



Republic of the Philippines
Department of Education
National Capital Region
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

JAN 18 2023

MEMORANDUM

No. 015, s. 2023

To: OIC- Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
Chief Education Supervisor, School Governance and Operations Division
All Public Elementary and Secondary School Heads
Administrative Officer V
All Others Concerned

SUBMISSION OF THE INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) and OFFICE PERFORMANCE COMMITMENT REVIEW FORM (OPCRF) OF NON-TEACHING PERSONNEL

1. **DepEd Order No. 2 s. 2015** otherwise known as **Guidelines on the Establishment and Implementation of the Result-Based Performance Management System (RPMS) in the Department of Education** provides for the establishment and implementation of the RPMS in all DepEd schools and offices, covering all officials and employees, school-based and non school-based holding regular plantilla positions.
2. In this regard, all non-teaching personnel in public schools and in the Division Office shall submit a copy of their IPCRF and OPCRf to the **Administrative Officer V Mrs. Noemi A. Valdez** on or before **February 3, 2023** at 3pm.
3. The Human Resource Development Division, Senior Education Program Specialist, **Mrs. Ivy M. Romano** shall review the summary of List of Individual Performance Rating to ensure that the average performance rating of employees is equivalent to or not higher than the Office Performance Rating as recommended by the PMT.



Student Center for Life Skills Bldg., Centennial Ave, Brgy. Tunasan,
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8805-9935, 8805-9940
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Republic of the Philippines
Department of Education

National Capital Region
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

**Office of the Schools Division
Superintendent**

4. Delay or non-submission of IPCRF and OPCRF shall be dealt with administratively.
5. For strict compliance of all concerned.


CARLEEN S. SEDILLA CESOSA
Schools Division Superintendent

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

PERFORMANCE
REVIEW

EVALUATION
PERSONNEL

AMF/ 015 / January ____, 2023

NUM-2023-015



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Department of Education

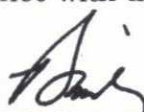
06 FEB 2015

DepEd ORDER
No. **2**, s. 2015

**GUIDELINES ON THE ESTABLISHMENT AND IMPLEMENTATION
OF THE RESULTS-BASED PERFORMANCE MANAGEMENT
SYSTEM (RPMS) IN THE DEPARTMENT OF EDUCATION**

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Heads, Public Elementary and Secondary Schools
All Others Concerned

1. This Department issues the enclosed **Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd)**.
2. It aims to provide comprehensive guidelines for the adoption of the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS) in DepEd.
3. These guidelines stipulate the specific mechanisms, criteria and processes for the performance target setting, monitoring, evaluation and development planning for schools and offices, covering all officials and employees, school-based and non school-based, in the Department holding regular plantilla positions. Personnel under contracts of service/job order and LGU-funded employees shall likewise be covered, but for purposes of performance evaluation only.
4. All provisions of DepEd rules, regulations, and issuances which are inconsistent with these guidelines are hereby repealed or modified accordingly.
5. This Order shall take effect immediately upon its issuance.
6. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary

Encl.: As stated

Reference: N o n e

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

EMPLOYEES

OFFICIALS

PERFORMANCE

POLICY

SMA, DO Guidelines on the Establishment and Implementation of RPMS
0028/January 14, 2015



OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)

Annex E

Name of Employee:	Name, Position and Bureau / Division of the employee and the Rating Period	Name of Rater:	Name & Position of Rater and Date of Review
Position:		Position:	
Bureau/Center/Service/Division:		Date of Review:	
Rating Period:			

TO BE FILLED IN DURING PLANNING

TO BE FILLED DURING EVALUATION

MFOs	KRAs	OBJECTIVES	TIMELINE	Weight per KRA	PERFORMANCE INDICATORS (Quality, Efficiency, Timeliness)	ACTUAL RESULTS				RATING	SCORE*
						Q	E	T	Ave		
MFOs based on the Organizational Performance Indicator Framework (OPIF)											
The rater rates in terms of Quality, Efficiency and Timeliness											
OVERALL RATING FOR ACCOMPLISHMENTS											

* To get the score, the rating is multiplied by the weight assigned

The rater who approves the KRAs, Objectives and PIs signs at the Performance Planning and

Rater

After agreeing with his / her rater, the ratee signs this part of the form at the Performance Planning and Commitment

Ratee

The approving authority signs this part for the ratee's overall rating.

Approving Authority

NUMERICAL RATING	ADJECTIVAL RATING	DESCRIPTION OF MEANING OF RATING
5	Outstanding	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all major areas of responsibility. Employee achievement and contributions to the organization are of marked excellence.
4	Very Satisfactory	Performance exceeded expectations. All goals, objectives and targets were achieved above the established standards.
3	Satisfactory	Performance met expectations in terms of quality of work, efficiency and timeliness. The most critical annual goals were met.
2	Unsatisfactory	Performance failed to meet expectations, and/or one or more of the most critical goals were not met.
1	Poor	Performance was consistently below expectations, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas.

This rating scale is based on the Civil Service Commission Memorandum Circular No. 06, series of 2012 that sets the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies.

RANGE	ADJECTIVAL RATING
4.500 – 5.000	Outstanding
3.500 – 4.499	Very Satisfactory
2.500 – 3.499	Satisfactory
1.500 – 2.499	Unsatisfactory
below 1.499	Poor

overall rating/assessment for the accomplishments shall fall within the following adjectival ratings and shall be in three (3) decimal points.

Grievances and Appeals

1. A Grievance Committee shall be created in each level of the organization to act as appeals board and final arbiter of all issues relating to the implementation of RPMS.
2. The office performance assessment as discussed in the performance review and evaluation phase shall be final and not appealable. Any issue/appeal on the initial performance assessment of an office shall be discussed and decided during the performance review conference.
3. Individual employees who feel aggrieved or dissatisfied with their final performance ratings can file an appeal with the Grievance Committee at their level within ten (10) working days from date of receipt of notice of their final performance evaluation rating from the rater. The ratee, however, shall not be allowed to protest the performance

SCALE	DEFINITION
5	Role model
4	Consistently demonstrates
3	Most of the time demonstrates
2	Sometimes demonstrates
1	Rarely demonstrates

ings of co-employees. Ratings obtained by the ratee can only be used as basis for reference for

Competencies shall be monitored for developmental purposes. In evaluating the individual's demonstration of competencies, this rating scale shall apply.

comparison in appealing the individual performance rating.

4. The Grievance Committee shall decide on the appeals within one (1) month from receipt. Appeals lodged at any Grievance Committee shall follow the hierarchical jurisdiction of various Grievance Committees within the agency. For example, the decision of the Division Grievance Committee is appealable to the Regional Grievance Committee, which decision is in turn appealable to the Central Office Grievance Committee.

PART II: COMPETENCIES

CORE BEHAVIORAL COMPETENCIES

Self-Management

- ☐ Sets personal goals and direction, needs and development
- ☐ Undertakes personal actions and behaviors that are clear and purposive and takes into account personal goals and values congruent to that of the organization.
- ☐ Displays emotional maturity and enthusiasm for and is challenged by higher goals.
- ☐ Prioritize work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals.
- ☐ Sets high quality, challenging, realistic goals for self and others.

Professionalism and Ethics

- ☐ Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713).
- ☐ Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.
- ☐ Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.
- ☐ Makes personal sacrifices to meet the organization's needs.
- ☐ Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems and help others improve their effectiveness.

Result Focus

- ☐ Achieves results with optimal use of time and resources most of the time.
- ☐ Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.
- ☐ Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision required.
- ☐ Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.
- ☐ Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently; or improving quality, customer satisfaction, morale, without setting any specific goal.

Teamwork

- ☐ Willingly does his/her share of responsibility.
- ☐ Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.
- ☐ Applies negotiation principles in arriving at win-win agreements.
- ☐ Drives consensus and team ownership of decisions.
- ☐ Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.

Service Orientation

- ☐ Can explain and articulate organizational directions, issues and problems.
- ☐ Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.
- ☐ Initiates activities that promotes advocacy for men and women empowerment.
- ☐ Participates in updating of office vision, mission, mandates and strategies based on DepEd strategies and directions.
- ☐ Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery.

Innovation

- ☐ Examines the root cause of problems and suggests effective solutions. Fosters new ideas, processes, and suggests better ways to do things (cost and/or operational efficiency).
- ☐ Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.
- ☐ Promotes a creative climate and inspires co-workers to develop original ideas or solutions.
- ☐ Translates creative thinking into tangible changes and solutions that improve the work unit and organization.
- ☐ Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.

LEADERSHIP COMPETENCIES

Leading People

- ☐ Uses basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to reason and/or emotions, uses data and examples, visual aids
- ☐ Persuades, convinces or influences others, in order to have a specific impact or effect.
- ☐ "Sets a good example", is a credible and respected leader; and demonstrates desired behavior.
- ☐ Forwards personal, professional and work unit needs and interests in an issue.
- ☐ Assumes a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of DepEd goals, in order to create an effective work environment.

People Performance Management

- ☐ Makes specific changes in the performance management system or in own work methods to improve performance (e.g. does something better, faster, at lower cost, more efficiently; improves quality, customer satisfaction, morale, revenues).
- ☐ Sets performance standards and measures progress of employees based on office and department targets.
- ☐ Provides feedback and technical assistance such as coaching for performance improvement and action planning.
- ☐ States performance expectations clearly and checks understanding and commitment.
- ☐ Performs all the stages of result-based performance management system supported by evidence and required documents/forms.

People Development

- ☐ Improves the skills and effectiveness of individuals through employing a range of development strategies.
- ☐ Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect.
- ☐ Conceptualizes and implements learning interventions to meet identified training needs.
- ☐ Does long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences for the purpose of supporting a person's learning and development.
- ☐ Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals.

OVERALL COMPETENCY RATINGS

CORE BEHAVIORAL COMPETENCIES

LEADERSHIP COMPETENCIES

OVERALL RATING

PART III: SUMMARY OF RATINGS FOR DISCUSSION

Final Performance Results	Rating	Adjectival Rating
Accomplishments of KRAs and Objectives		

The rater gives the final rating at the end of the performance cycle

Rater – Ratee Agreement

The signatures below confirm that the employee and his/her superior have agreed on content of this appraisal form and the performance rating.

The ratee signs here after agreeing with the rater on his / her final rating	Name of Employee	Name of Superior	The rater signs here after agreeing with the ratee on his / her final rating
	Signature	Signature	
	Date	Date	

PART IV: DEVELOPMENT PLANS

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)	Timeline	Resources Needed
The highest point on Results and demonstration of Competencies are the Strengths	The lowest point on Results and demonstration of Competencies are the Development Needs			

The rater signs after agreeing with the ratee

Rater

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Approving Authority

**INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF)**

Name of Employee:

Position:

Bureau/Center/Service/Division:

Rating Period:

Name, Position and Bureau /
Division of the employee and
the Rating Period

Name of Rater:

Position:

Date of Review:

Name & Position of Rater
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5. The decision of the Central Office Grievance Committee is final.

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CORE SKILLS

Oral Communication

- ☐ Follows instructions accurately.
- ☐ Expresses self clearly, fluently and articulately.
- ☐ Uses appropriate medium for the message.
- ☐ Adjust communication style to others.
- ☐ Guides discussions between and among peers to meet an objective.

Written Communication

- ☐ Knows the different written business communication formats used in the DepEd.
- ☐ Writes routine correspondence/communications, narrative and descriptive report based on readily available information data with minimal spelling or grammatical error/s (e.g. memos, minutes, etc).
- ☐ Secures information from required references (i.e., Directories, schedules, notices, instructions) for specific purposes.
- ☐ Self-edits words, numbers, phonetic notation and content, if necessary.
- ☐ Demonstrates clarity, fluency, impact, conciseness and effectiveness in his/her written communications.

Computer/ICT Skills

- ☐ Prepares basic compositions (e.g., letters, reports, spreadsheets and graphics presentation using Word Processing and Excel.
- ☐ Identifies different computer parts, turns the computer on/off, and work on a given task with acceptable speed and accuracy and connects computer peripherals (e.g. printers, modems, multimedia projectors, etc).
- ☐ Prepares simple presentation using Powerpoint.
- ☐ Utilizes technologies to: access information to enhance professional productivity, assists in conducting research and communicate through local and global professional networks.
- ☐ Recommends appropriate and updated technology to enhance productivity and professional practice.

OVERALL COMPETENCY RATINGS

CORE BEHAVIORAL COMPETENCIES

CORE SKILLS

OVERALL RATING

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