
	5. Finds collaborating and collaborating with others and across organizations to accomplish organizational goals and objectives			
Results Orientation	1. Sets explicit and realistic organizational objectives, targets and priorities			
	2. Takes personal responsibility for dealing with under performing customer issues and concerns			
	3. Takes initiative that practices advocacy for team and various environments			
	4. Participates in tracking office visitors, channels, inquiries and strategies based on Digidl's strategies and decisions			
	5. Develops and adapts various improvement programs through targeted procedures that will further enhance service delivery			
Innovation	1. Examines the root cause of problems and suggests creative solutions. Forges new ideas, processes, and suggests better ways to do things (good and/or operational activities)			
	2. Encourages an ability to think beyond the box. Creatively 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 organization			
	5. Uses rigorous methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources			

Part I-B Total Score: Weighted Average (Average x 0.25)

	RATING
	RATING

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)			

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

**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:

**PART IV: IMPROVEMENT AND DEVELOPMENT PLANS**

**Part IV-A: Office Improvement Plan**

Gap Analysis (RISK)	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 Objectives (Based on the Developmental Intervention)	Recommended Developmental Interventions		

Feedback:

RATER	RATER	APPROVED AUTHORITY
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