



Republic of the Philippines  
Department of Education  
Region III  
SCHOOLS DIVISION OF PAMPANGA

December 5, 2025

DIVISION MEMORANDUM  
No. 796, s. 2025

**GUIDELINES FOR THE SCHOOL PERFORMANCE PLANNING AND  
ASSESSMENT AND THE ADOPTION OF THE SCHOOLS DIVISION OF  
PAMPANGA INTERIM UNIFIED OFFICE PERFORMANCE COMMITMENT AND  
REVIEW FORM (OPCRF) FOR SCHOOLS HEADS FOR FY 2025 ONWARDS**

To: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Education Program Supervisors  
Public Schools District Supervisors  
Public Elementary and Secondary School Heads  
All Others Concerned

1. Pursuant to DepEd Order (DO) No. 2, s. 2015 titled *Guidelines on the Establishment and Implementation of the results-based Performance Management System (RPMS) in the Department of Education*, consistent with *DM-OUHRD-2024-0586* or the *Interim Guidelines for the Office Performance Planning and Assessment for FY 2024 Onwards*, and to ensure that the schools diligently and consciously integrate the agency priorities and strategic directions in work plans as determined during the office planning and commitment, this Office releases the **Guidelines for the School Performance Planning and Assessment and the Adoption of the Schools Division of Pampanga Interim Unified Office Performance Commitment and Review Form (OPCRF) for School Heads for FY 2025 Onwards**.

2. This Guidelines shall ensure that school plans, commitments, and performance account for the achievement and contribution of the different delivery units in all governance levels to the Agency's Organizational Outcomes as committed in the General Appropriations Act (GAA), Quality Basic Education Development Plan (QBEDP), and 5-point Agenda, among others.

3. With this, schools shall adopt the **Interim Unified Office Performance Commitment and Review Form (OPCRF) for School Heads**, as attached in **Annex A**, in reflecting the commitments and performance based on its office mandates, in ensuring the immediate integration of and alignment with the Agency's Organizational Outcomes, and in reflecting office's contributions in achieving the strategic priorities set under the DepEd's 5-Point Agenda as well as their respective education development plans in the schools as a direction in resolving basic education challenges.

4. The unified OPCRf shall be used throughout the RPMS Cycle which covers the performance for one (1) whole year following a four-stage cycle, to wit: (i) Performance Planning and Commitment (Phase I); (ii) Performance Monitoring and Coaching (phase II); (iii) Performance Review and Evaluation (Phase III); and (iv) Performance Rewarding and Development Planning (Phase IV).

5. The unified OPCRf shall be used by the school heads in the public elementary and secondary schools. In addition, Assistant School Principals shall likewise use the



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unified OPCRf to capture their specific performance contributing to the office/school plans and accomplishments.

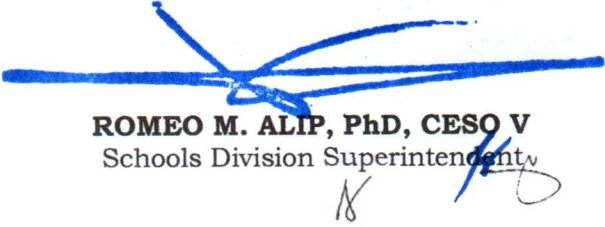
6. To provide guidance to school heads, ratees, and raters in the office performance planning, monitoring, and assessment, the comprehensive **Guidelines** is attached as **Annex B**.

7. Annexes of this Memorandum shall be made for accessing/viewing and downloading at this link and QR code:

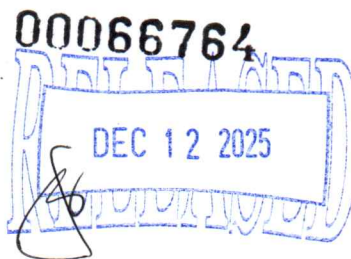


<https://tinyurl.com/uniopcrfmaterials>

8. Immediate dissemination of and strict adherence to this Memorandum is directed.

  
**ROMEO M. ALIP, PhD, CESO V**  
Schools Division Superintendent

Encl.: As stated  
HRDS/12-05-2025



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Annex A

**GUIDELINES FOR THE SCHOOL PERFORMANCE PLANNING AND  
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PAMPANGA INTERIM UNIFIED OFFICE PERFORMANCE COMMITMENT AND  
REVIEW FORM (OPCRF) FOR SCHOOLS HEADS FOR FY 2025 ONWARDS**

**I. Rationale**

1. The Results-based Performance Management System (RPMS) is being implemented in consonance with the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS). It follows the four-phase cycle of the SPMS prescribed in CSC Memorandum Circular No. 6 s. 2017 and aims to ensure that both teaching and non-teaching personnel focus work efforts toward achieving the Department's vision, mission, core values, and strategic priorities.
2. As stipulated in DepEd Order No. 2, s. 2015 (Guidelines on the Establishment and Implementation of RPMS in DepEd), RPMS is a mechanism to manage, monitor and measure performance, and identify human resource and organizational development needs to enable continuous work improvement and individual growth. Key aspects of DepEd's RPMS include performance assessment, goal alignment, personnel development, and alignment with sets of standards.
3. The Schools Division of Pampanga is committed to better serve the learners and the community. The immediate integration of and alignment with the Agency's Organizational Outcomes ensure that office plans, commitments, and performance account for the achievement and contribution as committed in the General Appropriations Act (GAA), Quality Basic Education Development Plan (QBEDP), and the DepEd's 5-Point Agenda, among others, and as a direction in resolving basic education challenges.
4. In view of the above, this Guidelines aims to adopt the School Performance Planning and Assessment for SY 2025-2026 Onwards including the SDO initiated Interim Unified Office Performance Commitment and Review Form (OPCRF) for school heads.

**II. Scope of Policy**

5. These Guidelines provide for the adoption of the School Performance Planning and Assessment for SY 2025-2026 Onwards including the unified Office Performance Commitment Review Form (OPCRF) for school heads. It stipulates the specific mechanisms, criteria and processes for the performance setting, monitoring, evaluation, and development planning.
6. Likewise, the following personnel shall be covered by these guidelines for the purpose of performance evaluation:
  - i. Assistant School Principal



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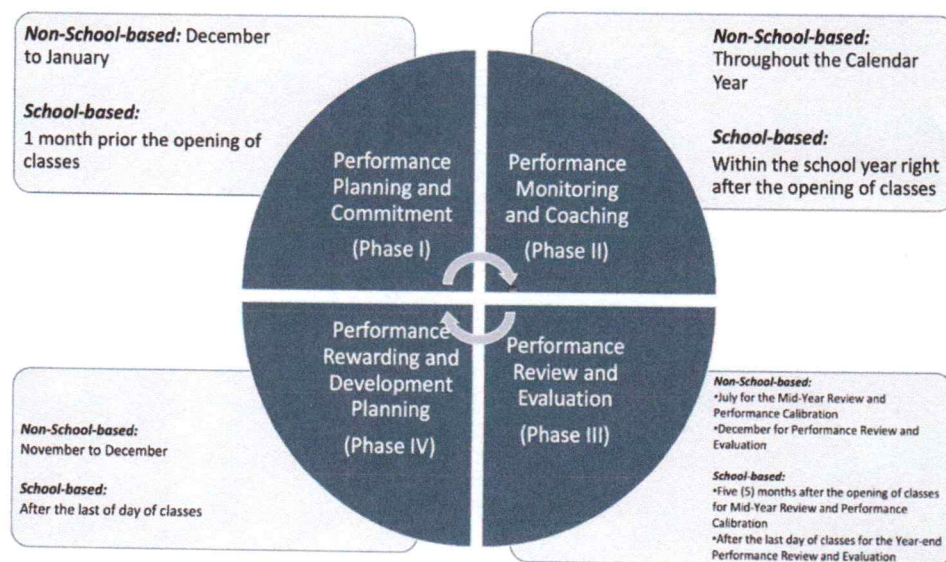
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## II. Policy Statement

7. The SDO Pampanga sets the guidelines for the School Performance Planning and Assessment stipulating the strategies, methods, processes, and tools for assessing the accomplishments vis-à-vis the commitments as well as the adoption of the unified Office Performance Commitment and Review Form (OPCRF) which will be used as appraisal tool for measuring of performance of various school heads position and other concerned positions.
8. The result of the performance evaluation shall likewise be used as the basis for the development of professional programs, learning, and training development.
9. The unified OPCRf shall be aligned with the set of standards articulated in the Philippine Professional Standards for School Heads (PPSSH) found in DepEd Order No. 24, s. 2020.
10. The office performance cycle shall follow the four-stage performance management system cycle as prescribed in the RPMS (DO No. 2 s. 2015):
  - i. Performance planning and commitment (Phase I);
  - ii. Performance monitoring and coaching (Phase II);
  - iii. Performance review and evaluation (Phase III); and
  - iv. Performance rewarding and development planning (Phase IV)

Figure 1 illustrates the four (4) phases of the RPMS Cycle including the timeline for the Office Performance Management.

Figure 1. The Office Performance Management Cycle







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11. The Office Performance Cycle shall cover the period of one (1) whole year or a period of 12 months, as follows:

Table 1. The Office Performance Management Timeline

RPMS Cycle	Task/Activity	Schedule
<b>PHASE I</b> Performance Planning and Commitment	Target and Commitment Setting	1 month prior the opening of classes
	School and Individual Development Planning	
<b>PHASE II</b> Performance Monitoring and Coaching	Performance Monitoring	School Year-round
	Accomplishment of PMCF and provision of L&D Intervention	
<b>PHASE III</b> Performance review and Evaluation	Mid-Year Review and Assessment	5 months after the opening of classes
	Recalibration of targets	
	Year-end Performance Assessment	
<b>PHASE IV</b> Performance Rewarding and Development	Finalization of School and Individual Development Plan	After the last day of classes
	Submission of signed OPCRf	After the last day of classes

### III. Performance Cycle/Process

#### A. Phase I: Performance Planning and Commitment

12. The performance planning and commitment shall be done at the beginning of the performance cycle. In this period, the rater and ratee (head of office/functional division) shall discuss and agree on the Office KRAs, Organizational Outcome Attribution, Objectives, Timeline, Weight allocation, Performance Targets, Performance Measure, Rating Scale, and Means of Verification.
13. In the OPCRf template, the following parts shall be accomplished and discussed by the rater and the ratee during the Phase I – Performance Planning and Commitment:



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- a. Part I-A: Commitment to Organizational Outcomes (60%)
- b. Part I-B: Innovating and Intervening Accomplishments (20%)
- c. Part I-C: Organizational Effectiveness (15%)

14. **Determining the Key Results Areas.** The head of office shall identify the Office KRAs based on the official issuance on the Compendium of Office Functions and the overall organizational outcomes of the Agency.

For Heads of Schools in the Elementary and Secondary Levels, refer to the prescribed KRAs attached in the Interim Guidelines (Annex D).

15. **Attributing the KRA to the Organizational Outcomes.** Based on the determined office KRAs, the Office shall identify the organizational outcomes/outputs in the GAA, QBEDP Intermediate Outcomes, and the DepEd's 5-Point Agenda that the office is directly contributing to.

The five (5) programs in the DepEd GAA include:

- a. Education Policy Development;
- b. Basic Education Inputs;
- c. Inclusive Education;
- d. Support to Learners and Schools; and
- e. Education Human Resource Development

As for the QBEDP, it includes the outcomes as follows:

- a. High-Performing Teachers Delivering Quality Education;
- b. Improved Learning Environments that Safeguard Students' Physical and Mental Well-being;
- c. Enhanced Governance Structure to Ensure Efficient and Supportive Education Systems;
- d. Improved Education Quality through Upgraded Curriculum, Modernized Assessments, and Digitally Enabled Schools; and
- e. Empowered Graduates for Employment, Entrepreneurship or Higher Education.

16. **Setting the Objectives.** Based on the set KRAs and their attribution to the organizational outcomes, the rater and the ratee shall discuss and agree on the office objectives. Setting at least three (3) objectives per KRA is highly recommended. However, the rater and the ratee may set more than three (3) objectives per KRA depending on the priorities of the office for the specific performance year.

For Part II-B: *Innovating and Intervening Accomplishments*, the rater and the ratee shall discuss and agree on Objectives that are **enabling**, **supportive**, and/or **contributory** to the achievement of the organizational





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commitments and KRAs in Part I-A. Objectives for this part can target accomplishments and outputs which are innovations, interventions, and/or enhancements on the processes, services, and/or outputs of the office.

*Objectives* are specific tasks that are considered as concrete outputs which an office needs to do to achieve specific KRAs. Objectives are action verbs written in past tense. In objective setting, the SMART criteria, which stands for *Specific, Measurable, Attainable, Relevant, Time Bound*, shall be applied.

*Objectives* shall also capture the specific directives and priority deliverables that are set and cascaded from national level down to functional offices in the CO, RO, SDO, and schools (e.g., 5-Point Agenda, Strand priorities, etc.).

17. **Setting the Timeline.** The timeline shall define the target date for accomplishing each of the performance Objectives. The timeline for the office Objectives shall be set by the head of office in coordination with the Planning Office and School Planning Team, as aligned with the GAA Physical Targets, Annual Work and Financial Plan for DepEd offices or Annual Improvement Plan for schools/CLCs.

The head of functional office shall indicate the target period of accomplishment of objectives and outputs. If the objective is a regular deliverable (e.g., preparation of MOOE Liquidation Report), the Timeline should indicate the specific period and/or frequency within which the specific Objective is expected to be delivered (e.g., every 5th of the month).

18. **Assigning the Weight.** The assignment of weights shall be done per Objective. The rater and ratee shall ensure that each Objective under each KRA has been assigned with weights. Each Objective shall be given equal weights. The sum of the assigned weights of the Objectives shall be equal to the weight assigned to a particular part of the OPCR.

*Illustrative sample:*

Part I-A – Weight allocation is 60%

**KRA 1**

- Objective 1 is 2.000%
- Objective 2 is 3.000%
- Objective 3 is 2.000%
- Objective 4 is 2.000%
- Objective 5 is 2.000%
- Objective 6 is 2.000%
- Objective 7 is 2.000%

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**KRA 2**

- Objective 1 is 2.000%
- Objective 2 is 2.000%
- Objective 3 is 2.000%
- Objective 4 is 2.000%
- Objective 5 is 2.000%
- Objective 6 is 2.000%
- Objective 7 is 2.000%
- Objective 8 is 2.000%

**KRA 3**

- Objective 1 is 2.000%
- Objective 2 is 2.000%
- Objective 3 is 2.000%
- Objective 4 is 2.000%
- Objective 5 is 2.000%
- Objective 6 is 2.000%
- Objective 7 is 2.000%

**KRA 4**

- Objective 1 is 1.250%
- Objective 2 is 1.500%
- Objective 3 is 1.500%
- Objective 4 is 1.500%
- Objective 5 is 1.000%
- Objective 6 is 1.250%
- Objective 7 is 1.000%
- Objective 8 is 1.250%
- Objective 9 is 1.250%
- Objective 10 is 1.500 %
- Objective 11 is 1.000%
- Objective 12 is 1.000%

19. **Identifying Performance Targets.** The rater and the ratee shall identify, discuss, and agree on the Performance Targets for each of the Objectives. Performance Targets are the expected output/s based on the KRAs and Objectives determined. It is elaborated further into 'Value' and 'Description' to provide clearer and more concrete targeting of output/s.

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<i>Illustrative sample: Performance Targets</i> (Target Outcome/ Output of the Bureau/ Center/ Service/ Division aligned with the Outcome/ Output Indicators in the Organizational Outcome)	
<b>Value</b> (numerical, statistical, trend)	<b>Description</b> (expected outcome/ output/ service)
1 (numerical)	Draft DepEd Order on...
90% (statistical)	Filling up of vacant positions
2% decrease (trend)	Dropout rate

20. **Determining Performance Measures.** Using a five (5)-point rating scale, the rater and the ratee determine the performance indicators for Quality, Efficiency, and Timeliness (QET) as measures of performance and means to verify the achievement of output/deliverable. Depending on the Objective, performance may be rated in terms of at least two (2) measures (quality, efficiency, and timeliness); provided that Quality is always measured.

The operational definition of each numerical rating (5-4-3-2-1) shall be clearly defined and indicated under each component (i.e., QET). This shall ensure that the rating is objective, impartial, and verifiable.

Refer to Table 3 for the definition of performance measures for each component.

Table 3. Performance Measures

<b>COMPONENT</b>	<b>DEFINITION</b>
Quality	<p>The extent to which actual performance compares with targeted performance.</p> <p>The degree to which objectives are achieved and the extent to which targeted problems are solved/ issues are addressed with a certain degree of excellence.</p> <p>Quality relates to effectiveness and getting the right things done. It draws focus on the output or service itself.</p> <p>Quality Indicator answers the question, "Is the actual output or service delivery at par with the established quality measures or meet the expected quality of output?"</p> <p><b>Elements:</b> Meeting the standards, acceptability or soundness of output, accuracy, completeness or comprehensiveness of reports and client satisfaction.</p>



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Efficiency	<p>The extent to which time or resources are used for the intended task or purpose.</p> <p>Measures whether targets are accomplished with a minimum amount or quantity of waste, expense, or unnecessary effort.</p> <p>Efficiency relates to doing things right. It draws focus on the process by which outputs or services are delivered.</p> <p>Efficiency Indicator answers the question, <i>"How are the outputs or services delivered? Is the manner of achieving the Targets follow the minimum service standards? Is resource utilization optimized in terms of the program objective's realization? Are there better, more efficient ways to deliver program outputs?"</i></p> <p><b>Elements:</b> Standard response time, number of applications acted upon over number of applications received, optimum use of resources (financial) - actual spending/budget allocated.</p>
Timeliness	<p>Measures whether the deliverable was delivered on time based on the requirements of the rules and regulations, and/or clients/stakeholders and regulations, and/ or clients/stakeholders.</p> <p>Time-related performance indicators evaluate such things as project completion deadlines, time management skills and other time-sensitive expectations. completion deadlines, time management skills and other time-sensitive expectations.</p> <p>Timeliness Indicator asks the question, <i>"Are the Objectives achieved within the period agreed upon?"</i></p> <p><b>Elements:</b> Claim processing time, deadline, product development rate, delivery time, etc.</p>

21. **Determining Means of Verification.** After identifying the performance measures for each of the Objectives, the ratee shall list the possible proof or evidence of accomplishments. It can be official documents, reports or any outputs showing the actual results certified by authorized officials/personnel.

22. **Complying with the Areas for Organizational Effectiveness.** The rater and the ratee shall discuss the areas for organizational effectiveness aligned with PBB-based oversight requirements as prescribed for





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compliance of all offices, which include (i) Financial Stewardship, (ii) Process Improvement, and (iii) Client Satisfaction.

Table 4. Organizational Effectiveness Areas

Organizational Effectiveness Area	Description
Financial Stewardship	This refers to the utilization of the budget allocation in accordance with the quarterly disbursement program with no overdraft/deficit/disallowance from oversight agencies.
Process improvement	This refers to the streamlined core processes and management of service provisioning of frontline and other office deliverables to ensure ease of doing business/ease of transactions and/or digitalization/digitization based on the Department's Citizen's Charter and in line with the Anti-Red Tape Authority (ARTA)'s Whole-of-Government (WOG) Reengineering Manual.
Client Satisfaction	This refers to the resolution and compliance rate to the Hotline #8888 and Contact Center ng Bayan (CCB) within the prescribed processing time pursuant to the ARTA and EODB standards, following the Client Satisfaction Measurement mechanism.

23. **Reaching Agreement.** Once the office KRAs, Objectives, Weights, Timeline, and Performance Measures are clearly defined, the rater and the ratee shall commit and reach an agreement by signing the OPCR Form. The signed/approved OPCR Form shall be the basis for monitoring and assessment, which shall take place in Phase II and Phase III, respectively.

**B. Phase II: Performance Monitoring and Coaching**

24. The performance monitoring and coaching shall commence after the rater and the ratee commit on the KRAs, Objectives, Weights, Timeline, and Performance Indicators, and sign the OPCR Form. This shall be done throughout the year.
25. Performance monitoring and coaching shall be a proactive responsibility of both the rater and the ratee to ensure achievement of planned targets and continuously improve office performance and individual competencies of the head of office throughout the year.
26. The two main (2) components of Phase II are the following:
- Performance monitoring; and
  - Coaching and feedback.



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Performance monitoring shall provide key inputs and objective basis for rating. It shall facilitate feedback and provide evidence of performance.

Coaching and feedback shall be a continuous process and shall be provided by the rater and/or be sought by the ratee to improve office performance and individual behavior. The rater, as the coach or mentor of the ratee, plays a critical role in the performance monitoring and coaching. They shall provide an enabling environment and intervention for continuous improvement.

27. To ensure compliance, quarterly rater-ratee checkpoint meetings shall be conducted through one-on-one and/or small group meetings, LAC sessions, FGD or other means necessary to track progress in the achievement of planned targets, flag positive and negative behaviors that are observed in the workplace, and plan appropriate actions steps, as may be necessary. A more frequent rater-ratee conversation may be done as necessary. These quarterly checkpoint meetings shall require diligent documentation using the **Performance Monitoring and Coaching Form (PMCF)** as enclosed in **Annex E**.

28. The PMCF shall be used by the rater and the ratee to track and record significant incidents. Significant incidents are actual events and behaviors in which both positive and negative performances are observed and documented.

The PMCF shall provide a record or evidence of office and work performance as well as the demonstrated behaviors and competencies of the head of office. It shall be an effective substitute in the absence of quantifiable data. The rater and the ratee shall sign each significant incident recorded in the PMCF to ensure that agreement has been reached.

29. Prior to every quarterly performance monitoring and coaching session, the rater shall prepare a list of observations pertaining to the performance and behavior of both the office and head of office. The rater shall communicate the observed significant incidents with the ratee during the performance monitoring and coaching sessions. The ratee shall validate the rater's observations and may provide the further information that may either confirm or justify such observations.

30. Based on the validated performance observations, the rater and the ratee shall then discuss and agree on appropriate action steps to further improve or correct performance and behavior.

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**C. Phase III: Performance Review and Evaluation**

31. The performance review and evaluation shall be done in the middle and at the end of the performance cycle to assess the office performance based on the commitments and measures as contained in the signed OPCR Form.

**Mid-Year Review**

32. An office-wide mid-year review shall be required to determine the progress in achieving the agreed office performance Targets.
33. In exceptional cases, and only if the situation warrants, a **one-time calibration** of office performance Targets, Weights, Timeline, and Performance Indicators shall be allowed during the mid-year review.
- a. Instances when high level decisions are taken into effect which resulted in changes in strategic directions and/or reprioritization of programs, activities, projects (PAPs);
  - b. Adjustments in the systems, procedures, and strategies involved in the delivery of committed targets (e.g. use of alternative strategies and work arrangements);
  - c. Changes in the necessary administrative, financial, procurement, and other processes, rules, and regulations that are not within the jurisdiction or discretion of the office and/or employee; and
  - d. Circumstances that are beyond the control of the ratee such as natural and/or man-made calamities, including typhoon, earthquake, and other fortuitous events.
34. The Performance Calibration Form (PCF) enclosed in Annex F shall be used during the one-time calibration of performance, as may be authorized. The PCF must be discussed and agreed upon by the rater and the ratee and approved by the approving authority. The calibrated performance Targets, Weights, Timeline, and Performance Indicators shall only be in effect upon approval of the concerned PMT.
35. The **Performance Calibration Form (PCF)** enclosed in **Annex F** shall be used during the one-time calibration of performance, as may be authorized. The PCF must be discussed and agreed upon by the rater and the ratee and approved by the approving authority. The calibrated performance Targets, Weights, Timeline, and Performance Indicators shall only be in effect upon approval of the concerned PMT.



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36. The initial rating during the mid-year review shall be reflected in the **Office Performance Mid-Year Review Form (OPMRF)** enclosed in **Annex G**. The final rating depends solely on the year-end performance assessment unless exceptional cases deem it necessary to use the mid-year review as the final rating such as promotion, transfer, or in cases of untimely death where the ratee could no longer complete the full RPMS cycle.

**Year-End Assessment**

37. The head of the functional office shall assess the performance of the office vis-à-vis the committed targets at the beginning of the performance cycle or the calibrated targets, if any, agreed during the mid-year review.
38. The rater and the ratee shall discuss and agree on the individual assessment based on the MOVs presented and actual accomplishments of each of the KRAs and Objectives. The final rating shall be based solely on the accomplishment of the specific objectives as measured by the Performance Indicators. The OPCR Form shall be accomplished and completed by the rater and the ratee to:
- a. Reflect actual accomplishments and results;
  - b. Rate each of the objectives;
  - c. Compute for the score (i.e., average, weighted average, and score per Part);
  - d. Assess the competencies;
  - e. Determine the overall score; and
  - f. Reach an agreement.
39. **Reflecting Actual Accomplishments and Results.** The rater and the ratee shall discuss and agree on the actual accomplishments and results based on the performance commitments and measures made at the beginning of the rating period or the calibrated targets, if any, agreed during the mid-year review.
40. **Computing the Performance Rating.** All outputs shall be evaluated vis-a-vis the standards set in performance measures.
- a. **Rating the Objectives.** The rater and the ratee shall evaluate each objective whether it has been achieved or not based on the evidence presented. Each objective shall be rated in the components (i.e., Quality, Efficiency, Timeliness) determined as performance measure at the beginning of the rating period or the calibrated targets using the 5-point rating scale, if any, agreed during the mid-year review.





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*Note: Depending on the Objective, performance may be rated in terms of Quality and Efficiency, Quality and Timeliness, or Quality, Efficiency and Timeliness. The quality component is always being measured.*

The RPMS rating scale below shall be used in rating the Objectives:

Table 5. The RPMS Rating Scale

<b>NUMERICAL RATING</b>	<b>ADJECTIVAL RATING</b>	<b>DESCRIPTION OF MEANING OF RATING</b>
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 exceeds 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.

b. **Average.** The average of the individual ratings for QET shall be computed to get the rating for each Objective.

$$\text{Average QET} = \frac{\text{Quality (Q)} + \text{Efficiency (E)} + \text{Timeliness (T)}}{3}$$

*Note: For Objective that has only two performance measures, the divisor shall also be 2.*



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c. **Weighted Average.** To get the Weighted Average per Objective, the Average QET Rating shall be multiplied with assigned weight agreed upon at the beginning of the rating period or the calibrated weight, if any, approved during the mid-year review.

$$\text{Weighted Average (Rating per Objective)} = \text{Average QET} \times \text{Weight Allocation}$$

d. **Total Score.** To determine the total score per Part, the Weighted Average per Objective shall be added up.

The score for each Objective and the total score for each Part shall be written in three (3) decimal points.

$$\text{Total Score per Part} = \text{Objective 1} + \text{Objective 2} + \text{Objective 3} + \dots$$

Table 6. Sample Computation

**Part I-A: Commitment to Organizational Outcomes (60%)**

KRAs	Organizational Outcome Attribution	Objective	Weight per Objective	Rating (QET)	Average	Weighted Average
KRA 1	OO Attribution	Objective 1	%	5		
				4		
				5		
		Objective 2	%	5		
				5		
		Objective 3	%	5		
				3		
				4		
Part 1-A Total Score						

29. **Assessing Competencies.** The rater shall discuss with the ratee the set of leadership and core behavioral competencies observed during the performance cycle. The ratee shall choose his/her self-perceived competencies.

a. **Rating the Competencies.** In Part II (Part II-A and Part II-B) of the OPCR Form, the rater shall write the appropriate rating for each behavioral indicator observed using the 5-point rating scale shown in Table 7.





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Table 7. DepEd Competencies Scale

Numerical Rating	Adjectival Rating	Definition
5	Role Model	Behavioral indicator is consistently exhibited and is worthy of emulation.
4	Consistently Demonstrated	Behavioral indicator is constantly showed.
3	Most of the Time Demonstrated	Behavioral indicator is often showed.
2	Sometimes Demonstrated	Behavioral indicator is irregularly showed.
1	Rarely Demonstrated	Behavioral indicator is seldomly showed.

b. **Providing detailed remarks and/or observations** is highly recommended to support the rating for each behavioral indicator. Remarks and observations may include significant incidents observed, feedback, and suggestions for improvement, among others.

c. **Average per competency.** The average of the individual ratings for behavioral indicators shall be computed to get the rating for each Competency.

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

d. **Total Score (Weighted Average).** To get the Total Score (Weighted Average), the total average for the set of competencies shall be multiplied with assigned weight. The weight allocation for the Leadership Competencies and Core Behavioral Competencies shall be 2.5% each respectively.

$$\text{Total Score (Weighted Average)} = \text{Average Rating} \times 2.5\% \text{ Weight Allocation}$$

30. **Determining the Overall Score.** The Overall Score shall be computed by adding the total obtained scores in Part I and Part II. This shall be inputted in the *Part III Summary of Ratings* of the OPCR Form.

$$\text{Overall Score} = \text{Part I-A} + \text{Part I-B} + \text{Part I-C} + \text{Part II-A} + \text{Part II-B}$$



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31. **Determining the Numerical and Adjectival Ratings.** The numerical performance rating shall be given corresponding RPMS numerical and adjectival ratings in accordance with the following rating table:

Table 8. RPMS Rating Table

RANGE	NUMERICAL RATING	ADJECTIVAL RATING
4.500 – 5.000	5	Outstanding
3.500 – 4.499	4	Very Satisfactory
2.500 – 3.499	3	Satisfactory
1.500 – 2.499	2	Unsatisfactory
Below 1.499	1	Poor

32. **Reaching an Agreement.** Upon determining the performance rating for the actual accomplishments and results, the rater and the ratee shall reach an agreement by signing the OPCR Form.

All appeals relative to the performance rating shall be subject to the appeals process as stipulated in the DO 2, s. 2015. A performance rating under appeal shall not be considered final and shall not be used as a basis for promotion and other performance-related incentives.

**D. Phase IV: Performance Rewarding and Development Planning**

33. The results of the performance review and evaluation shall be used in performance rewarding and development planning.
34. **Performance Rewarding.** Outstanding performance, adherence to minimum office standards, and consistent demonstration of desired competencies shall serve as a basis for recognition and rewards, including monetary and non-monetary incentives. In addition to incentives and awards system under the Program on Awards and Incentives for Service Excellence (PRAISE), the head of office shall establish office-based initiatives to recognize and incentivize meritorious performance.
35. **Office Improvement Planning.** During Phase IV, the head of functional office, in collaboration and in agreement with the personnel, shall determine the office strengths and opportunities for improvement and plan definitive action steps to further enhance service delivery and/or address identified bottlenecks. These can be written under the 'Strengths' and 'Development Needs' columns of the Part IV-A: Office Improvement Plan of the OPCR Form.

Based on the office performance and improvement plan, the head of functional office and the next higher approving authority shall discuss and agree on the office improvement plan and interventions, which shall include the team development plan, office process improvement plan, equipment and physical facilities repair, acquisition, and upgrade, among others.





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36. **Individual Development Planning.** During Phase IV, the rater shall discuss and provide qualitative comments, observations, and recommendations pertaining to the individual (head) competency assessment, as observed in the significant incidences provided in the PMCF. These can be written under the strengths and development and needs column of Part IV-B: Individual Development Plans of the OPCR Form and shall serve as bases for training and professional development for the head of functional office.

The competencies the ratee demonstrated consistently and the areas where it meets or exceeds expectations shall be called the ratee's strengths. The competencies, which the ratee rarely demonstrates and the areas where the ratee has room for improvement and has not met expectations, shall be identified as the ratee's development needs.

37. The following steps shall be applied in improvement and development planning:
- Identify the development needs;
  - Set goals for meeting the development needs;
  - Prepare specific action plans for meeting the development needs such as list of learning activities, resources and support, measures of success, among other needs;
  - Implement action plans; and
  - Evaluate.
38. The heads of functional offices, in coordination with the office in-charge of human resource and organizational development in each governance level, shall ensure that the action plan and interventions for office improvement and individual (head) development are appropriate for the identified office and process improvement needs.

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