

Republika ng Filipinas  
(Republic of the Philippines)  
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS  
(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)  
Maynila

September 3, 1990

DECS O R D E R  
No. 101, s. 1990

PERFORMANCE EVALUATION SYSTEMS OF THE DEPARTMENT  
OF EDUCATION, CULTURE AND SPORTS

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Directors of Services/Centers and Heads of Units  
Regional Directors  
Schools Superintendents  
Vocational School Superintendents/Administrators

1. Inclosed is a letter of Commissioner Samilo N. Barlongay, Civil Service Commission, dated August 10, 1990 authorizing the implementation and/or continuation of the use of the four (4) performance evaluation systems for key officials of the Department of Education, Culture and Sports, administrative personnel, lawyers, and teachers. Also inclosed are a copy each of the above-mentioned performance evaluation systems, with the provisions called for under Memorandum Circular No. 12, s. 1989, of the Civil Service Commission, duly incorporated therein.

2. In this connection, reference should be made to MEC Order No. 2, s. 1979; MEC Order No. 46, s. 1981; CSC Memorandum No. 2 s. 1982; and MEC Order No. 19, s. 1982, to guide all concerned in the proper implementation of these systems.

3. Please be guided accordingly.

(SGD.) LUIS R. BALTAZAR  
Undersecretary  
Officer-in-Charge

Incls.:  
As stated

References:  
MEC Orders: (Nos. 2, s. 1979; 46, s. 1981, and 19, s. 1982)

Allotment: 1-2-3--(M.O. 1-87)

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

BUREAUS & OFFICES	RATING
EFFICIENCY	RULES & REGULATIONS
EMPLOYEES	TEACHERS
OFFICIALS	

(Inclosure No. 1 to DECS Order No. 101, s. 1990)

Republika ng Filipinas  
KOMISYON NG SERBISYO SIBIL  
(Civil Service Commission)  
Quezon City

August 10, 1990

ASSISTANT SECRETARY MARCIAL A. SALVATIERRA  
Department of Education, Culture and Sports  
Intramuros, Manila

Dear Assistant Secretary Salvatierra:

This is to acknowledge receipt of the corrected copies of that Department's four performance evaluation systems for your administrative personnel, lawyers, teachers and key officials.

A review of these systems show that the same have incorporated provisions called for under MC 12, s. 1989. As such, you are hereby given the authority to implement and/or continue using these systems.

We therefore, wish you success in the implementation and administration of your performance evaluation systems.

Thank you very much.

Very truly yours,

(SGD.) SAMILO N. BARLONGAY  
Commissioner

A true copy

INSTRUCTIONS ON THE USE OF THE PERFORMANCE  
APPRAISAL SYSTEM FOR KEY DECS OFFICIALS

Introductory Statement

The Performance Appraisal System for Key DECS Officials stresses the output/results concept prescribed by the Civil Service Commission. However, since there are factors which should be considered in determining the overall performance of an official and which cannot be measured in terms of quantifiable results, this system makes use of appropriate indicators.

Officials will be rated on the basis of the following:

- |  |    |
|--|----|
| 1. Planning and Organizing Work  | 30 |
| 2. Utilization/Allocation of Resources                                 | 10 |
| 3. Promptness/Accuracy in Submission of<br>Required Reports/Statistics | 10 |
| 4. Problem Analysis and Decision Making                                | 15 |
| 5. Leadership and Personnel Management                                 | 25 |
| 6. Public Relations and Community<br>Involvement                       | 10 |
| 7. Plus Factor   |    |

This instrument will be used for evaluating the performance of assistant secretaries, bureau directors, assistant bureau directors, regional directors, assistant regional directors, superintendents, assistant superintendents, supervisors, district supervisors, and school principals.

Manner of Rating

Five adjective ratings which are given corresponding point scores are provided in the system:

- a. Outstanding - An official shall be given this rating when he exceeds his performance targets by at least 25%. It represents an extraordinary level of achievement and commitment in terms of quality and time, technical knowledge and skill, ingenuity, creativity and initiative. Officials at this performance level should have demonstrated exceptional job mastery in all major areas of responsibility. His achievement and contributions to the organization are of marked excellence which even his peers recognize through a forced comparison/distribution method based on the criteria established by the agency concerned.

- b. Very Satisfactory - An official shall be given this rating when he exceeds the expected output/performance by at least 20% but falls short of what is considered an outstanding performance. In addition, his competence and contributions will be recognized by his peers also through a forced comparison/distribution method based on the criteria established by the agency concerned. Those screened out in the forced comparison/distribution for outstanding performance shall be included in this category.

Only officials with Outstanding and Very Satisfactory Performance Ratings shall be considered for promotion.

In the case of officials who are on authorized leave, observation tour or study grant, their latest performance rating before such leave/tour/study grant shall be used.

- c. Satisfactory - An official shall be given this rating when he meets the standard or ordinary requirements of the duties of the position. Those screened out in the forced comparison/distribution for very satisfactory performance shall be included in this category.
- d. Unsatisfactory - An official shall be given this rating when his performance falls short of the minimum requirements but could stand improvement. It is expected that in the next rating period the official, under close supervision, will either improve his performance for which he shall be given a satisfactory rating, or if not, he shall get another unsatisfactory rating. Two (2) successive unsatisfactory ratings shall be ground for separation from the service.
- e. Poor - An official shall be given this rating when he fails to meet performance requirements and there is no evidence to show that he can improve his performance. A rating of Poor shall be ground for separation from the service.

#### Procedure

Central, Regional, and Division Office Rating Teams shall be formed, the composition of which is at the discretion of the rating official.

At the start of the rating period, performance targets shall be set by the rating team and the ratee, covering the major concerns for the rating period. Sample targets are given in the

guidelines. The rating team should see to it that the targets are reasonable, not too low or too high, taking into account the resources available and the conditions obtaining in the ratee's area of service.

These targets will be the basis for the rating in the item Planning and Organizing Work. Rating for the other items may be determined on the basis of the indicators listed in the Guidelines.

A ratee may earn a bonus of five points as a Plus Factor for certain distinctive or outstanding accomplishments. Basis for the Plus Factor bonus is given in the Guidelines.

Also attached as Annexes A and B are suggested instruments for getting inputs for ratings in Leadership and Public Relations and Community Involvement. Similar forms may be designed by the raters for determining rating in Leadership and Personnel Management, if deemed necessary.

Evaluation shall be yearly - to cover the period from April of base year to March of the succeeding year.

The ratings for each item, as well as for the Plus Factor, if any, shall be added and shall constitute the final numerical rating of the rated official.

The equivalent descriptive ratings are as follows:

87-100	-	Outstanding
73-86	-	Very satisfactory
53-72	-	Satisfactory
35-52	-	Unsatisfactory
34 or below	-	Poor

The rating recommended by the rating team shall be subject to review and final approval by the rating official. The rating shall be shown to the ratee who shall then sign on the space provided.

For rating those performing principally supervisory work, indicators not applicable may be disregarded such as, for example, the item on personnel actions under Leadership and Personnel Management. An alternative indicator sheet on Utilization of Resources, copy inclosed, may be used for supervisors.

#### Responsibility of Rating Official

It shall be the responsibility of the rating official to see to it that the performance appraisal system is implemented honestly and properly.

### Right to Appeal

Since an employee's performance report may influence many vital personnel decisions affecting him, it is important that he has the right to appeal his rating.

An employee who expresses dissatisfaction with the rating given him may appeal through the duly established Grievance Procedure in accordance with Office Order dated March 5, 1990 within fifteen (15) days from receipt of his copy of the performance appraisal report. Failure to file an appeal within the prescribed period shall be deemed a waiver of such right.

GUIDELINES FOR RATING KEY DECS OFFICIALS  
(CENTRAL OFFICE AND FIELD)

For Item A - Planning and Organizing Work  
(Maximum Pts. = 30)

Targets, in accordance with a work plan, will be set at the start of the rating period. The targets should reflect the major thrusts of the division/region, such as for example, in the area of raising pupil achievement, school sites development, teacher development and special projects. The targets shall represent what is deemed as a satisfactory level of performance and shall be agreed upon by both the rater and the ratee.

Targets should, as much as possible, be quantifiable and time-bounded.

Actual accomplishments at the end of the rating period shall be recorded and compared with the target. Rating will be in accordance with the following:

- |    |   |   |    |
|----|---|---|----|
| a. | Actual accomplishments exceed targets by 25% in quantity, quality or in time.                                       | - | 30 |
| b. | Accomplishments exceed targets by 10% in quantity, quality, and time or by 25% in either quality, quantity or time. | - | 24 |
| c. | Accomplishments meet targets as set.  | - | 18 |
| d. | Accomplishments fall short of targets by 10% as to quality, quantity or time.                                       | - | 12 |
| e. | Accomplishments fall short of targets by 25% as to quality, quantity or time.                                       | - | 6  |

Example 1.

Target: Increase division reading proficiency of at least 80% of elementary school pupils by one level by March 1982.

Actual Accomplishment:

(Determined on the basis of division evaluation like division test, etc.)

Reading proficiency of 80% of elementary school pupils increased by two levels by March 1982.  
(Quality target exceeded by 100%)

or

Reading proficiency of all elementary school pupils increased by one level by March 1982. (Quantity target exceeded by 25%).

Rating is 30

Example 2. Start of Rating Period - January 1981.

Target: 10 Learning Centers operational by December 31, 1981.

Actual Accomplishment:

13 Learning Centers operational by September 30.

Rating for this activity is 30.

A rating of 24 may be given if the accomplishment will be any of the following:

- (a) 13 Learning Centers operational by December, 1981;
- (b) 10 Learning Centers operational by September, 1981; or
- (c) 11 Learning Centers operational by November, 1981.

Each target shall be rated. If five targets have been set, the ratings of each of the five items shall be added and divided by 5. The result shall be the rating for Planning and Organizing Work.



Alternate Guidelines for Item B for Supervisors

For Item B - Utilization and Management of Resources

<u>Indicators</u>	<u>Rating</u>
1. All funds, supplies, materials and other resources maximally utilized toward not only achieving planned targets but exceeding such targets without additional resources. Efforts seen to generate resources legitimately toward attainment of goals. Every opportunity taken to tap expertise in the field toward attainment of project goals. Schedule of activities/field visits well planned to maximize time available so that targets for areas to be covered are exceeded.	10
(NOTE: All these indicators should be present to merit a rating of 10.)	
2. All funds, supplies, materials and other resources maximally utilized toward exceeding targets set. Expertise in the field tapped to attain project goals. Schedule of activities/field visits well planned to maximize time available, but no effort seen to legitimately generate resources.	8
3. Funds, supplies, materials and other resources fully utilized to achieve targets set. Schedule of activities/travels observed as planned; no additional accomplishments beyond those actually planned.	6
4. A want of care and judiciousness seen in the use of resources, funds, or supplies so that targets are not met. Wasteful of time and funds in the planning and schedule of visits or trips.	4
5. Resources, funds or supplies frittered away on non-priority activities. Time not maximally utilized so that performance achievement is low.	2

For Item B - Utilization of Resources

<u>Indicators</u>	<u>Rating</u>
1. All funds judiciously utilized observing priorities in the purchase of equipment and supplies; no non-priority items purchased; fairness observed in allocation of travel funds so that all officials requiring travel funds enabled to perform work efficiently; buildings fairly allocated; all needs of office/region/division provided for with a minimum of 10% savings realized. No excess personnel noted and basic needs attended to even with scant resources.  (NOTE: All these indicators should be present to deserve a rating of 10)	10
2. All funds judiciously utilized observing priorities in the purchase of equipment and supplies; no non-priority items purchased; fairness observed in allocation of travel funds so that all officials enabled to perform work efficiently; all needs of personnel, units provided satisfactorily; no excess of personnel but no savings realized.	8
3. All funds judiciously utilized observing priorities in the purchase of supplies and equipment but evidences of either some unfairness in allocation of travel funds or non-maximization of existing positions or personnel  or  Travel funds fairly allocated and existing positions/personnel maximally utilized but cases of one or two purchases of non-priority equipment/supplies noted.	6
4. A want of fairness seen in allocation of travel funds so that certain personnel have not been enabled to perform their functions  or	

Cases of 2 or more purchases of non-priority items noted; a number of under-utilized personnel/positions noted without sufficient justification.

4

5. Gross mis-allocation of funds; items purchased of no immediate use; activities like supervision hampered by lack of funds; critical supplies requirement not provided for.

2

For Item C - Promptness/Accuracy in Submission of  
Required Reports/Statistics

<u>Indicators</u>	<u>Rating</u>
1. All required reports, statistics, budget proposals submitted <u>before date due</u> with all required information, accurately given, no revision necessary; no discrepancies or inconsistencies noted.	10
2. All required reports, statistics, budget proposals submitted <u>on the date due</u> with not more than one instance of inaccuracy, incompleteness, or necessity for revision.	8
3. All required reports, statistics, budget proposals submitted on time with not more than 4 instances of incompleteness, inaccuracy, or discrepancies or two instances requiring revision.	
or	
All required reports complete and accurate requiring no revision in not more than 3 cases, did not meet deadline set, without, however being subjected to a call-up.	6
4. Given not more than 3 call-ups for reports or report not submitted on time but with 5 or more instances (but not exceeding 8) of necessity for review, revision or rechecking due to inaccuracies or incompleteness.	4
5. Given more than 3 call-ups for overdue reports or attention called more than 8 times for inaccuracies in or incompleteness of reports.	2

For Item D - Problem Analysis and Decision Making

<u>Indicators</u>	<u>Rating</u>
1. All problematic matters that can be resolved at their level satisfactorily acted on; no such matters elevated to a higher office. Evidence of workable solutions attempted on critical, urgent matters generally beyond their level of decision at least to minimize effects of the problem; absence of any problems in the division/region left without corrective action; no complaints submitted to higher offices regarding problems in the area (Note: All these factors should be present to merit a rating of 15.)	15
2. All problems that can be resolved at their level satisfactorily acted on; no problem left without corrective action; no complaints that could be settled at their level elevated to higher offices; but no evidence of attempts at workable solution on critical, urgent matters usually beyond their level of decision.	12
3. Not more than two cases of problems that can be resolved at their level elevated to a higher office; or not more than two instances of complaints elevated to higher office for non-action on the part of the ratee's office; but evidence seen of effort to resolve problems that emerge in the area of service.	9
4. More than two but not more than five cases of problems that can be resolved at their level elevated to a higher office; or more than two but not more than five instances of complaints elevated to higher office for non-action on the part of the ratee's office. Problems in the area, generally beyond their level of decision, allowed to remain or become more acute by non-action such as bringing the matter to the attention of authorities concerned.	6

5. More than five cases of problems that can be resolved at their level elevated to a higher office; or more than five instances of complaints elevated to higher office for non-action on the part of the ratee's office; problems in the area, beyond their level of decision, allowed to remain or become more acute by non-action on the part of the ratee.

For Item E - Leadership and Personnel Management

<u>Indicators</u>	<u>Rating</u>
<p>1. Personnel matters like appointments, salary adjustments, promotions, etc. promptly attended to. No complaints on unjustified delays in salary;</p> <p>Work targets/policies clearly communicated to subordinate units or personnel;</p> <p>Motivation/incentives and support provided at all times to enable subordinates to achieve targets effectively; support given in terms of advice, idea, structure or process;</p> <p>Systematic programs to develop personnel instituted/implemented such as training programs, scholarships, special assignment for those with potential, counselling or coaching to those who need it;</p> <p>Efficient control mechanism set up to check or monitor progress of subordinates' work; feedback provided to units on the quality of their work;</p> <p>Employee welfare programs instituted;</p> <p>Has full confidence and support of subordinates.</p>	25

(All these indicators should be present to merit a rating of 25)

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<p>2. Personnel matters like appointments, adjustments in salaries, promotions, etc. promptly attended to; no complaints on unjustified delays in salaries especially of teachers;</p> <p>Work targets/policies clearly communicated to subordinate units or personnel;</p>	
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A program of development set up for personnel such as training, coaching, apprenticeship but no welfare program for employees instituted. Generally, except in one or two instances, motivation, incentives, and support provided as well as assistance in terms of advice or mechanisms to enable subordinates to achieve performance goals;

Efficient management control system set up to check on or monitor programs of subordinates' work but feedback not always provided;

20

Has full confidence and support of subordinates.

- 
3. All personnel matters like appointments, adjustments in salaries, promotions promptly and properly attended to; no complaints on unjustifiable delays in salaries of teachers;

Not more than two instances of failure to clearly communicate targets, policies, goals to subordinate personnel;

Implemented a program for development of personnel/or provided leadership for personnel development programs for certain groups;

Not more than 3 instances of failure to provide motivation, incentives, or assistance in terms of ideas or support mechanics, to enable subordinates to achieve their goals;

Only sometimes institutes management control mechanisms to check or monitor programs of subordinates' work;

Has full trust and confidence of most of his subordinates.

15

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4. Generally, all personnel matters like appointments, adjustments in salaries, promotions, transfers promptly and properly attended to but cases of at least three justified complaints on personnel matters such as delays or unfairness in appointment, delays in salaries, etc;

Policies, targets or goals seldom clearly communicated to subordinate personnel;

Minimal measures for employee development or welfare;

Subordinates only sometimes provided motivation, incentives or support measures to enable them to achieve targets;

Very seldom utilize feedback or monitoring mechanisms to check on progress of work of subordinates;

Enjoys only partially, the trust and confidence of most of his subordinates.

10

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5. A number of justified complaints from the division/region on personnel matters like adjustment in salaries, promotions, assignments, etc;

No systematic effort to communicate targets/policies to subordinates;

No measures instituted for employee development and welfare;

Seldom provides incentives, motivation or assistance in the form of advice or support mechanisms to enable subordinates to achieve targets.

No control or monitoring mechanism on progress of work of subordinates.

Majority of subordinates do not have faith or confidence in his leadership.

5

(NOTE: For rating this portion, the attached questionnaire may be used to obtain inputs from subordinates, in addition to other sources such as observations, etc.)

4. Although generally has good image in the community, there were at least two instances of adverse observations in his behavior;

A number of peers from other agencies not satisfied with his involvement or cooperation in the implementation of certain government programs;

Not very well regarded by socio-civic leaders, parents and other sectors.

4

- 
5. Very poor public image in the community. Has been the subject of a number of complaints from peers or socio-civic leaders, or parents relating to his professional conduct;

Peers from other agencies see him as uncooperative and a difficult person to deal with;

Cannot get the cooperation of other agencies/sectors in activities of education.

2

(NOTE: The attached questionnaire/rating sheet may be used for obtaining inputs from community on the ratee's public relations and community involvement.)

RATING SHEET FOR KEY DECS OFFICIALS  
(Central Office and Field)

Name \_\_\_\_\_ Rating Period \_\_\_\_\_

Position \_\_\_\_\_

-----  
I t e m s Rating  
-----

A. Planning and organizing work, getting work done at specified time.  
(Maximum pts. - 30) -----

- Targets: a.  
          b.  
          c.  
          d.  
          e.  
          f.

Accomplishments:

- a.  
b.  
c.  
d.  
e.  
f.

B. Utilization/allocation of resources  
(Maximum pts. - 10) -----

Explanatory statement: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. Promptness and accuracy in submission of required reports/statistics, budget proposals. (Maximum pts. - 10)

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Explanatory statement: -----  
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D. Problem Analysis and Decision Making (Maximum pts. - 15)

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Explanatory statement: -----  
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E. Leadership and Personnel Management (Maximum pts. - 25)

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Explanatory statement: -----  
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F. Public Relations and Community Involvement (Maximum pts. - 10)

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Explanatory statement: -----  
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-----

T O T A L

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PLUS FACTOR

Explanatory statement: -----  
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FINAL RATING

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SUMMARY OF RATINGS

- A. Planning and Organizing Work -----
- B. Utilization/Allocation of Resources -----
- C. Promptness and Accuracy in Submission  
of Required Reports -----
- D. Problem Analysis and Decision Making -----
- E. Leadership and Personnel Management -----
- F. Public Relations and Community  
Involvement -----
- PLUS FACTOR -----
- T o t a l -----

Numerical Rating ----- Rater/s -----  
Descriptive Rating -----  
-----  
-----

Shown to me ----- Reviewed and approved by: -----  
----- Ratee ----- Rating Official -----

Key to Descriptive Rating

- 87-100 - Outstanding
- 73-86 - Very satisfactory
- 53-72 - Satisfactory
- 35-52 - Unsatisfactory
- 34 or below - Poor

Annex A

Attachment to Item on Leadership

EVALUATION ON LEADERSHIP  
(To be accomplished by subordinates)

Instruction: Using a scale of 1 to 10, 1 for very poor and 10 for outstanding, please rate \_\_\_\_\_  
on the following items: (name)

<u>Items</u>	<u>Rating Scale</u> <u>of 1 - 10</u>
<u>Targets</u>  How effectively did he communicate work targets/requirements to you?	_____
<u>Motivation</u>  To what extent did he provide ideas for more effective output on your part? How effectively did he provide motivations and incentives to you and your unit to enable you to work more efficiently?	_____
<u>Work Structure</u>  How effectively did he set up structures/processes so that targets could be efficiently realized?	_____
<u>Controls</u>  How effectively did he implement management control mechanisms like indicating target dates, checking or monitoring progress of your unit, giving you feedback, etc. to support your unit's work?	_____
<u>Development of Subordinates</u>  To what extent did he provide opportunities for your development - e.g., through delegation, training programs, assignment to task force, special assignments, coaching, counselling, job review?	_____

Overall Rating

How would you rate your superior/supervisor on his overall leadership and managerial effectiveness?

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-----  
Name and Signature

-----  
Designation

Annex B

Attachment for Rating Public Relations and Community Involvement

RATING FOR PUBLIC RELATIONS AND COMMUNITY INVOLVEMENT  
(To be accomplished by Non-DECS Raters)

Instructions to Rater

Using a scale of 1 to 10 , 10 for outstanding and 1 for very poor, please rate \_\_\_\_\_  
on the following items: (name)

<u>Items</u>	Rating Scale of 1 = 10
<u>Cooperation</u>  Extent to which he supported regional/provincial programs and cooperated in their implementation as well as quality of participation.	-----
<u>Political Sensitivity</u>  Skills in perceiving effects of his action on other sectors of government/community, or other sectors of the population.	-----
<u>Public Relations</u>  Degree of participation/involvement in social activities, civic programs, associations, etc. Skills in dealing with various publics.	-----
<u>Integrity and Morality</u>  Level of his integrity and morality as perceived by the public.	-----
Overall rating in public relations, political sensitivity and community involvement.	-----

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Signature

-----  
Designation/Position



Claims for PLUS FACTOR should be supported by Documents or Justifications

	<u>Points</u>	<u>Rating</u>
PLUS FACTORS	5	

A ratee may be given additional five points for:

- a. Decisive judicious action in a crisis or emergency situation where such action had significant effects.

The criteria of seriousness of situation and extent/permanence of effect may be used as guide.

- b. Introducing an innovation in curricular programs, delivery system, curriculum materials, cost-saving methodologies where such innovation contributed significantly to the efficiency of the system.
- c. Acts of heroism and courage beyond the normal call of duty.
- d. Distinguished contribution/involvement in activities of other agencies of government or socio-civic organizations.

**DEPARTMENT OF EDUCATION, CULTURE AND SPORTS  
PERFORMANCE APPRAISAL SYSTEM  
FOR ADMINISTRATIVE PERSONNEL**

Guidelines for rating employees under the Performance Appraisal System (PAS)

1. Objectives

- a. To improve the performance of employees in their jobs through a continuing appraisal procedure that considers planning for future action and evaluating past employee performance.
- b. To develop personnel so that they are ready to step into higher positions as these become available.
- c. To provide opportunity for self-appraisal so that the employees can evaluate his own performance, determine and devise ways to improve his weaknesses and build on his strength, and thereby become a more viable member of the organization.

2. Procedure

The New Performance Appraisal System which is primarily concerned with the output requirements of every individual employee involves a procedure with five basic steps:

a. Discussion of Job Description

The employee discusses his job description with his supervisor and they agree on the content of his job and the relative importance of the duties for which he is accountable. In this connection, it is understood that the employee knows and understands the goals of the organization.

b. Establishment of Performance Targets

The employee then draws up a program of performance targets for his job for a six-month period. The list of targets should embody his plans in all of the major areas of his job. The targets should be challenging and realistic. Of utmost importance, the entire target program should be manageable.

c. Discussion of Performance Targets

The employee and the supervisor meet to discuss the target plan the employee has drawn up. The supervisor may suggest improvement of the targets in such a way that the employee has no doubt that he has the freedom to establish his work goals.

d. Determination of Checkpoints

The employee and his supervisor select checkpoints in which progress can be evaluated. The end of the appraisal period is not necessarily the best time to evaluate progress in the implementation of the targets. The supervisor and the employee shall determine jointly these checkpoints and the means by which progress can be evaluated. Accomplishment reports may be an instrument of evaluating the degree of implementation of targets.

e. Discussion of Results

At the end of the evaluation period, the supervisor and the employee meet to discuss the results of the employee's efforts to meet the targets he had previously established.

In checking results, the supervisor should do all he can to assist the employee. This assistance may take many forms such as coaching, training, counselling or reassignment. If the employee still fails to reach his targets after the various means of assistance have been employed, appropriate disciplinary action should be taken against him. On the other hand, the employee who excels in the achievement of his goals should be given recognition. If he cannot be promoted other forms of reward for his exemplary performance should be given.

DEPARTMENT OF EDUCATION, CULTURE AND SPORTS

Performance Appraisal Report

\_\_\_\_\_ to \_\_\_\_\_ 19 \_\_\_\_\_

-----  
READ THE INSTRUCTIONS VERY CAREFULLY BEFORE EVALUATING THE EMPLOYEE  
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I N S T R U C T I O N S

PART I. PERFORMANCE

1. Evaluate the performance of the ratee on the basis of:
  - (a) his actual achievement on his performance targets, planned (PT) and intervening (IT), as checked and listed therein after these were duly established, discussed with and approved by you.
2. Evaluate the ratee by observing the following procedures:
  - (a) determine how the ratee met each of the requirements of his performance targets as enumerated therein. If he exceeds his performance targets by at least twenty-five percent (25%), he should be given a point score of 10 under each of the performance standards therein specified, i.e. Quality, Quantity, and Time. If he also exceeds his performance targets but falls short of outstanding performance, a point score of 8 shall be given. If he meets his performance targets, he should be given a point score of 6. If he fails to meet his performance targets but shows potential for improvement, he should be given a point score of 2.
  - (b) Add all the point scores under the 3 measures of results namely: Quality, Quantity, and Time. Then, divide the total number by the number of point scores. Enter the Average Point Score on the space provided for.

- (c) Multiply the average point score by 75% and enter the equivalent point score on the space provided.

**PART II. CRITICAL FACTORS AFFECTING JOB PERFORMANCE**

1. Evaluate the ratee on the 3 critical factors: Public Relations, Punctuality and Attendance, and Potential. Give the corresponding point score and remarks for each.
2. Get the average point score of the 3 factors and enter in the space provided for.
3. Multiply the point score by 25% and enter in the space for equivalent point score.

**PART III. PERFORMANCE RATING**

**A. Overall Point Score**

1. Add the equivalent point score of Part I and Part II. The total obtained in this process constitute the employees Overall Point Score.
2. Convert the overall point score into the Equivalent Numerical Rating as indicated in the conversion table below:

<u>Range of Expected Overall Point Score</u>	=	<u>Equivalent Numerical Rating</u>
2 - 2.899	=	2
2.9 - 4.699	=	4
4.7 - 7.499	=	6
7.5 - 9.299	=	8
9.3 - 10.000	=	10

3. If the employee was able to achieve both his planned and intervening assignments, he is given an additional point score of 2.

4. Determine his adjectival rating by matching numerical rating with the corresponding adjectival rating below:

2 = Poor

4 = Unsatisfactory

6 = Satisfactory

8 = Very Satisfactory

10 = Outstanding

B. Supervisor's Recommendations

Write down your suggestions for improving employee performance under Supervisor's Recommendations. They may include suggestions for training on specific fields such as human relations, concepts of discipline, etc., as well as proposals for such personnel actions as job rotation, reassignment, promotion, etc.

- C. Accomplish the Performance Appraisal Report in triplicate, 1 copy for the ratee, 1 copy for the rater and 1 copy for the Personnel Officer.

3. Rating Period

There shall be two rating periods during the year, one from January to June, and the other from July to December.

The supervisor should rate the employee's performance at the end of every rating period. The rating that is given to the employee should be discussed with him. Points of disagreements about the rating should be settled at this stage so that satisfactory supervisor-subordinate relationship may be maintained.

4. The Performance Appraisal Report Form

The Performance Appraisal Report Form, a sample of which is attached shall reflect the results of the evaluation of the performance of an individual employee. Only one form is adopted for rating both supervisory and non-supervisory personnel.

5. Manner of Rating

Five adjective ratings which are given corresponding point scores are provided in the system.

- a. Outstanding - An employee shall be given this rating when he exceeds his performance targets by at least 25%. It represents an extraordinary level of achievement and commitment in terms of quality and time, technical knowledge and skill, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all major areas of responsibility. His achievement and contributions to the organization are of marked excellence which even his peers recognize through a forced comparison/distribution method based on the criteria established by the agency concerned.
- b. Very Satisfactory - An employee shall be given this rating when he exceeds the expected output/performance by at least 20% but falls short of what is considered an outstanding performance. In addition, his competence and contributions will be recognized by his peers also through a forced comparison/distribution method based on the criteria established by the agency concerned. Those screened out in the forced comparison/distribution for outstanding performers shall be included in this category.

Only employees with Outstanding and Very Satisfactory Performance ratings shall be considered for promotion.

In the case of employees who are on authorized leave, observation tour or study grant, their latest performance rating before such leave/tour/study leave grant shall be used.

- c. Satisfactory - An employee shall be given this rating when he meets the standard or ordinary requirements of the duties of the position. Those screened out in the forced comparison/distribution for very satisfactory performers shall be included in this category.
- d. Unsatisfactory - An employee shall be given this rating when his performance falls short of the minimum requirements but could stand improvement. It is expected that in the next rating period the employee, under close supervision, will either improve his performance for which he shall be given a satisfactory rating, or if not, he shall get another unsatisfactory rating. Two (2) successive unsatisfactory ratings shall be ground for separation from the service.
- e. Poor - An employee shall be given this rating when he fails to meet performance requirements and there is no evidence to show that he can improve his performance. A rating of Poor shall be ground for separation from the service.

## 6. Responsibilities

### a. Personnel Officers

The Personnel Officer of the central office and the regional Personnel Officer or Administrative Officer shall have overall responsibility for the administration of the New Performance Appraisal System. Likewise, they shall be responsible for providing staff assistance to supervisors and for installing a training program for raters and ratees to insure effective implementation of the system. Furthermore, they shall be responsible for the custody and safekeeping of all rating reports.

### b. Supervisors

Supervisors are responsible for:

- 1. Assuring that the description of each job accurately reflects the duties and responsibilities of every employee;



2. Evaluating performance on a continuing basis and keeping employees currently informed on how they are measuring up to the performance targets set;
3. Giving guidance and assistance to each employee, helping the promising worker progress and assisting the employee whose work is below par to improve; and
4. Insuring that all rating reports are submitted to the head of the Office concerned within 15 days after each rating period.

c. Responsibility of Rating Official

It shall be the responsibility of the rating official to see to it that the performance appraisal system is implemented honestly and properly.

7. Training for Raters and Ratees

Each Office/Bureau/Agency shall conduct a training course for raters and ratees on the mechanics of rating under this New Performance Appraisal System. It shall seek the assistance of the Civil Service Commission in the preparation and conduct of such training.

8. Right to Appeal

Since an employee's performance report may influence many vital personnel decisions affecting him, it is important that he has right to appeal his rating.

An employee who expresses dissatisfaction with the rating given him may appeal through the duly established Grievance Procedure in accordance with Office Order dated March 5, 1990 within fifteen (15) days from receipt of his copy of the performance appraisal report. Failure to file an appeal within the prescribed period shall be deemed a waiver of such right.

## RATING EMPLOYEE'S PUNCTUALITY AND ATTENDANCE

In order to provide a uniform basis of rating the above critical factor and thereby contribute to the desired objectivity of the new rating system, the ratings as shown in the following tables are established and hereby prescribed for adoption.

<u>PUNCTUALITY</u>			<u>ATTENDANCE</u>		
No. of Times Tardy	: Point : Score	: Adjectival : Rating	No. of Times Absent	: Point : Score	: Adjectival : Rating
0	: 10	: Outstanding	0	: 10	: Outstanding
1 - 6	: 8	: Very Satis- : factory	1 - 5	: 8	: Very Satis- : factory
7 - 18	: 6	: Satisfactory	6 - 15	: 6	: Satisfactory
19 - 24	: 4	: Unsatisfac- : tory	16 - 22	: 4	: Unsatisfac- : tory
25 or more	: 2	: Poor	23 or more	: 2	: Poor

It must be pointed out, however, that the rating of the individual employee in this area, using his time card as the basic reference shall constitute only 50% of his rating for Punctuality and Attendance. The other 50% shall be based on the supervisor's direct observation of the employee's actual presence in his job.

Likewise, the following cases should be excluded in the determination of the rating for attendance:

1. Authorized leave of an employee not in excess of leave credits earned during the rating period.
2. Maternity leave and other sick leaves due to major operations or any other serious illness duly certified by a government physician.

## INDICATORS FOR RATING PUBLIC RELATIONS AND POTENTIALS

<u>PUBLIC RELATIONS</u>	<u>VALUE</u>
- Employee is very effective in dealing with public; gets along easily with other members of the workforce; highly respected in the organization.	10
- Employee can be relied upon to deal with the public and is generally courteous and accommodating; cooperative with peers and respectful of superiors.	8
- Employee has the ability to deal with the public and peers, although he needs some advice at times.	6
- Employee has some difficulty in dealing with the public; is occasionally discourteous except when attending to important or influential persons, needs further improvement.	4
- Has considerable difficulty in dealing with the public, draws negative reactions; is often discourteous and irritable.	2

<u>POTENTIALS</u>	<u>VALUE</u>
- Can always be depended upon; always cooperative; sets an excellent example for others; carries out work assignments with enthusiasm; innovative and open-minded; well liked and respected by co-employees and supervisors.	10
- Very dependable; shows above average interest in work; has exceptional sense or ability to get along and deal with co-workers.	8
- Usually cooperative and can be relied upon to fulfill job demands; shows normal interest in work and has no difficulty in getting along with others.	6
- Generally indifferent concerning work; often fails to give his best as to devote full time attention to duties; not fully dependable.	4
- Shows no interest in work, uncooperative and causes continual friction among officemates, cannot be depended upon.	2

CIVIL SERVICE COMMISSION  
Performance Appraisal Report  
to \_\_\_\_\_

Employee \_\_\_\_\_ Position \_\_\_\_\_

**PART I: PERFORMANCE**

Office/Agency \_\_\_\_\_ Division/Section \_\_\_\_\_

PT*	IT*	RESULT	QUANTITY		QUALITY		TIME		REMARKS	Rating		
			Planned	Actual	Planned	Actual	Planned	Actual		ON	OL	T

Average Point Score \_\_\_\_\_  
Equivalent Point Score \_\_\_\_\_

PT\* = Planned Targets  
IT\* = Intervening Targets

TOTAL Grand Total \_\_\_\_\_

PART II. CRITICAL FACTORS AFFECTING JOB PERFORMANCE\*

Factors: Point Scores

1. Public Relations \_\_\_\_\_

2. Punctuality/Attendance \_\_\_\_\_

3. Potential \_\_\_\_\_

T o t a l \_\_\_\_\_

Average Point Score \_\_\_\_\_

Equivalent Point Score \_\_\_\_\_

PART III. PERFORMANCE RATING

A. Overall Point Score \_\_\_\_\_

Equivalent Numerical Rating \_\_\_\_\_

Additional Point Score (if any) \_\_\_\_\_

Total Numerical Rating \_\_\_\_\_

Adjectival Rating \_\_\_\_\_

B. Supervisor's Recommendations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

REMARKS:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

SIGNATURES

Ratee \_\_\_\_\_ Date \_\_\_\_\_  
Position \_\_\_\_\_

Discussed with:

Rater \_\_\_\_\_ Date \_\_\_\_\_  
Position \_\_\_\_\_

Reviewed by:

Rater's Supervisor \_\_\_\_\_ Date \_\_\_\_\_  
Position \_\_\_\_\_

Asst. Director/Director \_\_\_\_\_  
Date \_\_\_\_\_

\*Please see definitions of Critical Factors on the reverse side of this page

Public Relations:

Public relations shall include the individual's ability to develop harmonious relations with superiors, colleagues, and subordinates on one hand, and the immediate public with which the transacts official business on the other.

Punctuality and Attendance:

The supervisor has two (2) references for rating punctuality and attendance. He first reviews the employee's time card. Then he compares it with his observations made as to the presence of the employee in the office. Discrepancies should be duly noted to arrive at a justifiable rating.

Potential:

A potential is a possible talent ability or skill possessed by an individual which can be further developed. In rating this factor, the supervisor shall also consider leadership, supervising abilities, creativity and innovativeness. There are employees, however, who have potentials which are not related to their present job. In cases like this, the supervisor may help the employee by recommending him to a job which is in line with his potentials.

PERFORMANCE TARGETS WORKSHEET

EMPLOYEE: \_\_\_\_\_

DIVISION/SECTION: \_\_\_\_\_

POSITION: \_\_\_\_\_

BUREAU/DEPARTMENT/DIRECTORATE: \_\_\_\_\_

FUNCTIONS AND ACTUAL DUTIES	KEY RESULT AREAS	PERFORMANCE TARGETS			
		RESULTS	MEASURES OF QUANTITY	MEASURES OF QUALITY	TIME

PLEASE SIGN COMMENT ON THE REVERSE SIDE OF THIS PAGE. THIS FORM WILL BE ATTACHED TO THE PERFORMANCE APPRAISAL REPORT.

I agree to achieve these targets for the rating period \_\_\_\_\_ to \_\_\_\_\_, 19\_\_\_\_.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

I agree to assist the employee achieve his/her targets for the rating period \_\_\_\_\_ to \_\_\_\_\_, 19\_\_\_\_.

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date



PERFORMANCE APPRAISAL SYSTEM  
(FOR LAWYERS)

This is a Performance Appraisal System (PAS) for lawyers involved in quasi-judicial and other legal services of the various Departments and Agencies. The Performance Appraisal Form (PAF) consists of two parts. Part I is the instrument that records the assessment of a lawyer's actual performance in a supervisory or non-supervisory capacity while Part II refers to the critical factors affecting performance. It is simple, easy to administer and practical.

THE PERFORMANCE APPRAISAL FORM (PAF)

(PART I)

- Column I - Objective - This indicates what is to be done.
- Column II - Nature of Task - This describes the kind of task to be done which includes the preparation of a decision in an administrative or non-disciplinary case, an opinion or ruling, an order, an investigation or a hearing to be conducted. It also refers to the preparation of a letter, an indorsement, a referral, or any other communication. This may also include any other kind of special or intervening assignments.

Administrative or non-disciplinary cases may be categorized as: SIMPLE - where on the basis of documents/papers or records on file a decision can be made; DIFFICULT - where the case has to be referred to the Department or Agency concerned for further comment/information, would require further research and study, and would entail more time and effort to finish; and COMPLICATED - where aside from being difficult, this case would require further investigation or formal hearing, hence, a longer period would be needed to dispose of this case. Moreover, there are other contributory factors affecting the period within which to attend to, or dispose of, this case. By and large, these are partially, if not wholly attributable to the parties themselves, their counsels and respective witnesses. Further, that attendance and availability of these persons at scheduled hearings are beyond the control of the Board or the Agency concerned.

Column III - Time Frame - This indicates the period within which a particular task has to be completed, as for example:

Simple Case - - - - - 5-10 days  
Difficult Case - - - - - 15 days to 2 months  
Complicated Case- - - - - 3 to 5 months (Period which is flexible depending upon the circumstances)

Column IV - Output (Quantity) - This identifies the completed task which includes but is not exclusive of the following: number of decisions drafted and number of decisions reviewed or finalized.

Column V - Performance Rating Factors - This Column indicates the ratable factors, namely: CONTENT/SUBSTANCE, FORM, ACCEPTABILITY, TIMELINESS, and QUANTITY.

Column VI - (Average Ratings) - In this column, the average rating for each category of tasks accomplished or completed for the current period of evaluation should be indicated. Category, in this case, refers to the type of assigned tasks accomplished such as Decision (disciplinary); Decision (Protests and non-disciplinary cases); Opinions/Rulings; Orders; Referrals; Trial and Investigation (Counsel or Prosecutor or Hearing Officer or Board Secretary as the case may be) and so forth. The total point score, the final average point score and the equivalent point score are, and should be, indicated at the bottom of this column.

### PERFORMANCE STANDARDS

These refer to the criteria used in assessing the performance of a lawyer as described in the succeeding paragraphs. These standards are applicable to lawyers who are performing in their agencies either supervisory or non-supervisory legal functions.

#### I. Decisions - Disciplinary, Protest and Non-Disciplinary Cases

##### A. Content/Substance

1. Complete and logical presentation of essential or material facts
2. Accurate presentation of pivotal or prejudicial issues and corollary ones, if any
3. Accurate citation of pertinent authorities (laws, rules, regulations, precedents, jurisprudence)

4. Correct assessment/appreciation of evidence presented and proved
5. Findings/conclusions are in accordance with facts proved, and existing laws, rules, regulations, jurisprudence cited
6. Statement of appropriate penalty or sanction imposed, or of remedy, relief sought, or action taken in non-disciplinary cases.

B. Form

1. Organization/Coherence - is characterized by the proper and logical groupings of antecedent facts, ideas and arguments so as to produce a harmonious whole and a cumulative and mass effect of persuasiveness.
2. Language/Style - statements/paragraphs in a decision must be written or couched in understandable language and style which is neither labored or obscure. The tone of the language used must be impersonal and objective in order to obviate impression of bias or prejudice.
3. Grammar - is characterized by correct spelling of words, tenses of verbs used, persons, numbers, apt modifiers, adverbs, adjectives, phrasing, punctuations, etc.
4. Diction - in written communication, is characterized by the choice of appropriate words, terms, phrases, idiomatic expressions and so forth which connote or convey the meaning intended.

C. Acceptability - (Degree of Acceptability)

1. Adopted in toto with no correction
2. Modification/correction - minimal
3. Substantial modification/amendments
4. 75% correction/amendment made
5. Unacceptable

D. Timeliness - (Promptness in the Accomplishment of Tasks)

1. Completed 1 month before target date
2. Completed 15 days before target date
3. Completed on target date
4. Completed after target date
5. Unacted/unfinished for some time

E. Quantity - (Percentage of Accomplishment)

1. 90% - 100%
2. 80% - 89%
3. 70% - 79%
4. 60% - 69%
5. 50% - 59%

II. Opinions and Rulings

A. Content/Substance

1. Complete and logical presentation of antecedent facts
2. Correct statement of main issues and corollary ones, if any
3. Accurate citation of applicable authorities
4. Correct analysis of facts, applicable laws and other authorities
5. Correct findings/conclusions
6. Whenever an earlier opinion/ruling is reversed or modified, a statement to that effect

B. Form

1. Organization/Coherence - is characterized by the proper and logical groupings of antecedent facts, ideas, arguments so as to produce a harmonious whole and a cumulative and mass effect or persuasiveness.

2. Language/Style - statements/paragraphs in a decision must be written or couched in understandable language and style which is neither labored or obscure. The tone of the language used must be impersonal and objective in order to obviate impression of bias or prejudice.
3. Grammar - is characterized by correct spelling of words, tenses of verbs used, persons, numbers, apt modifiers, adverbs, adjectives, phrasing, punctuations, etc.
4. Diction - in written communication, is characterized by the choice of appropriate words, terms, phrases, idiomatic expressions and so forth which connote or convey the meaning intended.

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1. Adopted in toto with no correction
2. Modification/correction - minimal
3. Substantial modification/amendments
4. 75% correction/amendment made
5. Unacceptable

D. Timeliness - (Promptness in the Accomplishment of Tasks)

1. Completed 1 month before target date
2. Completed 15 days before target date
3. Completed on target date
4. Completed after target date
5. Unacted/unfinished for some time

E. Quantity - (Percentage of Accomplishment)

1. 90% - 100%
2. 80% - 89%
3. 70% - 79%

4. 60% - 69%

5. 50% - 59%

III. Preliminary Investigation

1. Thoroughness in eliciting material and relevant facts from complainant, witnesses, and other parties
2. Proper deportment and business-like behavior shown by investigator-lawyer assigned
3. Adherence to established rules of procedures
4. Accurate and prompt report and recommendation

IV. Formal Investigation/Hearing

A. For Hearing Officer

1. Adherence to established rules of procedure
2. Correct and prompt ruling on, or disposition of, objections, motions, manifestations, etc., of counsels
3. Proper control of the proceeding as well as the conduct of parties, their counsels and witnesses
4. Proper attire and business-like behavior in order to obviate impressions of partiality
5. Accurate and prompt report, summation and recommendation

B. For Counsel

1. Correct and expeditious presentation of the case in accordance with the established rules of practice and procedure
2. Proper attire and business-like deportment and behavior
3. Demonstrate skills in advocacy and extent of preparation made

C. Secretary to the Board/Clerk of Court

1. Thorough knowledge of the facts and progress of the proceedings in the case
2. Proper attire and deportment
3. Prompt preparation/transmittal of subpoenas, subpoena duces tecum and other interlocutory orders
4. Prompt and correct marking of exhibits and other evidence presented and admitted
5. Prompt action on oral directives issued in open court by the Board of hearing officer assigned

V. Orders

A. Content/Substance

1. Language is clear, concise and not subject to misinterpretation
2. Parties/persons include those sought to be ordered and are named correctly
3. Statement of specific directive issued and justifications therefor are included

B. Form

1. Organization and paragraphing are logical
2. Language is clear and concise
3. Grammar is correct
4. Terms used are appropriate

C. Acceptability - (Degree of Acceptability)

1. Adopted in toto with no correction
2. Modification/correction - minimal
3. Substantial modification/amendments
4. 75% correction/amendment made
5. Unacceptable

D. Timeliness - (Promptness in the Accomplishment of Tasks)

1. Completed 1 month before target date
2. Completed 15 days before target date
3. Completed on target date
4. Completed after target date
5. Unacted/unfinished for some time

E. Quantity - (Percentage of Accomplishment)

1. 90% - 100%
2. 80% - 89%
3. 70% - 79%
4. 60% - 69%
5. 50% - 59%

VI. Referrals/Letters, Indorsements

A. Content/Form

1. Correct addressees and their addresses
2. Correct request/message conveyed
3. No grammatical errors
4. Facts cited are accurate
5. No typographical errors

B. Acceptability - (Degree of Acceptability)

1. Adopted in toto with no correction
2. Modification/correction - minimal
3. Substantial modification/amendments
4. 75% correction/amendment made
5. Unacceptable

C. Timeliness - (Promptness in the Accomplishment of Tasks)

1. Completed 1 month before target date



2. Completed 15 days before target date
3. Completed on target date
4. Completed after target date
5. Unacted/unfinished for some time

D. Quantity - (Percentage of Accomplishment)

1. 90% - 100%
2. 80% - 89%
3. 70% - 79%
4. 60% - 69%
5. 50% - 59%

Assessment of Ratee  
(PART I & PART II)

I. Procedure

A. Performance

1. The ratee should be assessed on the basis of his actual performance for the specific evaluation period, taking into account established standards for the accomplishment of specific tasks and functions, seminars, training courses attended and completed, and other special or intervening assignments started/completed during the period.
2. Where the ratee has accomplished 90% to 100% of his assigned tasks for the period and approximated, or excelled in the established performance standards for the accomplishment of all categories of these tasks, he should be rated 10 points for each of the factors listed in Column V of the Performance Appraisal Form.
3. However, even if he has rendered such percentage of output mentioned in No. 2, but falls short of the outstanding performance described in the preceding number (2), he should be rated 8 points for each of said criteria. If he meets the minimum standards he should be rated 6 points. If he fails to satisfy the standards but demonstrates potentials for improvement, he should be rated a point score of 4. In case, he fails to meet the requirements and shows no indication of improving his performance within a specified period given, he should be rated 2 points.
4. Add all the point scores corresponding to the five (5) performance rating factors, namely: Content/Substance, Form, Acceptability, Timeliness and Quantity for each category of assigned tasks accomplished. Then divide this sum by the number of point scores. Write the resultant average score for each category of tasks in Column VI. Again, add all the average scores for all categories of tasks and divide the resultant by the number of categories or

classes of work accomplished for the period. Enter the total point score at the bottom of Column VI. Then multiply this average point score by 75% and enter the product on the equivalent point score provided at the bottom of the same Column VI.

B. Critical Factors Affecting Job Performance

1. Evaluate the ratee on the critical factors: Public Relations, Punctuality and Attendance, and Potential. Give the corresponding point score and remarks for each.
2. Get the average point score of the 3 factors and enter in the space provided for.
3. Multiply the point score by 25% and enter in the space for Equivalent Point Score.

C. Performance Rating

1. Overall Point Score

- a. Add the equivalent point scores of Part I and Part II. The total obtained in this process constitutes the employee's Overall Point Score.
- b. Convert the overall point score into the Equivalent Numerical Rating as indicated in the conversion table below:

<u>Range of Expected Overall Point Score</u>	=	<u>Equivalent Numerical Rating</u>
2 - 2.899	=	2
2.9 - 4.699	=	4
4.7 - 7.499	=	6
7.5 - 9.299	=	8
9.3 - 10.000	=	10

- c. If the employee was able to achieve both his regular and intervening assignments, he is given an additional point score of 2.

d. Determine his adjectival rating by matching numerical rating with corresponding adjectival rating below:

2 = Poor  
4 = Unsatisfactory  
6 = Satisfactory  
8 = Very Satisfactory  
10 = Outstanding

2. The rater should apprise the ratee of the assessment of his performance for the current period of evaluation so that any complaint, objection or question he may raise can be discussed and resolved before said assessment is finalized.

3. Supervisor's Recommendations

Write down your suggestions for improving employee's performance under Supervisor's Recommendations. They may include suggestions for training on specific fields such as Human Relations, Concept of Discipline, etc., as well as proposals for such personnel actions as job rotation, reassignment, promotion, etc.

4. Accomplish the Performance Appraisal Report in triplicate - 1 copy for the ratee, 1 copy for the rater, and 1 copy for the Personnel Officer.

5. Responsibility of Rating Official

It shall be the responsibility of the rating official to see to it that the performance appraisal system is implemented honestly and properly.

6. Manner of Rating

Five adjective ratings which are given corresponding point scores are provided in the system:

a. Outstanding - An employee shall be given this rating when he

exceeds his performance targets by at least 25%. It represents an extraordinary level of achievement and commitment in terms of quality and time, technical knowledge and skill, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all major areas of responsibility. His achievement and contributions to the organization are of marked excellence which even his peers recognize through a forced comparison/distribution method based on the criteria established by the agency concerned.

- b. Very Satisfactory - An employee shall be given this rating when he exceeds the expected output/performance by at least 20% but falls short of what is considered an outstanding performance. In addition, his competence and contributions will be recognized by his peers also through a forced comparison/distribution method based on the criteria established by the agency concerned. Those screened out in the forced comparison/distribution for outstanding performers shall be included in this category.

Only employees with Outstanding and Very Satisfactory Performance Ratings shall be considered for promotion.

In the case of employees who are on authorized leave, observation tour or study grant, their latest performance rating before such leave/tour/study grant shall be used.

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- e. Poor - An employee shall be given this rating when he fails to meet performance requirements and there is no evidence to show that he can improve his performance. A rating of Poor shall be ground for separation from the service.

7. Rating Period

Performance evaluation shall be done semi-annually, on June 30 and December 31 of every year.

8. Right to Appeal

Since an employee's performance report may influence many vital personnel decisions affecting him, it is important that he has the right to appeal his rating.

An employee who expresses dissatisfaction with the rating given him may appeal through the duly established Grievance Procedure in accordance with Office Order dated March 5, 1990 within fifteen (15) days from receipt of his copy of the performance appraisal report. Failure to file an

PERFORMANCE APPRAISAL FORM

\_\_\_\_\_ to \_\_\_\_\_ 19\_\_

Period Ending \_\_\_\_\_

**Part I: Performance  
(Supervisory/Non-Supervisory)**

Rating for the Period \_\_\_\_\_

I OBJECTIVE	II NATURE OF TASK*	III TIME FRAME		IV OUTPUT (QUANTITY)	V PERFORMANCE RATING FACTORS	VI AVERAGE RATING
		Started	Finished			

RAITER'S SUPERVISOR \_\_\_\_\_ SIGNATURE OF RATEE \_\_\_\_\_

\* MAY INCLUDE INTERVENING ASSIGNMENTS/JOB

SIGNATURE OF RATER

TOTAL POINT SCORE \_\_\_\_\_  
 AVERAGE P DPF SCORE \_\_\_\_\_  
 EQUIVALENT POINT SCORE \_\_\_\_\_

PART II. CRITICAL FACTORS AFFECTING JOB PERFORMANCE\*

Factors: Point Scores:

- 1. Public Relations \_\_\_\_\_
  - 2. Punctuality/Attendance \_\_\_\_\_
  - 3. Potential \_\_\_\_\_
- T o t a l \_\_\_\_\_
- Average Point Score \_\_\_\_\_
- Equivalent Point Score \_\_\_\_\_

PART III. PERFORMANCE RATING

- A. Overall Point Score \_\_\_\_\_
- Equivalent Numerical Rating \_\_\_\_\_
- Additional Point Score (if any) \_\_\_\_\_
- Total Numerical Rating \_\_\_\_\_
- Adjectival Rating \_\_\_\_\_

B. Supervisor's Recommendations:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

REMARKS:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

SIGNATURES

Ratee \_\_\_\_\_ Date \_\_\_\_\_

Position \_\_\_\_\_

Discussed with: \_\_\_\_\_

Rater \_\_\_\_\_ Date \_\_\_\_\_

Position \_\_\_\_\_

Reviewed by: \_\_\_\_\_

Rater's Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Position \_\_\_\_\_

Asst. Director/Director \_\_\_\_\_

Date \_\_\_\_\_

\*Please see definitions of Critical Factors on the reverse side of this page



Public Relations:

Public relations shall include the individual's ability to develop harmonious relations with superiors, colleagues, and subordinates on one hand, and the immediate public with which the transacts official business on the other.

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The supervisor has two (2) references for rating punctuality and attendance. He first reviews the employee's time card. Then he compares it with his observations made as to the presence of the employee in the office. Discrepancies should be duly noted to arrive at a justifiable rating.

Potential:

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INSTRUCTIONS ON THE USE OF THE PERFORMANCE  
APPRAISAL SYSTEM FOR TEACHERS (PAST)

INTRODUCTION

The Performance Appraisal System for Teachers (PAST) basically reflects the results or output orientation concept conformably to the New Performance Appraisal System (NPAS) prescribed by the Civil Service Commission in its Memorandum Circular No. 2, s. 1978.

This instrument considers three aspects, namely: (1) learner's achievement which is the terminal goal of instruction; (2) teacher competence which can be evaluated on the basis of indicators or observable performance such as provision of appropriate lessons and activities for the development of national consciousness and desirable values and habits, development and use of instructional materials and teaching strategies, records management, punctuality, professional growth, community and allied services; and, (3) teacher personality and human relations.

To provide added incentives to teachers, credits for outstanding services rendered outside official time are given credit as plus factors.

In many of the items under Teacher Competence, the use of indicators or observable factors has been avoided of considering that, in the teaching/learning process, there are performance standards which cannot easily be stated in terms of measurable results.

This performance appraisal system is intended for elementary and secondary classroom teachers.

MANNER OF RATING

Five adjective ratings which are given corresponding point scores are provided in the system:

1. Outstanding - A teacher shall be given this rating when he exceeds his performance targets by at least 25%. It represents an extraordinary level of achievement and commitment in terms of quality and time, technical knowledge and skill, ingenuity, creativity and initiative. Teachers at this performance level should have demonstrated exceptional job mastery in all major areas of

responsibility. His achievement and contributions to the organization are of marked excellence which even his peers recognize through a forced comparison/distribution method based on the criteria established by the agency concerned.

2. Very Satisfactory - A teacher shall be given this rating when he exceeds the expected output/performance by at least 20% but falls short of what is considered an outstanding performance. In addition, his competence and contributions will be recognized by his peers also through a forced comparison/distribution method based on the criteria established by the agency concerned. Those screened out in the forced comparison/distribution for outstanding performance shall be included in this category.

Only teachers with Outstanding and Very Satisfactory Performance Ratings shall be considered for promotion.

In the case of teachers who are on authorized leave, observation tour or study grant, their latest performance rating before such leave/tour/study grant shall be used.

3. Satisfactory - A teacher shall be given this rating when he meets the standard or ordinary requirements of the duties of the position. Those screened out in the forced comparison/distribution for very satisfactory performers shall be included in this category.

4. Unsatisfactory - A teacher shall be given this rating when his performance falls short of the minimum requirements but could stand improvement. It is expected that in the next rating period the teacher, under close supervision, will either improve his performance for which he shall be given a satisfactory rating, or if not, he shall get another unsatisfactory rating. Two (2) successive unsatisfactory ratings shall be ground for separation from the service.

5. Poor - A teacher shall be given this rating when he fails to meet performance requirements and there is no evidence to show that he can improve his performance. A rating of Poor shall be ground for separation from the service.

#### RATING PERIOD

Teachers shall be rated at the end of the school year. However, a preliminary rating may be made at the end of the first semester or at any other convenient time as a checkpoint to help the teacher achieve targets set.

#### WHO SHALL RATE

Teachers shall be rated by their immediate supervisor as follows:

1. All teachers in elementary schools shall be rated by the principal or by the head teacher, if the school is headed by a head teacher.
2. Teachers in secondary schools shall be rated by the principal assisted by the assistant principals and the department heads or head teachers if there are such officials in the school.
3. Teachers in elementary schools headed by a teacher-in-charge shall be rated by the district supervisor or the principal who has administrative supervision over such schools.
4. In a vocational school headed by the vocational school superintendent/vocational school administrator with department heads/vocational instruction supervisors, the teachers shall be rated by their respective department heads/vocational instruction supervisors, to be reviewed by the superintendent/vocational school administrator.

The performance ratings of the teachers shall be reviewed by the next higher school official in line concerned and approved by the superintendent.

#### PROCEDURE

##### A. Rating under Pupil/Student Achievement

To determine the rating in A, Pupil/Student Achievement in skills and knowledge, at the start of the rating period, targets shall be set by the teacher and the rater on the number of pupils attaining the proficiency level indicated.

The mastery level for each subject area on the elementary level may be derived from the criteria listed in MEC Order No. 25, s. 1978. On the secondary level, this may be determined by a division committee composed of division supervisors and heads/coordinators of subject areas pending issuance of the curriculum continuum for secondary schools. The targets should reflect what is deemed as a satisfactory level of performance for a teacher considering various factors.

In setting the targets, a number of factors like proficiency level of the class, books or instructional materials available to the class, and general conditions in the school or community, shall be taken into account. The targets, therefore, of a Grade II teacher teaching in a school provided with all necessary support materials, with a class of selected top-section pupils, will be very much higher both in number and in proficiency level, than the targets of a Grade II teacher teaching in a remote DDU school in an economically disadvantaged community.

The rating is based on the comparison of the actual achievement with the targets. If the accomplishment only meets the target, the rating is satisfactory (6). If accomplishment exceeds the targets, the rating is VS or (8) or Outstanding (10) depending on the percentage of increase.

The guidelines give in detail the computation of rating under this factor.

B. Rating under Teacher Competence

To determine the rating for items under Teacher Competence as well as Teacher Personality and Human Relations, reference shall be made to the indicators given in the Guidelines. It will be necessary for the rating official, in this regard, to keep records of classroom observations, attendance, and other observed activities of the teacher.

C. Explanatory Statement

The rating official shall give a statement in the appropriate space in the rating sheet to explain why the teacher was given such a rating. For example, if a teacher was rated 4 in Punctuality and Attendance, his support statement may be: Had been absent 7 times totalling 14 days during the year.

D. Weighting

The rating for each item shall be multiplied by the weight and the weighted rating entered in the column indicated. The sum of the ratings shall be taken to be

divided by 10 to get the average weighted rating. The descriptive equivalent is given in the rating sheet.

E. Plus Factor

A new feature of this rating system is the bonus or Plus Factor which a teacher may gain for distinctive performance or activity accomplished in addition to or beyond his normal functions. Items creditable under Plus Factors are given in the Guidelines. Maximum points for Plus Factor, however, is only 1. Credits shall be given only to achievements during the rating period. A teacher may not use excess points earned in 1981-1982 as credit for his performance rating for 1982-1983.

F. Final Rating

If any credit has been earned under Plus Factor, this is added to the average weighted rating to get the final rating of the teacher. If no credit under Plus Factor has been earned, the average weighted rating shall be the final rating.

G. Teacher's Concurrence

The rating shall be shown to the teacher who shall indicate his concurrence by signing the rating sheet. Questions/complaints should be threshed out. If the teacher does not concur with the rating official, he should indicate his non-concurrence but he should sign the rating sheet as an indication that it was shown to him.

H. Remarks

The rating official may indicate in the space under Remarks any entry about the teacher which may be useful for future reference. Such remarks, may indicate certain desirable behaviors or qualities demonstrated by the teacher not otherwise included in any of the items for rating, or certain accomplishments that were notable but did not meet the standards for plus factors.

I. Responsibility of Rating Official

It shall be the responsibility of the rating official to see to it that the performance appraisal system is implemented honestly and properly.

J. Right to Appeal

Since a teacher's performance report may influence many vital personnel decisions affecting him, it is important that he has right to appeal his rating.

PERFORMANCE RATING SHEET FOR TEACHERS

Name \_\_\_\_\_ School \_\_\_\_\_  
 Rating Period \_\_\_\_\_ District \_\_\_\_\_  
 (School Year) \_\_\_\_\_ Division \_\_\_\_\_

I t e m s	Rating	Weight	Weighted Rating
<b>A. PUPIL/STUDENT ACHIEVEMENT</b> (Skills and knowledge)			
<u>Achievement of knowledge and skills objective</u>	_____	4.00	_____
Target/s:			
_____			
_____			
_____			
Actual Achievement:			
_____			
_____			
_____			
<b>B. TEACHER COMPETENCE</b>			
1. <u>Development of national consciousness and desirable values and habits</u>	_____	2.00	_____
Support statement for rating given:			
_____			
_____			
_____			
2. <u>Preparation and utilization of instructional materials</u>	_____	1.00	_____
Support statement for rating given:			
_____			
_____			
_____			

A teacher who expresses dissatisfaction with the rating given him may appeal through the duly established Grievance Procedure in accordance with Office Order dated March 5, 1990 within fifteen (15) days from receipt of his copy of the performance appraisal report. Failure to file an appeal within the prescribed period shall be deemed a waiver of such right.



I t e m s	Rating	Weight	Weighted Rating
3. <u>Pupil Evaluation</u> Support statement for rating given: ----- ----- -----	-----	1.00	-----
4. <u>Professional Growth</u> Support statement for rating given: ----- ----- -----	-----	.25	-----
5. <u>Records and Report Management</u> Support statement for rating given: ----- ----- -----	-----	.25	-----
6. <u>Community and Allied Services</u> Support statement for rating given: ----- ----- -----	-----	.25	-----
7. <u>Punctuality and Attendance</u> Support statement for rating given: ----- ----- -----	-----	.25	-----

I t e m s	Rating	Weight	Weighted Rating
C. TEACHER PERSONALITY & HUMAN RELATIONS	-----	1.00	-----
Support statement for rating given: ----- ----- ----- -----			
Overall weighted rating - - - - -			-----
Average weighted rating - - - - - (Overall weighted rating divided by 10)			-----

D. PLUS FACTORS (total not to exceed 1.00)

Enter here whatever activities or accomplishments may be credited under Plus Factors and the corresponding credit points.

<u>Items</u>	<u>Points Credit</u>
Total for credit under Plus Factors - - - -	-----
Final Numerical Rating - - - - -	-----

Descriptive equivalents of Numerical Ratings:

- 9.3 - above - Outstanding (O)
- 7.5 - 9.2 - Very satisfactory (VS)
- 5.0 - 7.4 - Satisfactory (S)
- 3.0 - 4.9 - Unsatisfactory (US)
- 2.0 - 2.9 - Poor (P)

S U M M A R Y

Final Numerical Rating \_\_\_\_\_

Descriptive Rating \_\_\_\_\_

Rated by:

(Sgd.) \_\_\_\_\_  
Name & Designation

Shown to me and concurred in:

Reviewed by:

(Sgd.) \_\_\_\_\_  
Teacher

(Sgd.) \_\_\_\_\_  
Name & Designation

\_\_\_\_\_  
Date

Note: All signatures should be above printed name.

Any additional remarks:

\_\_\_\_\_  
Signature of Rating Official

GUIDELINES FOR RATING TEACHERS  
IN THE ITEMS INDICATED

Guidelines for Rating Item A, Pupil Development

<u>Indicators</u>	<u>Rating</u>
A. Attained at least 25% increase over the targetted number of a class and at least 10% increase over the proficiency level set in the minimum essential for a grade/subject at the end of the school year. . . . .	10

Below are examples of cases that merit a rating of 10.

Example 1.

Target: 28 pupils out of 40 achieve  
75% proficiency  
Accomp: 35 pupils out of 40 achieve  
85% proficiency

This accomplishment shows an increase over the target in number by 7 or 25% and in proficiency by 10%.

However, if the targetted number for a class is very high such that 25% increase is not possible, attaining the 100% in number is sufficient for a rating of 10, provided the increase in proficiency is more than 10%.

Example 2.

Target: 35 pupils out of 40 achieve  
85% proficiency  
Accomp: 40 pupils out of 40 achieve  
95 % proficiency

This accomplishment shows an increase over the target in number by 5 or 14% and in proficiency by 10%.

NOTE: It is impossible to achieve 25% increase in this case as the teacher has achieved her target of 40 out of 40 pupils or 100% already.

Example 3.

Target: 40 pupils out of 40 achieve  
75% proficiency  
Accomp: 40 pupils out of 40 achieve  
95% proficiency

This accomplishment shows  
target in number only met, no  
increase but an increase in  
proficiency by 20% was noted.

- B. Attained at least 10% increase over a  
targetted number of a class and/or a 10%  
increase over the 75% proficiency  
level. . . . .

8

Example 1.

Target: 28 pupils out of 40 achieve  
75% proficiency  
Accomp: 31 pupils out of 40 achieve  
75% proficiency

Increase: 3 pupils or 10% and 0%  
proficiency

Example 2.

Target: 28 pupils out of 40 achieve  
75% proficiency  
Accomp: 28 pupils out of 40 achieve  
85% proficiency

Increase: 0 pupils and 10%  
proficiency

Example 3.

Target: 30 pupils out of 40 achieve  
75% proficiency  
Accomp: 33 pupils out of 40 achieve  
85% proficiency

Increase: 3 pupils or 10% and 10%  
proficiency

- C. Attained the targetted number in the  
class and the targetted proficiency level  
in the minimum requirements of the grade/  
subject. . . . .

6

Example 1.

Target: 24 pupils out of 40 achieve  
75% proficiency  
Accomp: 24 pupils out of 40 achieve  
75% proficiency

Increase: 0 pupils and 0%  
proficiency

Example 2.

Target: 30 pupils out of 40 achieve  
85% proficiency  
Accomp: 30 pupils out of 40 achieve  
85% proficiency

Increase: 0 pupils and 0%  
proficiency

- D. Failed to attain the targetted number of a class and/or the targetted proficiency level in the minimum essentials for the grade/subject by at least 5% . . . . .

4

Example 1.

Target: 30 pupils out of 40 achieve  
75% proficiency  
Accomp: 28 pupils out of 40 achieve  
75% proficiency

Deficiency: 2 pupils or 5% and 0%  
proficiency

Example 2.

Target: 30 pupils out of 40 achieve  
85% proficiency  
Accomp: 30 pupils out of 40 achieve  
80% proficiency

Deficiency: 0 pupils and 5%  
proficiency

Example 3.

Target: 30 pupils out of 40 achieve  
75% proficiency  
Accomp: 28 pupils out of 40 achieve  
70% proficiency

Deficiency: 2 pupils or 5% and 5%  
proficiency

- E. Failed to attain the targetted number of the class and/or the targetted proficiency level by at least 20% . . . . .

2

Example 1.

Target: 24 pupils out of 40 achieve  
75% proficiency  
Accomp: 16 pupils out of 40 achieve  
75% proficiency  
Deficiency: 8 pupils or 20% and 0%  
proficiency

Example 2.

Target: 30 pupils out of 40 achieve  
80% proficiency  
Accomp: 30 pupils out of 40 achieve  
60% proficiency  
Deficiency: 0 pupils and 20%  
proficiency

The following guide table gives in summary form the ratings for increases/deficiencies over target.

GUIDE TABLE

Rating	Increase over or Deficiency in Targetted No. of Class	Increase over or Deficiency from Targetted Proficiency Level
10	At least 25% increase Less than 25% increase (provided 100% is achieved)	At least 10% increase At least 10% increase
8	At least 10% increase 0% (no increase/deficiency) At least 10% increase	0% (no increase/deficiency) At least 10% increase At least 10% increase
6	0 (no increase/deficiency)	0% (no increase/deficiency)
4	At least 5% deficiency 0% increase/deficiency At least 5% deficiency	0% (no increase/deficiency) At least 5% deficiency At least 5% deficiency
2	At least 20% deficiency 0% (no increase/deficiency) At least 20% deficiency	0% (no increase/deficiency) At least 20% deficiency At least 20% deficiency

- NOTE: 1. Proficiency level shall be based on the ability level of the class.
2. The proficiency level shall be determined by the results of the pre-test administered at the start of the school year. The results thereon shall be used in determining the targetted proficiency level of a particular class or subject.
  3. Minimum requirements of a grade are relative to the ability of the class as diagnosed by the teacher at the start of the school year.
  4. Adjustments in the targetted number of a class may decrease as many as there are dropouts in the class. Likewise, adjustments in the targetted number of a class may increase by as many as there are transferees from other schools.
  5. A teacher shall have as many targets under Pupil/Student Achievement as the number of classes/subjects she handles or areas of her concern.

For example, a teacher who handles Communication Arts, English, and acts as part-time librarian shall have separate targets for her class in Communication Arts and for her work as librarian. A teacher who teaches two (2) subjects in the intermediate grades like Social Studies and Filipino shall have separate targets in these subjects/classes. The rating shall be the average of the ratings of all her targets.



Guidelines for Rating Item B (Teacher Competence),  
No. 1, Development of National Consciousness and Desirable  
Values and Habits

The following indicators should be noted:

- A. Provided lessons and/or activities appropriate for the grade/year level of learners for the development of national consciousness such as:
1. Lessons/activities on development of love for one's country.
  2. Lessons/activities on development of a deep sense of commitment to use one's talents and capabilities to advance the country's progress.
  3. Study of the lives of national heroes and other Filipinos worthy of emulation, particularly those who have made significant contribution(s) to the country's development such as scientists, inventors, successful farmers, cottage industry workers, etc.
  4. Observance of significant national celebrations and events.
  5. Appreciation and preservation of Filipino cultural heritage (e.g. folk arts, music and literature), national symbols and desirable customs and traditions.
  6. Utilization and preservation of natural resources.
  7. Patronizing Philippine-made products and promotion of local industries.
  8. Inculcation of brotherhood and understanding as well as sharing with fellowmen regardless of status, religion and cultural differences.
  9. Visitation to and observation of local historical places and shrines within the municipality, city or province.
  10. Construction/undertaking of activities or projects with historical or socio-economic significance.
  11. Tie-up of lessons with current local/national

situations/problems and thrusts.

12. Provision of story/situational problems particularly in mathematics and science, related to national development.

B. Undertook the following activities within the level and experience of the learners:

1. Provided lessons/opportunities/situations for the development and practice of self-discipline, self-reliance, self-control, and tolerance.
2. Provided lessons/opportunities/situations for the development and practice of sense of responsibility, leadership/fellowship, and dependability.
3. Provided lessons/opportunities/situations for the development and practice of courtesy and respect for instituted authority, elders, and peers.
4. Provided lessons/opportunities/situations for the development and practice of cooperation, helpfulness and industry.
5. Provided lessons/opportunities/situations for the development and practice of honesty and truthfulness.
6. Provided lessons/opportunities/situations for the development and practice of initiative, creativity, resourcefulness, and productivity,
7. Provided lessons/opportunities/situations for the development and practice of habits of personal cleanliness, thrift and wise use of leisure.
8. Provided lessons/opportunities/situations for the development and practice of performance of civic duties and obligations.

C. Instituted measures and adopted strategies for the application and internalization of desirable values and habits particularly national consciousness and those listed in B, inside and outside of the classroom, such as:

1. Demonstrating desirable values and habits as example to the learners.

2. Setting standards of pupil/student behavior.
3. Consistent follow-up of learner's behavior particularly through consultation with parents/guardian, other teachers and peers.
4. Adopting a system of rewards for good behavior and sanctions for misbehavior.
5. Keeping a profile of learner's behavior and checklist of habits.
6. Displaying maxims, proverbs, mottoes, adages, posters and other visuals with focus on desirable values and habits.
7. Adopting a system of peaceful and orderly conduct of routinary and other activities in the classroom.
8. Providing opportunities/situations for values clarification.

Rating shall be in accordance with the following:

	<u>Indicators</u>	<u>Rating</u>
A.	Demonstration of at least 6 items each in A, B, and C	10
B.	Demonstration of 5 items each in A, B, and C.	8
C.	Demonstration of 4 items each in A, B, and C.	6
D.	Demonstration of 3 items each in A, B, and C.	4
E.	Demonstration of less than 3 items each in A, B, and C.	2

Guidelines for Rating Item B, (Teacher Competence)  
 No. 2 Preparation and Utilization of Instructional Materials

<u>Indicators</u>	<u>Rating</u>
A. Always had well-prepared lesson plans*, availed of appropriate teaching techniques, and utilized necessary support teaching aids/materials . . . . .	10
B. Had well-prepared lesson plans or availed of appropriate teaching techniques or utilized necessary support teaching aids/materials but was noted to have failed twice in any or all of these . . . . .	8
C. Generally had well-prepared lesson plans or availed of appropriate teaching techniques or utilized necessary support teaching aids/materials but was noted to have failed three or four times in any or all of these . . . . .	6
D. Had well-prepared complete lesson plans or availed of appropriate teaching techniques or utilized necessary support teaching aids/materials but was noted to have failed five times in any or all of these . . . . .	4
E. Prepared complete lesson plans or availed of appropriate teaching techniques or utilized necessary support teaching aids/materials but was noted to have failed more than seven times in any or all of these . . . . .	2

\* A well-prepared lesson plan is complete with:

1. specific objectives expressed in behavioral terms;
2. necessary support teaching aids/materials;
3. appropriate activities/teaching strategies/approaches;
4. evaluation (check-up, assessment, quiz, etc); and
5. assignment/homework/agreement as needed.

Guidelines for Rating Item B, (Teacher Competence)  
No. 3, Pupil/Student Evaluation

<u>Indicators</u>	<u>Rating</u>
<p style="text-align: center;">In addition to various forms of daily evaluation, the teacher administered:</p>	
<p>A. one periodic test and at least ten (10) other written/performance tests every rating period for each class/subject and with at least three (3) evidences of utilization of test results, such as:</p> <ol style="list-style-type: none"> <li>1. presented graphically pupils'/students' progress</li> <li>2. utilized multi-level instructional materials</li> <li>3. provided remedial instruction to overcome weaknesses discovered</li> <li>4. regrouped pupils/students and conducted appropriate group activities . . . . .</li> </ol>	10
<p>B. one periodic test and at least eight (8) other written/performance tests every rating period for each class/subject and with two evidences of utilization of test results as indicated in <u>A</u> above . . .</p>	8
<p>C. other periodic tests and at least six (6) other written/performance tests every rating period for each class/subject and with one evidence of utilization of test results as indicated in <u>A</u> above . . . . .</p>	6
<p>D. one periodic test and at least four (4) other written/performance tests every rating period for each class/subject . . . . .</p>	4
<p>E. no periodic test and less than four (4) other written/performance tests every rating period for each class/subject . . . . .</p>	2

Explanatory Note:

Daily evaluation refers to any of the following:

1. Day-to-day appraisal of what pupils/students have learned at the end of a lesson/class recitation.
2. An observation of pupil/student behavior in general.
3. Health inspection.
4. Check-up of homework/assignments.
5. Keeping records of pupils'/students' progress

Tests measure the attainment of the objectives.

Periodic test refers to the test administered at the end of the rating period.

Written tests refer to quizzes, reviews, unit or summative tests which are administered within the rating period.

Performance test includes judging/evaluating of a finished product, project, or activity which could be an oral or an actual demonstration of a skill.

The number of other written/performance tests refers to the aggregate of tests in the different subject areas during the rating period in a one-teacher one-class set-up. The number of other written/performance tests refers to the aggregate of tests in each subject area in a departmentalized set-up.

Guidelines for Rating Item B, (Teacher Competence)  
No. 4, Professional Growth

	<u>Indicators</u>	<u>Rating</u>
A.	<p>Participated in all required in-service trainings, plus any of the following:</p> <ol style="list-style-type: none"> <li>1. Earned at least nine (9) units in relevant undergraduate/graduate/post graduate courses provided all expenses are personal.</li> <li>2. Participated in relevant in-service training activities of not less than 24 hours.</li> <li>3. Attended special courses relevant to his teaching assignment with an aggregate of at least 162 hours.</li> <li>4. Shared or discussed educational articles/professional book reviews in a district meeting at least two times a year. (This is particularly for those who have had no opportunities to enrol in graduate courses.) . . . . .</li> </ol>	10
B.	<p>Participated in 90% of all required in-service trainings plus any of the items 1 to 4 listed in A.</p> <ol style="list-style-type: none"> <li>1. Earned at least nine (9) units in relevant undergraduate/graduate/post graduate courses.</li> <li>2. Participated in relevant in-service training activities of not less than 24 hours.</li> <li>3. Attended special courses of not less than one year related to his teaching assignment.</li> <li>4. Shared or discussed educational articles/professional book reviews in a district meeting at least two times a year. . . . .</li> </ol>	8
C.	<p>Participated in not less than 70% of all required in-service trainings, plus any of the following:</p>	

1. Earned at least six (6) units in relevant undergraduate/graduate/post graduate courses provided all expenses are personal.
  2. Participated in relevant in-service activities not less than 15 hours.
  3. Attended special courses relevant to his teaching assignment with an aggregate of not less than 108 hours.
  4. Shared or discussed educational articles/professional book reviews in a district meeting at least two times a year. . . . . 6
- D. Participated in not less than 50% of all required in-service trainings plus any of the following:
1. Earned at least three (3) units in relevant undergraduate/graduate/post graduate courses.
  2. Participated in relevant in-service activities of not less than 12 hours. . . . . 4
- E. Participated in less than 50% of all required in-service trainings. . . . . 2

Explanatory Notes:

- A. Required in-service trainings may be any of the following:
1. School level or district level demonstration lessons which a teacher is supposed to attend.
  2. School faculty meetings.
  3. District meetings.
  4. In-service activities in any curricular or co-curricular areas on the school/district level.
- B. Relevant in-service activities refer to meetings, seminars, workshops where attendance is optional or selective.



NOTE on rating

For example, the total number of in-service training activities during the whole school year a teacher is required to attend is 15 broken down as follows:

7 district meetings

2 demonstration lessons, district/school level

6 faculty meetings/conferences

15 total

70% of 15 = 11

To earn a rating of 6 a teacher must have attended 11 of the 15 required in-service training activities and must have met one of the items listed under C.

Guidelines for Rating Item B, (Teacher Competence)  
Records and Report Management

<u>Indicators</u>	<u>Rating</u>
Keeps complete, accurate, neat and up-to-date records and submits neat and accurate reports and forms before the due dates . . . . .	10
Keeps complete and up-to-date records except for one or 2 instances of delayed entries and submits neat reports on dates due with not more than 2 errors in all forms/reports during the year . . . . .	8
Keeps complete and up-to-date records except for not more than 4 instances of delayed entries and submits reports on dates due with not more than one instance of report delayed by one day, and one revision of reports and 4 errors in all forms/reports during the school year. . . . .	6
Records generally up-to-date with 5 or 7 instances of delayed entries and reports submitted 2-4 days after due dates and with a total of 2-3 revisions and 5-10 errors in all forms/reports during the school year. . . . .	4
Does not keep up-to-date records with 8 or more instances of delayed entries and submits reports one week later with more than 10 errors in all forms/reports during the school year. . . . .	2

NOTE:

1. "Delayed entries" means failure to record the needed data promptly and regularly as in the case of Forms 1, 2, 137, 138, Grading Sheets, and 18 and other required reports.
2. Revision would mean a major change in the form or report submitted.

Guidelines for Rating Item B, (Teacher Competence)  
No. 6, Community and Allied Services\*

<u>Indicators</u>	<u>Rating</u>
A. Participated actively in at least four (4) activities with a role as chairman/coordinator in one. . . . .	10
B. Participated actively in at least three (3) activities. . . . .	8
C. Participated actively in at least two (2) activities. . . . .	6
D. Participated actively in at least one (1) activity. . . . .	4
E. Did not participate in any activity. . . . .	2

Community activities refer to activities done in the community without sacrificing teaching functions for the following purposes:

1. School-community programs and fairs like PTA activities/projects, fiesta celebrations, community fairs, and the like.
2. Information drives.

\*Allied services include activities initiated and undertaken by other agencies soliciting the participation of teachers like the following:

1. Plebiscite/Referendum/Election
2. Alay Lakad
3. CSC/PRC Examinations
4. Red Cross/MSSD relief operations
5. Programs and projects of other agencies.

Evidences such as letter of request, copy of the program, pictures, and the like attesting to the teacher's participation in the community and allied services should be submitted for rating purposes.

Guidelines for Rating Item B, (Teacher Competence)  
No. 7, Punctuality and Attendance

	<u>Indicators</u>	<u>Rating</u>
A.	<p>Had no absence, leaves, tardiness or undertime, during the year, in class or other required school activities like meetings, programs or assemblies. . . . .</p> <p>Arrived in school or in place of activity at least 15 minutes before official time and left only after the end of the class or school activity.</p> <p>Voluntarily rendered service beyond official time whenever there was a need for such service.</p> <p>NOTE: All these indicators should be present to merit a rating of 10.</p>	10
B.	<p>Did not have more than 2 instances of absence the total number of days not to exceed 5 and not more than 5 instances of tardiness during the year; or had one instance of justified leave of absence such as maternity or sick leave provided such maternity leave did not exceed 60 calendar days or such sick leave did not exceed 20 working days. . . . .</p> <p>Was noted leaving classes or other school activities at least two times before they were over.</p> <p>Rendered service beyond official time only when asked.</p> <p>NOTE: The observation of even only one of these infractions is sufficient for a rating of 8. If all 3 had been observed the rating is still 8.</p>	8
C.	<p>Did not have more than 3 instances of absence, the total number of days not to exceed 10 and not more than 10 instances of tardiness/undertime, during the</p>	

school year, in class or other school activities where attendance was required; or, had one instance of justified leave of absence such as maternity leave where such leave exceeded 60 days but not beyond 70 calendar days; or sick leave not exceeding 30 working days. . . . . 6

Was noted leaving classes and/or other school activities at least 4 times before they were over.

Failed or refused to render needed service beyond official time at least once during the year.

NOTE: The observation of even only one of the infractions/factors indicated above is sufficient for a rating of 6. If all 3 had been observed the rating is still 6.

- D. Did not have more than 4 instances of absence the total number of days not exceeding 12 or not more than 12 tardiness/undertime, during the school year, in class or other school activities in which attendance was required; or had an instance of justified leave of absence (maternity or sick leave) with such maternity leave exceeding 70 calendar days but not beyond 80, or such sick leave exceeding 30 but not beyond 40 working days. . . . . 4

Was noted leaving classes and/or other school activities at least five times before they were over.

Refused or failed to render needed service beyond official time at least 3 times during the year.

NOTE: The observation of even only one of the infractions/factors indicated above is sufficient for a rating of 4. If all 3 had been observed the rating is still 4.

- E. Had 5 or more instances of absence the total number of days exceeding 12 and more than 12 instances of

tardiness/undertime, during the school year, in class, or other required school activities; or had one instance of justified leave (maternity or sick) with such maternity leave exceeding 80 calendar days or such sick leave exceeding 40 working days. . . . . 2

Was noted leaving classes and/or school activities more than 5 times before they were over.

Failed or refused to render needed service beyond official time more than 3 times during the year.

NOTE: The observation of even only one of the infractions/factors indicated above is sufficient for a rating of 2. If all 3 had been observed, the rating is still 2.

Guidelines for Rating Item C - Teacher  
Personality and Human Relations

The following indicators shall be considered in rating under this item:

Morality and Integrity

1. Observes the highest standard of morality.
2. Strictly observes rules and regulations affecting public service.
3. Is of unquestioned honesty and integrity.

Personal Characteristics

4. Exemplifies sound physical and mental health.
5. Observes proper grooming and attire.
6. Demonstrates a sense of responsibility, self-confidence and self-reliance.
7. Demonstrates stress and frustration tolerance.
8. Exercises self-control.
9. Makes sound decisions.
10. Displays reasonable independence of mind and conviction.

Human Relations

11. Exhibits open-mindedness to suggestions and criticisms.
12. Maintains harmonious relationship with people he deals with.
13. Enjoys the esteem and respect of the community of his service area.
14. Manifests love and concern for pupils/students.

Rating Scale

	<u>Description</u>	<u>Rating</u>
A.	Manifestations of items 1-3 and eight (8) others. . . . .	10
B.	Manifestations of items 1-3 and at least six (6) others. . . . .	8
C..	Manifestations of items 1-3 and at least four (4) others. . . . .	6
D.	With an infraction of any of the items 1-3 but with manifestations of any four (4) others. . . . .	4
E.	With an infraction of any of the items 1-3 but with manifestations of at least two (2) others. . . . .	2

NOTE: It should be noted here that items 1-3 are musts and should be observed for a satisfactory rating. Even if items 4-14 are observed if an infraction of any of items 1-3 has been noted, no satisfactory rating under this item may be given.



Guidelines for Giving Credits Under Plus Factors

(Maximum number of points - 1.00)

In addition to the teacher's average weighted rating, the teacher may earn additional points not exceeding 1.00 for his achievement in any of the following items:

	<u>Items</u>	<u>Points</u>
I.	Research	
a.	Conducted at least one case study on a behavioral problem in his class . . . .	0.25
b.	Analyzed test results and utilized data to plan and carry out at least one action research to overcome an identified teaching-learning problem in the class. . . . .	0.50
c.	Introduced at least one innovative technique of teaching which has been tried out in the whole school, kept records and made a formal report of the results for publication . . . . .	1.00
II.	Leadership	
a.	Organized, trained, and conducted at least one cultural and/or sports group (e.g. rondalla, choir, dramatic club, dance troupe, writers club, forensic club) with at least two presentations and won any of the first three major prizes in a competition. . . . .	1.00

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All these activities are in addition to the regular teaching load/assignment of a teacher. If a teacher is relieved of teaching load to undertake these activities, no credit for Plus Factors shall be given.

Only activities undertaken during the rating period shall be credited. Those performed one or two years before shall not be counted.

- b. Organized at least one youth/adult organization such as community scouting and undertook at least one activity resulting in improvement of community. . . . . 0.50
- c. Served at least 5 times during the year in any of the following roles: resource speaker, discussant, demonstration teacher, or trainer of community activities, in any school, barangay, municipality, city, provincial level. . . . . 0.50
- d. Assumed leadership in the production of at least one workbook/set of practice exercises for one subject area. . . . . 0.50

III. Dedicated Service

- a. Accepted teaching assignment/special service in areas where peace and order was critical or where station was not accessible to transportation and where travel was hazardous. . . . . 1.00
- b. Rendered service in times of emergency and disasters. . . . . 0.25
- c. Rendered service beyond the call of duty even in the face of great risks. . . . . 1.00
- d. Demonstrated personal sacrifices for the good of the service regardless of costs in terms of time, effort, money and personal convenience. . . . . 1.00
- e. Had no dropout in his class during the school year. . . . . 0.25

IV. Special Projects

- a. Organized a special remedial program in one subject area for at least 15 slow learners and raised their level of achievement by at least 20 over the baseline. . . . . 1.00

- b. Introduced an innovative work procedure, method/device that resulted in benefits in terms of greater effectiveness, economy of time, cost and effort. . . . . 1.00
- c. Participated in the implementation of a major educational innovation designed to respond to critical educational problems, such as Project IMPACT and IS-OSA. . . . . 1.00
- d. Initiated and conducted at least one in-service training program for teachers in any of the following levels:
  - school level . . . . . 0.25
  - district level . . . . . 0.50
- e. Sole authorship of one resource material/workbook adopted by the district. . . . . 1.00

V. Public Relations

- a. Projects a very good image of the school through certain activities like school publications, school assemblies or keeping the public informed of the objectives, programs, projects and activities of the school. . . . . 0.25
- b. Instrumental in getting public support for major school needs (such as stage, facilities, equipment, and supplies) worth no less than:
  - \$ 5,000 \$ 9,999 . . . . . 0.25
  - 10,000 14,999 . . . . . 0.50
  - 15,000 19,999 . . . . . 0.75
  - 20,000 or more . . . . . 1.00

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