

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) for Teacher I-III, SPET I-IV, Special Science Teacher I-II

Name of Employee:	EDONG, JOSELITO Q.	Name of Rater:	CERNA, AMELITA L.
Position:	Teacher II	Position:	Principal II
Bureau/Center/Service/Division:	Sigaboy Agricultural Vocational High School - Davao Oriental	Date of Review:	May 3, 2020
Rating Period:	SY 2019-2020		

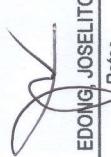
TO BE FILLED OUT DURING PLANNING							TO BE FILLED OUT DURING EVALUATION							
MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators			Actual Results	Rating			Score		
					QET	Outstanding	Very Satisfactory		Satisfactory	Unsatisfactory	Poor			
Basic Education Services	1. Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas.	SY 2019-2020	22.50%	Quality	Showed knowledge of content and its integration within and across subject areas as shown in the Main MOV with a rating of 7.	Showed knowledge of content and its integration within and across subject areas as shown in the Main MOV with a rating of 6.	Showed knowledge of content and its integration within and across subject areas as shown in the Main MOV with a rating of 4.	Showed knowledge of content and its integration within and across subject areas as shown in the Main MOV with a rating of 2.	No acceptable evidence was shown	Showed knowledge of content and its integration within and across subject areas as shown in the Main MOV with a rating of 7.	5	3	4,000 0.300
	2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	2. Used different teaching strategies that develop critical and/or creative thinking, as well as other HOTS as shown in the Main MOV with a rating of 7.	SY 2019-2020	22.50%	Efficiency	Submitted 4 Main MOV, each with any 1 of the Supporting MOV	Submitted 3 Main MOV, each with any 1 of the Supporting MOV	Submitted 2 Main MOV, each with any 1 of the Supporting MOV	Submitted 1 Main MOV with any 1 of the Supporting MOV	No acceptable evidence was shown	Submitted 2 Main MOV, each with any 1 of the Supporting MOV	5	3	4,000 0.300
	3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	3. Used different teaching strategies that develop critical and/or creative thinking, as well as other HOTS as shown in the Main MOV with a rating of 7.	SY 2019-2020	22.50%	Efficiency	Submitted 4 Main MOV, each with any 1 of the Supporting MOV	Submitted 3 Main MOV, each with any 1 of the Supporting MOV	Submitted 2 Main MOV, each with any 1 of the Supporting MOV	Submitted 1 Main MOV with any 1 of the Supporting MOV	No acceptable evidence was shown	Submitted 2 Main MOV, each with any 1 of the Supporting MOV	5	3	4,000 0.300
					Timeliness	Submitted 4 Main MOV, each with any 1 of the Supporting MOV	Submitted 3 Main MOV, each with any 1 of the Supporting MOV	Submitted 2 Main MOV, each with any 1 of the Supporting MOV	Submitted 1 Main MOV with any 1 of the Supporting MOV	No acceptable evidence was shown	Submitted 2 Main MOV, each with any 1 of the Supporting MOV	5	3	4,000 0.300

MFOs	KRAs	Objectives	Timeline	Weight per KRA.	TO BE FILLED OUT DURING PLANNING				TO BE FILLED OUT DURING EVALUATION							
					Performance Indicators				Actual Results							
					QET	Outstanding 5	Very Satisfactory 4	Satisfactory 3	Unsatisfactory 2	Poor 1	Q	E	T	Ave		
2. Learning Environment and Diversity of Learners	4. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	SY 2019-2020	22.50%	Quality	Used classroom management strategies that engage learners in activities/tasks as shown in the Main MOV with a rating of 7	Used classroom management strategies that engage learners in activities/tasks as shown in the Main MOV with a rating of 6	Used classroom management strategies that engage learners in activities/tasks as shown in the Main MOV with a rating of 5	Used classroom management strategies that engage learners in activities/tasks as shown in the Main MOV with a rating of 4	No acceptable evidence was shown	Used classroom management strategies that engage learners in activities/tasks as shown in the Main MOV with a rating of 7	5	3	4.000	0.300		
5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	Efficiency	SY 2019-2020		Submitted 4 Main MOV, each with any 1 of the Supporting MOV	Submitted 3 Main MOV, each with any 1 of the Supporting MOV	Submitted 2 Main MOV, each with any 1 of the Supporting MOV	Submitted 1 Main MOV with any 1 of the Supporting MOV	No acceptable evidence was shown	Submitted 2 Main MOV, each with any 1 of the Supporting MOV	No acceptable evidence was shown	5	3	4.000	0.300		
6. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests	Timeliness	Quality		Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in the MOV with a rating of 7	Submitted 4 COT rating sheets/mar- observer agreement forms, each with 4 strategies as noted in the comment section	Submitted 3 COT rating sheets/mar- observer agreement forms, each with 4 strategies as noted in the comment section	Submitted 2 COT rating sheets/mar- observer agreement form with any 1 of the given strategies as noted in the comment section	Submitted 1 COT rating sheets/mar- observer agreement form with any 1 of the given strategies as noted in the comment section	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in the MOV with a rating of 5	No acceptable evidence was shown	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in the MOV with a rating of 7	5	3	4.000	0.300	
	Efficiency	Quality		Submitted 4 COT rating sheets/mar- observer agreement forms, each with 4 strategies as noted in the comment section	Submitted 3 COT rating sheets/mar- observer agreement forms, each with 4 strategies as noted in the comment section	Submitted 2 COT rating sheets/mar- observer agreement forms, each with 4 strategies as noted in the comment section	Submitted 1 COT rating sheets/mar- observer agreement form with any 1 of the given strategies as noted in the comment section	No acceptable evidence was shown	Applied differentiated teaching strategies to address learner diversity as shown in the Main MOV with a rating of 6	Applied differentiated teaching strategies to address learner diversity as shown in the Main MOV with a rating of 5	No acceptable evidence was shown	Submitted 2 Main MOV with 2 differentiated teaching strategies as observed in 2 lessons, each with any 1 of the Supporting MOV	5	3	4.000	0.300
	Timeliness	Quality		Applied differentiated teaching strategies to address learner diversity as shown in the Main MOV with a rating of 7	Submitted 2 Main MOV with 4 differentiated teaching strategies as observed in 2 lessons, each with any 1 of the Supporting MOV	Submitted 2 Main MOV with 3 differentiated teaching strategies as observed in 2 lessons, each with any 1 of the Supporting MOV	Submitted 1 Main MOV with 1 differentiated teaching strategy as observed in 1 lesson with any 1 of the Supporting MOV	No acceptable evidence was shown	Submitted 2 Main MOV with 2 differentiated teaching strategies as observed in 2 lessons, each with any 1 of the Supporting MOV	No acceptable evidence was shown	5	3	4.000	0.300		

MFOs	KRAs	TO BE FILLED OUT DURING PLANNING						TO BE FILLED OUT DURING EVALUATION					
		Objectives	Timeline	Weight per KRA	QET	Outstanding	Very Satisfactory	Performance Indicators			Actual Results	Rating	Score
								3	2	1			
4. Assessment and Reporting	10. Designed selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in the Main MOV with a rating of 7	SY 2019-2020	22.50%	Quality	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in the Main MOV with a rating of 6	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in the Main MOV with a rating of 5	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in the Main MOV with a rating of 4	No acceptable evidence was shown	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in the Main MOV with a rating of 7	No acceptable evidence was shown	Submitted 1 Main MOV with 4 varied assessment strategies as shown in any Supporting MOV	5	5.000 0.375
11. Monitored and evaluated learner progress and achievement using learner attainment data.	Quality	SY 2019-2020			Consistently monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	Frequently monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	Occasionally monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	Rarely monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	No acceptable evidence was shown	Frequently monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	Submitted any 1 of the acceptable MOV	4	4 4.000 0.300
12. Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.	Efficiency	SY 2019-2020			Submitted 4 different kinds of acceptable MOV	Submitted 3 different kinds of acceptable MOV	Submitted 2 different kinds of acceptable MOV	Submitted any 1 of the acceptable MOV	No acceptable evidence was shown	Submitted 3 different kinds of acceptable MOV	Submitted MOV were distributed across 3 quarters	4	4 4.000 0.300
	Timeliness				Submitted MOV were distributed across 4 quarters	Submitted MOV were distributed across 3 quarters	Submitted MOV were distributed across 2 quarters	Submitted MOV were completed in only 1 quarter	No acceptable evidence was shown	Submitted MOV were distributed across 3 quarters	Submitted MOV were distributed across 3 quarters	4	4 4.000 0.300
	Quality				Consistently showed prompt and clear communication of the learners' needs, progress and achievement to key stakeholders, including parents/ guardians as shown in the MOV submitted	Frequently showed prompt and clear communication of the learners' needs, progress and achievement to key stakeholders, including parents/ guardians as shown in the MOV submitted	Occasionally showed prompt and clear communication of the learners' needs, progress and achievement to key stakeholders, including parents/ guardians as shown in the MOV submitted	No acceptable evidence was shown	Frequently showed prompt and clear communication of the learners' needs, progress and achievement to key stakeholders, including parents/ guardians as shown in the MOV submitted	No acceptable evidence was shown	Submitted any 1 of the acceptable MOV	4	4 4.000 0.300
	Efficiency				Submitted 4 different kinds of acceptable MOV	Submitted 3 different kinds of acceptable MOV	Submitted 2 different kinds of acceptable MOV	Submitted any 1 of the acceptable MOV	No acceptable evidence was shown	Submitted any 1 of the acceptable MOV	Submitted MOV were completed in only 1 quarter	4	4 4.000 0.300
	Timeliness				Submitted MOV were distributed across 4 quarters	Submitted MOV were distributed across 3 quarters	Submitted MOV were distributed across 2 quarters	Submitted MOV were completed in only 1 quarter	No acceptable evidence was shown	Submitted MOV were distributed across 3 quarters	Submitted MOV were distributed across 3 quarters	4	4 4.000 0.300

TO BE FILLED OUT DURING PLANNING							TO BE FILLED OUT DURING EVALUATION							
MFOs	KRAs	Objectives	Timeline	Weight per KRA	QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor	Actual Results	Rating	Score	
											Q	E	T	Ave
5. Plus Factor	13. Performed various related works/activities that contribute to the teaching-learning process.	SY 2019-2020	10%	Quality	Consistently performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	Frequently performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	Occasionally performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	Rarely performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	No acceptable evidence was shown	Consistently performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	5	5	5.000	0.500

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


EDONG JOSELITO Q.

Ratee


CERNA AMELITA L.

Rater

REYNALDO M. MELLORIDA, CESO V
Approving Authority

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) SUMMARY SHEET

Teacher I-III, SPET I-IV, Special Science Teacher I-II (Proficient Teacher)

Name of Employee:	EDONG, JOSELITO Q.	Name of Rater:	CERNA, AMELITA L.
Position:	Teacher II	Position:	Principal II
Bureau/Center/Service/Division:	Sigaboy Agricultural Vocational High School	Date of Review:	May 3, 2020
Rating Period:	SY 2019-2020		

PART III. SUMMARY OF RATINGS FOR DISCUSSION

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings			Score	Adjectival Rating
				Q	E	T		
KRA 1	22.5%	Objective 1	7.5%	5	3		4.000	0.300
		Objective 2	7.5%	5	3		4.000	0.300
		Objective 3	7.5%	5	3		4.000	0.300
		Objective 4	7.5%	5	3		4.000	0.300
KRA 2	22.5%	Objective 5	7.5%	5	3		4.000	0.300
		Objective 6	7.5%	5	3		4.000	0.300
		Objective 7	7.5%	5	3		4.000	0.300
		Objective 8	7.5%	4	4		4.000	0.300
KRA 3	22.5%	Objective 9	7.5%	5	5		5.000	0.375
		Objective 10	7.5%	5	5		5.000	0.375
		Objective 11	7.5%	4	4		4.000	0.300
		Objective 12	7.5%	4	4		4.000	0.300
Plus Factor	10%	Objective 13	10%	5	5		5.000	0.500
FINAL PERFORMANCE RESULTS				Accomplishments of KRAs and Objectives			Final Rating	4.250
							Adjectival Rating	Very Satisfactory


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 Ratee


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