



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF PANABO CITY

DIVISION MEMORANDUM
CID – 2025 – 0695

To : Chief of Curriculum Implementation Division (CID)
 Public School District Supervisors
 Public School Secondary & Elementary school Heads
 Private School Administrators
 Private School Homeroom Guidance Coordinators
 All concerned

Subject : **CONDUCT OF FIELD MONITORING ON THE UTILIZATION OF HOMEROOM GUIDANCE MODULES, OBSERVATION FORMS, AND PROGRAM MONITORING TOOLS FOR SCHOOL YEAR 2025-2026**

Date : October 28, 2025

This has reference to DM-OUCI-2021-346 re: Revised Implementation of Homeroom Guidance during Crisis Situation for SY: 2021-2022, this Office, through Curriculum Implementation Division hereby informed the all schools to utilize the Homeroom Guidance modules, Observation Forms and Program Monitoring Tools for Kindergarten, Elementary, Junior and Senior High Schools this SY: 2024-2025.

Moreover, the Homeroom Guidance Modules which can be downloaded from the DepEd Learning Resource Portals or thru this link: https://drive.google.com/drive/folders/1UviVVNMDPJJYT0iMCTdUXQung_zUQ580.

Furthermore, this Office informs that there will be school monitoring as well to the private schools both elementary and secondary schools that there will be a monitoring and evaluation of the said program as well as giving of technical assistance on its implementation. Homeroom Guidance Coordinators are advised to set all necessary documents for the said visit. For inquiries and clarifications, please contact the Division focal of this program, Dr. Elden D. Orbeta at elden.orbeta@deped.gov.ph.

Attached are the schedule of dates for the said visitation and the monitoring tools.

Travel and other expenses incurred in the conduct of this activity shall be chargeable against Division/local funds subject to the usual accounting and auditing rules and regulations.

All other provisions indicated in the previous memorandum remain effective unless otherwise amended by this office.

For your information and guidance.


JINKY B. FIRMAN, PhD, CESO VI
Schools Division Superintendent

RELEASED

OCT 28 2025

RECORDS SECTION SDO PANABO CITY
BY 

Enclosure of this Division Memorandum

HOMEROOM GUIDANCE PROGRAM IMPLEMENTATION
Schedule of Onsite Monitoring



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Panabo City, Davao del Norte
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HOMEROOM GUIDANCE PROGRAM IMPLEMENTATION
Schedule of Onsite Monitoring

Secondary Cluster	Complete Name	Date
AO Floirendo NHS	SHARON ROSE O. CUIZON	3 rd week of December 2025
Cagangohan NHS	MARILOU C. DIMAYACYAC	2 nd week of December 2025
Desiderio F. Dalisay, Sr. NHS	JINA S. LAGUIBAN	3 rd week of December 2025
Don Manuel A. Javella Memorial NHS	ERMALYN D. BAGALANON	3 rd week of January 2026
Kasilak NHS	MARIA LIZA CAYCO	2 nd week of January 2026
Kauswagan NHS	NORJANA K. BUISAN	2 nd week of January 2026
Little Panay NHS	MARY ROSE L. MACAIRAN	2 nd week of January 2026
Mabunao NHS	LIEZL P. CALEXTRO	4 th week of January 2026
Malativas NHS	FATIMA M. LIMBAGA	4 th week of January 2026
Manay NHS	JONATHAN IVAN V. GABRIENTO	3 rd week of December 2025
Panabo City NHS	NENITA L. CARREDO	2 nd week of December 2025
Panabo City SHS	CARLA MAY E. MONESTRIAL	2 nd week of December 2025
Quezon NHS	JAY COGAL	2 nd week of December 2025
San Vicente NHS	DARYL J. LOBEROS – JHS	1 st week of February 2026
Sindaton NHS	MARIA LUTZ B. DUALLO	3 rd week of January 2026
Southern Davao NHS	ANNIE LOURDE SHYRREL S. ANDO	1 st week of February 2026
Nanyo NHS	JONIREZA SULLA	1 st week of February 2026
PCD		
Cabili ES	VEVERLYN H. ADLIT	1 st week of December 2025
Dona Nenita R. Floirendo ES	JUNADETTE N. DUGANG	2 nd week of December 2025
Gredu ES	APRIL A. AMARANTO	1 st week of December 2025
Panabo Central ES – SPED Center	FARRAH D. SERAÑAS	1 st week of December 2025

Rizal ES	CAHMEA FLOR D. CIRUNAY	1 st week of December 2025
Salvacion ES	NIZZLE B. CALDERON	1 st week of February 2026
San Pedro ES	RUDYLIN M. CAGAPE	1 st week of February 2026
San Vicente ES	EVAMAE R. DULOS	2 nd week of December 2025
Sto. Nino ES	CHARITY C. PALAPAN	1 st week of February 2026
San Francisco ES	MARILYN I. MONDIGO	1 st week of February 2026
Antonio O. Floirendo ES II	RITCHELL C. ALCANTARA	1 st week of February 2026
PND		
AO Floirendo ES	ARCELIE A. UY	2 nd week of February 2026
P. Changco ES	REGIEN S. ALVAREZ	2 nd week of February 2026
Cocordia A. Sison ES	RAQUEL M. PALAD	2 nd week of February 2026
Dalisay Village ES	JONA MAE S. BORJA	2 nd week of February 2026
Valentin N. Daquio ES	MARY JANE B. DELA CERNA	2 nd week of February 2026
Manuel A. Javella ES	GENALYN D. PAGALAN	2 nd week of February 2026
Nanyo Central ES	MARY ANN J. ANGAR	2 nd week of February 2026
RD Mabitad, Sr ES	MAYCHELL LABARIAS MARY JEAN C. APA-AP	3 rd week of February 2026
Roxas ES	DESIREE R. OSMENA	3 rd week of February 2026
Sindaton ES	RACQUEL N. SOLAÑA	3 rd week of February 2026
Southern Davao ES	FERDELINA O. NICER	3 rd week of February 2026
Tibungol ES	ANNA LEE A. CERVANTES	3 rd week of February 2026
PSD 1		
Buenavista ES	EDELITA G. SERJAS	4 th week of February 2026
GL Dondoy Central ES	JOCELYN L. BARSOBIA	4 th week of February 2026
JP Laurel ES	KAREN G. SAMAN	4 th week of February 2026
Katualan ES	MYLENE P. ALABAT	4 th week of February 2026

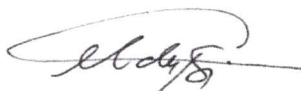
Kiotoy ES	VIRNE FE E. BULAMBOT	4 th week of February 2026
Mabunao ES	SOFIA SANDI T. ORTIZO	1 st week of March 2026
NB Galapin ES	MARJORIE C GABAÑETE	1 st week of March 2026
San Roque ES	DENNA JANE O. KAMPAG	1 st week of March 2026
Sta. Cruz ES	MARY JOY C. ALBOROTE	1 st week of March 2026
Lorenzo T. Conception Integrated School	JOCELYN I. HIPONIA	1 st week of March 2026
Tagurot ES	JOCELYN S. MERCADO	1 st week of March 2026
PSD 2		
Consolacion ES	ROSA MAE S. TOCMO	2 nd week of March 2026
Datu Abdul ES	GRACE G. PETALLAR	2 nd week of March 2026
Kasilak ES	XERXYLLE LOU S. ESDRELON	2 nd week of March 2026
Katipunan ES	PAMELA P. PAYOT	2 nd week of March 2026
TG Gerona ES	JUVELYN M. DELOS SANTOS	2 nd week of March 2026
Licanan ES	EUNESSA N. TALABOC JIMA L. IGUAS	3 rd week of March 2026
Little Panay ES	CHERRY P. PACLIBAR	3 rd week of March 2026
Malativas ES	GEDELYN A. AMOR	3 rd week of March 2026
Namuag ES	EMMABETH C. SENO	3 rd week of March 2026
New Visayas CES	LENNY PAUSAL	3 rd week of March 2026
Waterfall ES	LEAH M. GUITAYGOLAO	3 rd week of March 2026

Private School	Date
Northlink Technological College, Inc.	2 nd week of January 2026
Northern Paramedical and Technological College of Panabo, Inc.	2 nd week of January 2026
North Davao Colleges, Inc.	3 rd week of January 2026
UM Panabo College	3 rd week of January 2026
ACES Polytechnic College, Inc.	4 th week of January 2026
Panabo SDA Learning Center, Inc.	4 th week of January 2026
Francisco Adlaon Learning Institute, Inc.	1 st week of February 2026

Maryknoll College of Panabo, Inc.	1 st week of February 2026
Panabo Christian School	2 nd week of February 2026
Panabo Faith Mission Academy, Inc	2 nd week of February 2026
Good Shepherd Baptist School	3 rd week of February 2026
Lifeword Montessori School, Inc	4 th week of February 2026
Christian Academy of Lion Lamb, Inc	1 st week of March 2026
- Nothing follows -	

Note: Dates indicated above may change depending on the availability of the monitoring focal person. Please keep posted. Thanks.

Prepared by:



ELDEN D. ORBETA, PhD
Division Focal Person
10-28-2025



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Annex 1: Homeroom Guidance Class Observation Tool

HOMEROOM GUIDANCE CLASS OBSERVATION TOOL

_____ Grading _____ School Year

Name of Adviser: _____ Rating: _____

Date/Time: _____ Grade Level / Section: _____

To the observer: Check the box to indicate your assessment guided by the scale below:

- 0 – No Chance to Observe
- 1 – Not Observed
- 2 – Observed but Insufficient
- 3 – Sufficiently Observed
- 4 – Sufficiently Observed and Commendable

The teacher	4	3	2	1	0
1. makes sure that the learning modality is conducive for learning and activities.					
2. effectively organizes learning situations to meet the objectives of the class presentation.					
3. uses instructional methods that encourage relevant learner participation in the learning process.					
4. implements the module in accordance to the guidelines.					
5. communicates clearly and effectively to the level of learners.					
6. explains important ideas in a clear and practical way.					
7. demonstrates command of the topic discussed.					
8. responds appropriately to learner questions and comments.					
9. provides time and direction for individual thought prior to group discussions (if applicable)					
10. prepares/checks, distributes efficiently the materials for activities.					
11. adequately prepares learners to undertake the specific activity.					
12. provides learners adequate time to reflect on the activity utilizing a variety of process skills -(i.e. demonstrate, predict, analyze, conclude, synthesize, etc.)					



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13. attends to the learner's concerns in different modalities.					
14. provides individual attention when appropriate (non-submission, non-compliance)					
15. provides minimal yet sufficient information to successfully complete their task(s).					
16. provides adequate feedback, reflections, encouragement on individual/group efforts and progress.					
17. encourages learners to appropriately use tools, ideas, methods, or "ways of knowing" to accomplish the activity and/or solve the problem.					
18. relates the lesson to learners' daily life experiences.					
19. encourages the learners to apply their realizations on the lesson (insights).					
20. maintains safety procedures in facilitating learner's tasks					

Total Score (Sum of Scores from item 1 to 20): _____

Rating: _____

Computation:

$$\text{Rating} = \frac{\text{Total Score}}{(\text{No. of items with 1-4 scores}) \times 4} \times 100\%$$

Verbal Description

92% - 100%	-	Outstanding
69%-91%	-	Above Average
46%-68%	-	Average
24%-45%	-	Below Average
23% and below	-	Needs Improvement

Commendations:

Recommendations _____

This evaluation was shown and discussed to me:

Adviser's signature over printed name

Date



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Annex 2: Homeroom Guidance School Implementation Tool (School Level)

Homeroom Guidance School Implementation Tool

Name of School: _____ Division & Region: _____
School Head: _____ Date of Reporting: _____

Total No. of Classes for S.Y. 2021-2022	Total No. of Classes that Implemented Homeroom Guidance Program

Directions: Check the box that corresponds to your answer in each item using the legend below.

LEGEND: E- Evident – 95% - 100% of the total number of classes complied
EI- Evident but Inadequate – 50% - 94% of the total number of classes complied
NE- Not Evident – less than 50% of the total number of classes complied
NA- Not Applicable – the area is not applicable / it is not possible to comply

AREAS TO BE MONITORED	EVIDENCE	E	EI	NE	NA
I. Curriculum Implementation and Compliance					
1. HG MELCs is being followed properly.	Class schedule and learner's output/ portfolio				
2. Objectives of the program are achieved at the end of the school year.	Learner's output and minutes of meeting of advisers per grade level with Guidance Counselor/designate re HG's impact on learners				
II. Delivery Process					
1. HG Classes are programmed for the whole school year.	Class Program and Teacher Loading				
2. Learners and parents are acquainted with the competencies that they need to master per domain in each quarter	Letter to parents prepared by Adviser regarding the competencies for the quarter				
3. Class Advisers are being monitored as they implement the HG.	Results of Monitoring Tool and post conference of Guidance Counselor/designate with advisers				
III. Assessment of Learner's Development					
1. Learners are oriented on the learning objective and how	Documentation of learner's orientation about the learning objectives and evaluation of their development				



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AREAS TO BE MONITORED	EVIDENCE	E	EI	NE	NA
their development will be assessed.					
2. Assessment results are explained to the learners, leading to their realization of the areas for improvement.	Documentation of conference with the learners about their development				
3. Learners can keep track of their progress in the program	Learner's Development Assessment with remarks of adviser and parent				
IV. Supervision of Homeroom Guidance Implementation					
1. A clear Monitoring Plan (Guidance Counselor/ Designate and School Head) before the start of the program is evident.	Monitoring Plans of School Head and Guidance Counselor/Designate				
2. Monitoring Plan is properly implemented.	Documentation of the actual monitoring results				
3. Monitoring results are discussed with the concerned personnel so as to encourage actions needed to improve the program delivery.	Minutes of Meeting with the concerned personnel and the accomplished HG Monitoring Tool (School Level)				
4. Monitoring results are utilized to improve the program delivery.	Matrix of Monitoring Results and the actions taken				
5. Proper coordination, planning, and corrective feedback system are being enforced.	Minutes of Meeting and Post Conference documentation				
6. Capacity-building for HG is being conducted.	Documentation of teachers and personnel training with the attached utilized budget and recorded training				
V. Administrative Concerns					
1. Orientation for learners and their parents is conducted by the school before the start of School Year.	Documentation of learners and parents' orientation (e.g. attendance sheet, photos etc.)				
2. An adequate budget is allotted for HG expenses.	Approved budget vs Financial Report of HG (e.g materials, training expenses etc.)				
3. Materials and relevant supplies (online or printed learning materials) are available for the learners and teachers of HG.	Inventory of supplies and materials vs reports of utilization				



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AREAS TO BE MONITORED	EVIDENCE	E	EI	NE	NA
4. The learning modality is appropriate and conducive for the conduct of the program.	Number of learners in each learning modality				
5. Duties and responsibilities of personnel are clearly defined.	Documentation of orientation for the personnel and teachers				
6. Correct reports are submitted.	Year-end report by the school				
7. Issues and concerns based on the reports are acted upon.	Matrix of issues and concerns from the reports and actions taken				

Guidance Counselor/Designate: _____ Date: _____
Signature over printed name

School Head: _____ Date: _____
Signature over printed name



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Annex 3: Homeroom Guidance Division Monitoring and Evaluation Tool

Homeroom Guidance Division Monitoring and Evaluation Tool

Division: _____ Region: _____
 Schools Division Superintendent: _____ Date of Submission: _____
 CID Supervisor: _____
 SGOD Guidance Counselor/Guidance Designate: _____

Total No. of Schools in the Division (Elementary School – Senior High School)	Total No. of Schools that Implemented the Homeroom Guidance Program	Total No. of Schools Monitored and Evaluated / Observed	Total No. of Schools that did not Implement the Homeroom Guidance Program (State reason/ justification for non-implementation)

Directions: Check the box that corresponds to your answer in each item using the legend below.

LEGEND:

- E- Evident – 95% - 100% of the total number of schools complied
- EI- Evident but Inadequate – 50% - 94% of the total number of schools complied
- NE- Not Evident – less than 50% of the total number of schools complied
- NA- Not Applicable – the area is not applicable / it is not possible to comply

AREAS TO BE MONITORED	EVIDENCE	E	EI	NE	NA
I. Curriculum Implementation and Compliance					
1. HG MELCs is being followed properly.	Class schedule and learner's output/portfolio				
2. Objectives of the program are achieved at the end of the school year.	Learner's output and minutes of meeting of advisers per grade level with Guidance Counselor/designate re HG's impact on learners				
II. Delivery Process					
1. HG Classes are programmed for the whole school year.	Class Program and Teacher Loading				
2. Learners and parents are acquainted with the competencies that they need to master per domain in each quarter	Letter to parents prepared by Adviser regarding the competencies for the quarter (Based on Learner's Development Assessment Annex C)				



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AREAS TO BE MONITORED	EVIDENCE	E	EI	NE	NA
3. Class Advisers are being monitored as they implement the HG.	Results of Monitoring Tool and post conference of Guidance Counselor/designate with advisers				
III. Assessment of Learner's Development					
1. Learners are oriented on the learning objective and how their development will be evaluated.	Documentation of learner's orientation about the learning objectives and evaluation of their development				
2. Assessment results are explained to the learners, leading to their realization of the areas for improvement.	Documentation of conference with the learners about their development				
3. Learners can keep track of their progress in the program	Assessment of Learner's Development with remarks of adviser and parent				
IV. Supervision of Homeroom Guidance Implementation					
1. A clear Monitoring Plan (Guidance Counselor/Designate and School Head) before the start of the program is evident.	Monitoring Plans of School Head and Guidance Counselor/Designate				
2. Monitoring Plan is properly implemented.	Documentation of the actual monitoring results				
3. Monitoring results are discussed with the concerned personnel so as to encourage actions needed to improve the program delivery.	Minutes of Meeting with the concerned personnel and the accomplished HG Monitoring Tool (School Level)				
4. Monitoring results are utilized to improve the program delivery.	Matrix of Monitoring Results and the actions taken				
5. Proper coordination, planning, and corrective feedback system are being enforced.	Minutes of Meeting and Post Conference documentation				
6. Capacity building for HG is being conducted.	Documentation of teachers and personnel training with the attached utilized budget and recorded training				
V. Administrative Concerns					
1. Orientation for learners and their parents is conducted by the school before the start of School Year.	Documentation of learners and parents' orientation (e.g. attendance sheet, photos etc.)				



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AREAS TO BE MONITORED	EVIDENCE	E	EI	NE	NA
2. An adequate budget is allotted for HG expenses.	Approved budget vs Financial Report of HG (e.g materials, training expenses etc.)				
3. Materials and relevant supplies (online or printed learning materials) are available for the learners and teachers of HG.	Inventory of supplies and materials vs reports of utilization				
4. The learning modality is appropriate and conducive for the conduct of the program.	Number of learners in each learning modality				
5. Duties and responsibilities of personnel are clearly defined.	Documentation of orientation for the personnel and teachers				
6. Correct reports are submitted.	Year-end report by the school				
7. Issues and concerns based on the reports are acted upon.	Matrix of issues and concerns from the reports and actions taken				

SUMMARY OF RESULTS

Write the total number of checks per area and identify those that are not evident and evident but inadequate which merit actions to be taken.

AREAS TO BE MONITORED	EVIDENT	NOT EVIDENT	EVIDENT BUT INADEQUATE	NOT APPLICABLE
I. Curriculum Implementation and Compliance				
II. Delivery Process				
III. Evaluation of Learner's Development				
IV. Supervision of Homeroom Guidance Implementation				
V. Administrative Concerns				

AREAS NOT EVIDENT/ EVIDENT BUT INADEQUATE <i>To be filled up by Monitor</i>	ACTIONS TO BE TAKEN <i>To be filled-up at the Post-Conference by School Head with the School HG Implementer</i>	ACCOUNTABLE PERSON & POSITION	FOLLOW UP Date: <i>Indicate whether actions to be taken are <u>Implemented</u> or <u>Not Implemented</u> in the next monitoring</i>
Ex. Curriculum Guide is being followed properly.	Ensure that CG will be followed properly	Juan de la Cruz, School Head	



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AREAS NOT EVIDENT/ EVIDENT BUT INADEQUATE <i>To be filled up by Monitor</i>	ACTIONS TO BE TAKEN <i>To be filled-up at the Post-Conference by School Head with the School HG Implementer</i>	ACCOUNTABLE PERSON & POSITION	FOLLOW UP Date: <i>Indicate whether actions to be taken are <u>Implemented</u> or <u>Not Implemented</u> in the next monitoring</i>
Ex. Issues and concerns based on the reports are acted upon.	To draft an action plan addressing the issues and concerns from the reports		

This certifies that the monitoring and evaluation results have been discussed with me. I understand that my signature does not necessarily indicate agreement, but acknowledges receipt of the report, and that I may respond to any and all issues contained in this evaluation. Written response must be submitted to the undersigned supervisor within 10 working days of date noted below.

School Head: _____
Signature over printed name

Date: _____

Monitored by: _____
Signature over printed name

Designation: _____



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Annex 4: Homeroom Guidance Regional Monitoring and Evaluation Tool (Regional Level)

Homeroom Guidance Regional Monitoring and Evaluation Tool

Region: _____

Regional Director: _____

Date of Submission: _____

CLMD Supervisor: _____

Regional Guidance Counselor / Guidance Designer: _____

Divisions in the Region	Status of Homeroom Guidance Implementation E- Evident – 95% - 100% of the total number of divisions complied EI- Evident but Inadequate – 50% - 94% of the total number of division complied NE- Not Evident –49% and below of the total number of divisions complied NA- Not Applicable – the area is not applicable / it is not possible to comply	Best Practices in the Division	Areas for Improvement in the Division	Technical Assistance Provided
Division 1				
Division 2				

EsP Regional Supervisor: _____ Date: _____

Signature over printed name

Regional Director: _____

Signature over printed name



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Annex 5:

HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT

School Year 2021-2022

KINDERGARTEN

Name of Learner: _____ **Section:** _____
Name of Section Adviser: _____ **Learning Modality:** _____

To the class adviser: Check the box to indicate your assessment guided by the scale below.

- 0- No Chance to Observe
- 1- Needs Improvement
- 2- Developing
- 3- Sufficiently Developed
- 4- Developed and Commendable

Competency	4	3	2	1	0
1st Quarter					
At the end of the quarter, the student can now:					
Value oneself					
Value others					
Respect individual differences					
Gain understanding of oneself and others					
2nd Quarter					
Provide proper steps toward responsible decision-making					
Evaluate experiences in decision-making towards achieving common good					
3rd Quarter					
Apply effective ways of protecting oneself and others					
Share skills helpful to solve problems					
Describe the chosen field					
4th Quarter					
Participate in school activities relevant to the needs of the community					
Engage oneself in meaningful programs and initiatives for the common good					
Strengthen self-empowerment to respond to the needs of the community					



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Competency	4	3	2	1	0
Respond to personal and social needs that can contribute to the promotion of international standards					
State steps to fulfill the goal in life					

Name and Signature of Adviser:

Name and Signature of Guidance Counselor/Designate:

Name and Signature of School Head:

Name and Signature of Parent/ Guardian:



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HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT
School Year 2021-2022

GRADE 1 -3 (Primary Level)

Name of Learner: _____ Grade/Section: _____
Name of Section Adviser: _____ Learning Modality: _____

To the class adviser: Check the box to indicate your assessment guided by the scale below.

- 0- No Chance to Observe
- 1- Needs Improvement
- 2- Developing
- 3- Sufficiently Developed
- 4- Developed and Commendable

Competency	4	3	2	1	0
1st Quarter					
Value oneself					
Value others					
Respect individual differences					
Gain understanding of oneself and others					
2nd Quarter					
Share the lessons learned from school and community that can be used in daily living					
Apply lessons from home, school and community to daily living with consideration to family and society					
Examine the different factors in decision-making for the achievement of success					
Provide proper steps toward responsible decision-making					
Evaluate experiences in decision-making towards achieving common good					
Gather information about life, profession and vocation					
Strengthen the connection among knowledge, skills and roles of parents or guardians and significant adults in choosing a profession, vocation and future plans					
3rd Quarter					
Prepare using knowledge and skills toward academic success					
Apply effective ways of protecting oneself and others					
Live effective ways in resolving issues that involve oneself and others					
Share skills helpful to solve problems					



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Competency	4	3	2	1	0
4th Quarter					
Participate in school activities relevant to the needs of the community					
Demonstrate academic excellence based on global needs					
Live ways that respect and protect the environment					
Engage oneself in meaningful programs and initiatives for the common good					
Strengthen self-empowerment to respond to the needs of the community					
Respond to personal and social needs that can contribute to the promotion of international standards					
State steps to fulfill the goal in life					

Name and Signature of Adviser:

Name and Signature of Guidance Counselor/Designate:

Name and Signature of School Head:

Name and Signature of Parent/ Guardian:



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HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT
School Year 2021-2022

GRADE 4-6 (Intermediate Level)

Name of Learner: _____ **Grade/Section:** _____
Name of Section Adviser: _____ **Learning Modality:** _____

To the class adviser: Check the box to indicate your assessment guided by the scale below.

- 0- No Chance to Observe
- 1- Needs Improvement
- 2- Developing
- 3- Sufficiently Developed
- 4- Developed and Commendable

Competency	4	3	2	1	0
1st Quarter					
Value oneself					
Value others					
Respect individual differences					
Gain understanding of oneself and others					
Identify the methods of effective study habits toward lifelong learning					
Demonstrate effective study habits					
2nd Quarter					
Provide proper procedure toward responsible decision-making					
Evaluate experiences in decision-making toward achieving common good					
Share the lessons learned from school and community that can be used in daily living					
Apply lessons from home, school and community to daily living with consideration to family and society					
Understand the importance of guidance from parents or guardians and significant adults in choosing a profession, vocation and future plans					
3rd Quarter					
Enrich knowledge and skills toward academic achievement					
Reflect on the decisions made for life and profession					
4th Quarter					
Share one's abilities for the development of others and community					



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Competency	4	3	2	1	0
Strengthen self-empowerment to respond to the needs of the community					
Respond to personal and social needs that can contribute to the promotion of international standards					
Demonstrate academic excellence based on global needs					

Name and Signature of Adviser:

Name and Signature of Guidance Counselor/Designate:

Name and Signature of School Head:

Name and Signature of Parent/ Guardian:



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HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT
School year 2021-2022

GRADE 7-10 (Junior High School)

Name of Learner: _____ **Grade/Section:** _____
Name of Section Adviser: _____ **Learning Modality:** _____

To the class adviser: Check the box to indicate your assessment guided by the scale below.

- 0- No Chance to Observe
- 1- Needs Improvement
- 2- Developing
- 3- Sufficiently Developed
- 4- Developed and Commendable

Competency	4	3	2	1	0
1st Quarter					
Identify the methods of effective study habits toward lifelong learning					
Share knowledge, skills, and positive attitude helpful in lifelong learning					
Value oneself					
Respect individual differences					
Gain understanding of oneself and others					
Identify factors related to life and profession					
2nd Quarter					
Share the lessons learned from school and community that can be used in daily living					
Apply lessons from home, school and community to daily living with consideration to family and society					
Examine the different factors in decision-making for the achievement of success					
Provide proper procedure toward responsible decision-making					
Evaluate experiences in decision-making towards achieving common good					
Gather information about life, profession and vocation					
Understand the importance of guidance from parents or guardians and significant others in choosing a profession, vocation and future plans					



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Competency	4	3	2	1	0
Relate the choice of profession, vocation and future plans to one's skills, competencies, and the roles of parents/guardians and significant adults					
3rd Quarter					
Apply effective ways of protecting oneself and others					
Live effective ways in resolving issues that involve oneself and others					
Share skills helpful to solve problems					
Describe the chosen field					
Decide for life and profession					
Reflect on the decisions made for life and profession					
4th Quarter					
Demonstrate academic excellence based on the global needs					
Live ways that respect and protect the environment					
Share one's abilities for the development of others and community					
Engage oneself in meaningful programs and initiatives for the common good					
Strengthen self-empowerment to respond to the needs of the community					
Respond to personal and social needs that can contribute to the promotion of international standards					
State steps to fulfill the goal in life					
Outline plans for the chosen profession, vocation and the future					

Name and Signature of Adviser:

Name and Signature of Guidance Counselor/Designate:

Name and Signature of School Head:

Name and Signature of Parent/ Guardian:



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HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT
School year 2021-2022

GRADE 11-12 (Senior High School)

Name of Learner: _____ **Grade/Section:** _____
Name of Section Adviser: _____ **Learning Modality:** _____

To the class adviser: Check the box to indicate your assessment guided by the scale below.

- 0- No Chance to Observe
- 1- Needs Improvement
- 2- Developing
- 3- Sufficiently Developed
- 4- Developed and Commendable

Competency	4	3	2	1	0
1st Quarter					
Value oneself					
Value others					
Respect individual differences					
Gain understanding of oneself and others					
2nd Quarter					
Examine the different factors in decision-making for the achievement of success					
Provide proper procedure toward responsible decision-making					
Evaluate the experiences in decision-making toward achieving common good					
3rd Quarter					
Apply effective ways of protecting oneself and others					
Live effective ways in resolving issues that involve oneself and others					
Share skills helpful to solve problems					
4th Quarter					
Share one's abilities for the development of others and community					
Engage oneself in meaningful programs and initiatives for the common good					
Strengthen self-empowerment to respond to the needs of the community					
Respond to personal and social needs that can contribute to the promotion of international standards					



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Name and Signature of Adviser:

Name and Signature of Guidance Counselor/Designate:

Name and Signature of School Head:

Name and Signature of Parent/ Guardian: