



REPUBLIC OF THE PHILIPPINES  
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS  
Meralco Avenue, Pasig City

OFFICE OF THE SECRETARY

June 8, 1998

DECS ORDER  
No. 52, s. 1998

**GUIDELINES ON THE IMPLEMENTATION OF THE REVITALIZED HOMEROOM  
GUIDANCE PROGRAM (RHGP) AND THE SYSTEM OF RATING AND  
REPORTING STUDENT PERFORMANCE UNDER THE RHGP**

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Regional Directors  
Schools Superintendents  
Divisional Leader School Principals (Secondary)  
Vocational High School Principals

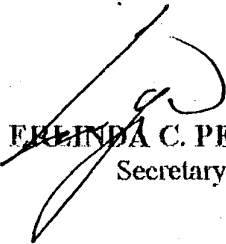
1. In cognizance of the nature and intent of the Revitalized Homeroom Guidance Program (RHGP) which will be implemented in all high schools nationwide beginning SY 1998-1999 (DECS Order No. 67, s. 1997), the following inclosures are hereby issued:

- Inclosure No. 1 - Set of Guidelines for RHGP Implementation
- Inclosure No. 2 - Sample Class Program
- Inclosure No. 3 - Roles of Key Actors in the Implementation of the Program
- Inclosure No. 4 - Student Profile
- Inclosure No. 5 - Set of Guidelines for Rating and Reporting Student Performance
- Inclosure No. 6 - Sample Rating Scale, a Transmutation Table for Scales in Involvement and Written Outputs, a Transmutation Table for Attendance, and a Sample Computation of the RHGP Grade.

2. Feedback about the Program, particularly on the system of rating and reporting student performance, should be submitted to this Office (Attn.: The Chief, Curriculum Development Division, Bureau of Secondary Education, DECS, 3<sup>rd</sup> Floor, Bonifacio Bldg., Meralco Avenue, Pasig City, telefax no. 632-77-46).

3. All prior DECS issuances inconsistent with the provisions of this Order are hereby rescinded.

4. Immediate dissemination of this Order is directed.

  
FERLINDA C. PEFIANCO  
Secretary

Incls.:

As stated

References:

DECS Orders: Nos. 80, s. 1993 and ( 67, s. 1997)

Allotment: 1-3—(D.O. 50-97)

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

CURRICULUM  
POLICY  
RATING

**4.3 Ownership.** The Resource Manual, consisting of four sets of modules, one for each curriculum year, is owned by the school. The master copy shall be kept by Property Custodian while the reproduced copies will be issued to the RHGP teachers who are expected to return these to the former at the end of the school year subject to clearance.

**5. Monitoring.** Program monitoring shall focus on classroom observations. It shall be a regular function of the Regional and Division Supervisors in charge of Guidance and Values Education. Both shall submit a report at least twice a year to the Regional Director (Attn: Chief, Secondary Education Division) who shall, in turn, submit a consolidated report to the BSE.

**5.1 Classroom observations shall also be conducted regularly by the following:**

- Principal, RHGP Core Trainer, and Guidance Coordinator/Counselor or in the absence of the latter, the Teacher in charge of Values Education - at least once every grading period
- BSE and PCPD - twice in a school year

**5.2 The following shall be observed in the conduct of classroom observations:**

- a. The use of the Teaching-Learning Observation Chart (DECS Order No. 74, s. 1991, "New System of Monitoring Teaching-Learning at the Secondary Level")
- b. The conduct of a post-conference

**6. Roles of Key Actors.** The responsibilities of program implementors are specified in Inclosure No. 3.

**6.7 Role of the RHGP Teacher.** The teacher assumes the role of a facilitator of learning. As a class/homeroom adviser, he/she is expected to generate a congenial adviser-teacher relationship during the RHGP meetings. This will allow him/her to know each student more intimately and for the latter to understand better his/her teacher. A family-like interactive setting thereby ensues where the students, through the structured learning experiences in the Resource Manual, are guided in their personal growth and development, particularly in making sound decisions such as the choice of a career or a vocation.

The teacher is also expected to accomplish, file, and update the Student Profile (Inclosure No. 4). This shall be turned over along with Form 137 (Permanent Record) to the succeeding class/homeroom adviser during the sectioning/classification at the end of the school year.

**6.2 Networking.** The Principals, through the assistance of the Guidance Coordinator/Counselor, are expected to tap local and national organizations for technical assistance (e. g., handling of topics on sexuality and career planning).

Inclosure No. 1 to DECS Order No. , s. 1998

**GUIDELINES ON THE IMPLEMENTATION OF THE  
REVITALIZED HOMEROOM GUIDANCE PROGRAM (RHGP)**

1. *Unit Credit.* The RHGP shall be given a unit credit of 0.2. Item 3c of DECS Order No. 67, s. 1997, (Implementation of the Revitalized Homeroom Guidance Program for SY 1998-1999) is hereby rescinded.
2. *Class Program.* The RHGP class may be conducted during the first period of the shift in the class program any day from Tuesday to Thursday depending on the situation in the school. No other classes or meetings should be held during the RHGP period. A sample class program is contained in Inclosure No. 2.
3. *Number of Sessions.* There shall be a total of 30 to 32 RHGP sessions per school year or 7 to 8 sessions for each grading period. Modifications will depend on the activities conducted in the respective regions and schools.
4. *Resource Manual.* The Resource Manual is for the use of the teacher. It comes with a Workbook consisting of Activity Sheets for the use of the students. The Readings form part of the Activity Sheets.

The manual consists of three modules for each curriculum year, as follows:

- Module 1 - Self-Awareness, Filipino Family Wellness, Academic Enrichment
- Module 2 - Goal Setting, Decision Making, Career Planning
- Module 3 - Boy-Girl Relationship, Touch Continuum, Changes and Adjustments, Sexually Transmitted Diseases

- 4.1 *Distribution.* The Manual will be sent directly by the Philippine Center for Population and Development (PCPD) to the public high schools. Each school will receive one set consisting of three modules and a workbook for each curriculum year (a total of 12 modules and 4 workbooks). These will come with a Memorandum Receipt which should be accomplished, signed, and returned by the Principal to the BSE (Attn.: The Chief, Curriculum Development Division, Bureau of Secondary Education, 3rd Floor, Bonifacio Bldg., UL Complex, Meralco Avenue, Pasig City or Telefax No. 632 - 7746).

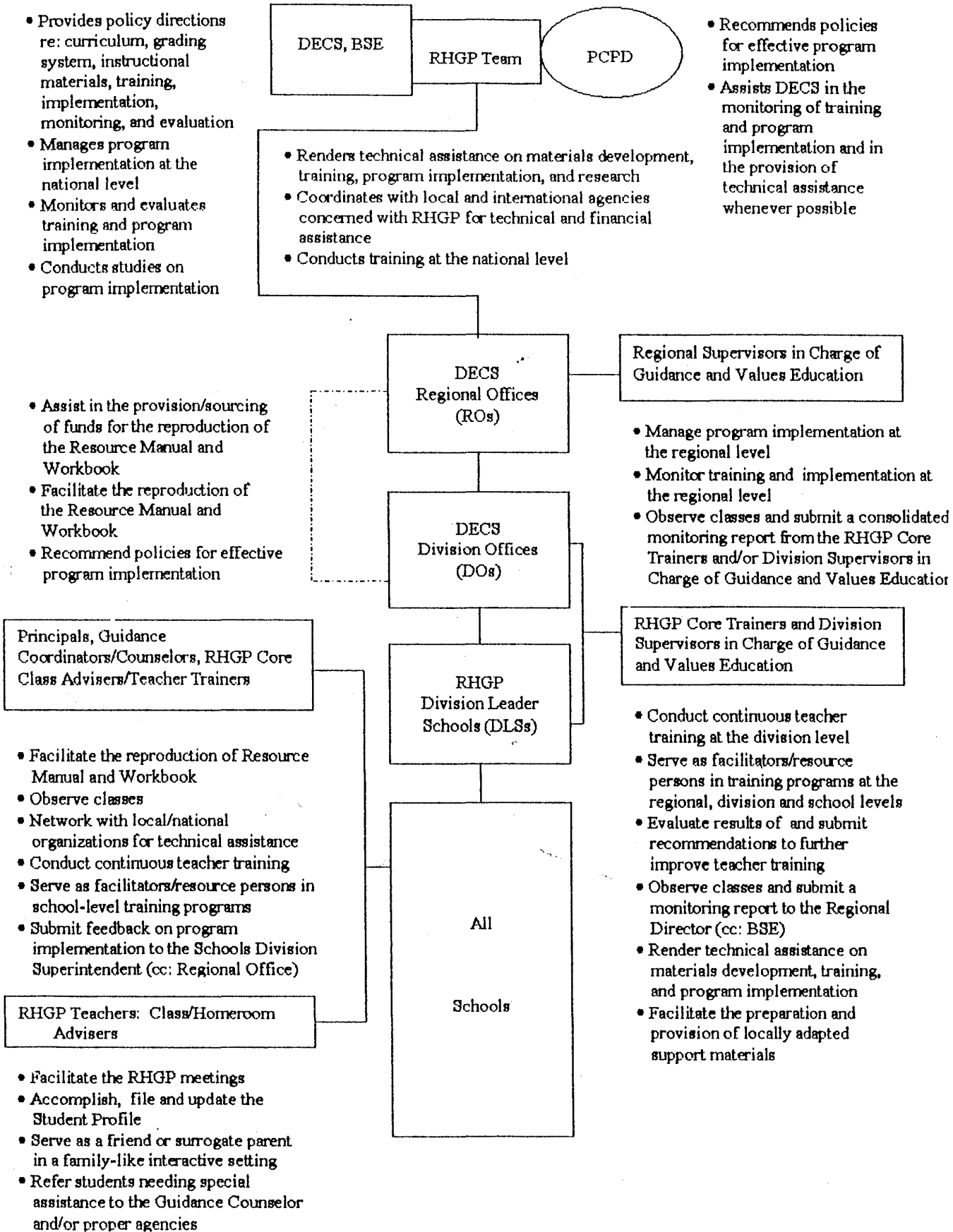
The BSE, in coordination with PCPD, shall inform the Regional Offices of the delivery of the Manuals to the schools.

- 4.2 *Reproduction.* The schools are expected to reproduce enough copies of the Resource Manual for the use of RHGP teachers and the Activity Sheets and Readings for the use of the students. The Principals shall facilitate its reproduction the cost of which shall be charged against Regional Funds.

SAMPLE CLASS PROGRAM FOR RHGP (First Year)

Time	First Shift	Second Shift	Third Shift
7:00 - 7:40	RHGP I		
7:40 - 8:20	English I	PEHM I	Science and Technology I
8:20 - 9:00	Mathematics I	THE I	Science and Technology I
9:00 - 9:40	Araling Panlipunan I	THE I	Edukasyon sa Pagpapahalaga I
9:40 - 10:20	Filipino I	---	---
10:20 - 11:00	---	RHGP I	---
11:00 - 11:40	THE I	Science and Technology I	PEHM I
11:40 - 12:20	THE I	Science and Technology I	THE I
12:20 - 1:00	Science and Technology I	English I	THE I
1:00 - 1:40	Science and Technology I	Mathematics I	---
1:40 - 2:20	/	---	RHGP I
2:20 - 3:00	Edukasyon sa Pagpapahalaga I	Araling Panlipunan I	English I
3:00 - 3:40	PEHM I	Filipino I	Mathematics I
3:40 - 4:20		Edukasyon sa Pagpapahalaga I	Araling Panlipunan I
4:20 - 5:00			Filipino I

## ROLES OF KEY ACTORS IN THE IMPLEMENTATION OF THE REVITALIZED HOMEROOM GUIDANCE PROGRAM (RHGP)



Division of City Schools

(Name of School)

(Address of School)



**STUDENT PROFILE**

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_ Nationality \_\_\_\_\_

Address: \_\_\_\_\_ Tel. No.: \_\_\_\_\_

Educational Attainment: \_\_\_\_\_ Religion: \_\_\_\_\_

Father: \_\_\_\_\_ Age: \_\_\_\_\_ Occupation: \_\_\_\_\_

Mother: \_\_\_\_\_ Age: \_\_\_\_\_ Occupation: \_\_\_\_\_

No. of Children in the Family: \_\_\_\_\_ No. of Boys \_\_\_\_\_ No. of Girls \_\_\_\_\_ Sibling Position \_\_\_\_\_

Elementary School Graduated: \_\_\_\_\_ School Year: \_\_\_\_\_

Living with whom: \_\_\_\_\_

Schools Attended:

School	School Year	Year & Section	Class Adviser/ RIIGP Teacher

**GUIDELINES ON THE SYSTEM OF RATING AND REPORTING STUDENT PERFORMANCE UNDER THE RHGP**

1. The grade in the RHGP will reflect both knowledge/skills acquisition and attendance in the RHGP class. This is based on the nature of the Program which seeks to develop the student's personality in order to prepare him/her for his/her role in the family, the world of work, and the community.

2. Using the learning competencies of the RHGP as basis for evaluating student performance, the grade in RHGP will be based on the following criteria weighted accordingly as follows:

Involvement - - - - -	50%
Written Outputs - - - - -	30%
Attendance - - - - -	20%

- **Involvement** refers to the student's active participation in *performance type activities* inside or outside the classroom during the RHGP class and/or in class projects as an officer/member of RHGP committees (e.g., Program Committee and Welfare Committee). These include role plays, group/class discussions, and games.
- **Written Outputs** refer to written manifestations of student learnings on the content and process of the RHGP class. These outputs indicate how well the student understands, interprets, applies, evaluates and/or synthesizes the ideas, concepts, readings, and insights acquired from RHGP lessons. These include journal entries, reflections, reports, reaction papers and individual written projects.
- **Attendance** refers to the number of RHGP meetings the student has attended in a grading period.

3. Student performance in Involvement and Written Outputs is assessed through the use of rating scales which measure the degree of manifestation of student behaviors in each activity. The highest rating in these scales is 5 (Generally true of the student) and the lowest is 1 (Not at all true of the student).

4. The procedure in obtaining the grade for Involvement and Written Outputs is as follows:

- a. Obtain the average rating from the scales used.
- b. Convert rating to percentage equivalent using the transmutation table.

5. The grade that shall appear on the student report card will be numerical. This is the total composite score of the three evaluation criteria: Involvement, Written Outputs, and Attendance.

6. The minimum acceptable mark for passing the RHGP is 75%.



**A. Sample Rating Scale**

Listed below are behaviors expected to be manifested by students during performance type activities. Encircle the number that corresponds to the degree of manifestation of the behavior, using the following scale:

- 5 - Completely true of the student
- 4 - Generally true of the student
- 3 - Moderately true of the student
- 2 - Partly true of the student
- 1 - Not at all true of the student

**a. Group/Class Discussion**

- 1. Speaks about his/her thoughts/reflections on the topic/issue at hand 5 4 3 2 1
- 2. Asks questions relevant to the topic/issue 5 4 3 2 1
- 3. Keeps the discussion on track 5 4 3 2 1
- 4. Observes proper decorum (e.g., respects the decision of the majority and/or the opinion/rights of others) 5 4 3 2 1

**b. Role Play**

- 1. Manifests understanding of the role as evident in his/her spontaneity in acting out the role 5 4 3 2 1
- 2. Contributes to the clarity of the message conveyed through his/her realistic portrayal of the role 5 4 3 2 1
- 3. Attracts/holds the attention of the audience 5 4 3 2 1
- 4. Is serious in his/her performance 5 4 3 2 1

**c. Game**

- 1. Manifests understanding of the game as evident in his/her compliance with the rules 5 4 3 2 1
- 2. Participates actively in the game 5 4 3 2 1
- 3. Observes proper decorum (e. g., is cooperative, manifests sportsmanship especially as a loser in the game) 5 4 3 2 1

**B. Transmutation Table for Scales in Involvement and Written Outputs**

5.0 – 100.00	3.6 – 89.50	2.2 – 79.00
4.9 – 99.25	3.5 – 88.75	2.1 – 78.25
4.8 – 98.50	3.4 – 88.00	2.0 – 77.50
4.7 – 97.75	3.3 – 87.25	1.9 – 76.75
4.6 – 97.00	3.2 – 86.50	1.8 – 76.00
4.5 – 96.25	3.1 – 85.75	1.7 – 75.25
4.4 – 95.50	3.0 – 85.00	1.6 – 74.50
4.3 – 94.75	2.9 – 84.25	1.5 – 73.75
4.2 – 94.00	2.8 – 83.50	1.4 – 73.00
4.1 – 93.25	2.7 – 82.75	1.3 – 72.25
4.0 – 92.50	2.6 – 82.00	1.2 – 71.50
3.9 – 91.75	2.5 – 81.25	1.1 – 70.75
3.8 – 91.00	2.4 – 80.50	1.0 – 70.00
3.7 – 90.25	2.3 – 79.75	

**C. Transmutation Table for Attendance**

7 – 20%
6 – 17%
5 – 14%
4 – 11%
3 – 9%
2 – 6%
1 – 3%

Computation of Attendance:

$$\text{Attendance} = \frac{\text{No. of Meetings Attended}}{\text{Total No. of Meetings}} \times .20$$

**D. Sample Computation of the RHGP Grade**

Evaluation Aspect	Average	Weight	Composite Mark
1. Involvement (50%)	89	x .50	= 44.50%
2. Written Outputs (30%)	86	x .30	= 25.80%
3. Attendance (20%)	(attended 5 meetings)		14.00%
<hr/>			
<b>R H G P</b>	<b>G r a d e</b>		<b>84.30% = 84%</b>