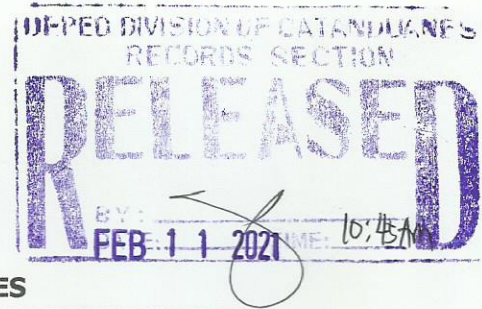




Republic of the Philippines  
**Department of Education**  
Region V - Bicol  
**SCHOOLS DIVISION OFFICE OF CATANDUANES**



February 10, 2021

DIVISION MEMORANDUM  
OSDS-CID-DM-52S. 2021

**UPDATES ON THE IMPLEMENTATION OF HOMEROOM GUIDANCE PROGRAM (HGP)**

To: Public Schools District Supervisors  
Elementary School Heads  
Secondary School Heads  
Guidance Counselors/ Designates

1. Per Memorandum from the Office of the Undersecretary for Curriculum and Instruction Numbered DM-CI-2020-00155 entitled "Policy Guidelines on the Implementation of the Homeroom Guidance Program (HG) during Crisis Situation, the Homeroom Guidance Program is being implemented for the SY 2020-2021.
2. In order to get updated with the recent developments and information along this program, the following attachments are hereby provided:
  - a) Enclosure No. 1 - Distribution of Modules per Quarter
  - b) Enclosure No. 2 - Frequently Asked Questions (as a result of monitoring)
  - c) Enclosure No. 3 - Latest Inventory of Available Modules in the LR Portal
  - d) Enclosure No. 4 - Homeroom Guidance Monitoring and Evaluation Tools
  - e) Enclosure No. 5 - Homeroom Guidance Learner's Development Assessment Tools

Note: The pdf format of DM-CI-2020-00155 (policy guidelines) shall be uploaded in the messenger accounts of CID and secondary school heads.

3. It is reiterated that PSDSs and school heads should monitor and provide technical assistance to ensure smooth implementation of the program.
4. For your information, guidance and compliance.

**SUSAN S. COLLANO**  
Assistant Schools Division Superintendent  
Officer In-Charge  
Office of the Schools Division Superintendent

Encl.:

References:

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

**HOMEROOM GUIDANCE PROGRAM**



## DISTRIBUTION OF MODULES PER QUARTER

### First Quarter

| <b>QUARTER 1 Self-Learning Modules</b> |                 |          |          |          |   |                     |          |
|--|-----------------|----------|----------|----------|---|---------------------|----------|
| HG                                     | Week 1          | Week 2   | Week 3   | Week 4   | Week 5  | Week 6              | Week 7   |
| KINDER                                 | Modules 1 and 2 |          |          |          |   |                     |          |
| Grade 1                                | Module 1        |          | Module 2 |          |   |                     |          |
| Grade 2                                | Module 1        |          | Module 2 |          | Module 3  |                     |          |
| Grade 3                                | Module 1        |          | Module 2 |          | Module 3  | Module 4            |          |
| Grade 4                                | Module 1        |          | Module 2 |          |   |                     | Module 3 |
| Grade 5                                | Module 1        |          | Module 2 |          |   | Module 3            |          |
| Grade 6                                | Module 1        |          | Module 2 |          |   | Module 3            |          |
| Grade 7                                | Modules 1 and 2 |          |          |          | Module 3  |                     | Module 4 |
| Grade 8                                | Modules 1 and 2 |          |          |          |   |                     | Module 3 |
| Grade 9                                | Module 1        | Module 2 | Module 3 | Module 4 | Module 5  | Module 6            | Module 7 |
| Grade 10                               | Module 1        | Module 2 | Module 3 |          | Module 4  |                     |          |
| Grade 11                               | Module 1        | Module 2 | Module 3 | Module 4 | <i>Multiple Career Development Pathways Toolkit</i> |                     |          |
| Grade 12                               | Module 1        | Module 2 |          | Module 3 |   | <i>MDCP Toolkit</i> |          |

### Second Quarter

| <b>HOMEROOM GUIDANCE MODULES<br/>SECOND QUARTER S.Y. 2020 - 2021</b> |          |          |           |           |                          |           |          |
|--|----------|----------|-----------|-----------|--------------------------|-----------|----------|
|  | Week 1   | Week 2   | Week 3    | Week 4    | Week 5                   | Week 6    | Week 7   |
| Kindergarten   | Module 3 |          | Module 4  |           | Module 5                 | Module 6  |          |
| Grade 1  | Module 3 |          | Module 4  |           |                          |           | Module 5 |
| Grade 2  | Module 4 |          | Module 5  |           |                          |           | Module 6 |
| Grade 3  | Module 5 |          | Module 6  |           |                          | Module 7  |          |
| Grade 4  | Module 4 |          |           |           | Module 5                 |           | Module 6 |
| Grade 5  | Module 4 |          |           |           | Module 5                 |           | Module 6 |
| Grade 6  | Module 4 |          |           | Module 5  |                          |           | Module 6 |
| Grade 7  | Module 5 | Module 6 | Module 7  |           |                          | Module 8  |          |
| Grade 8  | Module 4 | Module 5 | Module 6  |           |                          | Module 7  |          |
| Grade 9  | Module 8 | Module 9 | Module 10 | Module 11 | Module 12                | Module 13 |          |
| Grade 10   | Module 5 |          | Module 6  | Module 7  |                          | Module 8  | Module 9 |
| Grade 11   | Module 5 |          | Module 6  |           | Career Guidance Activity |           |          |
| Grade 12   | Module 4 |          | Module 5  |           | Career Guidance Activity |           |          |



## FREQUENTLY ASKED QUESTIONS

(questions raised during the monitoring)

### Q1. Is Homeroom Guidance a subject?

A1. Homeroom Guidance shall not be viewed as a formal learning area like Edukasyon sa Pagpapakatao and the like. It shall be treated as a **program** that will help learners develop the competencies needed in the three domains. For SY 2020-2021, it shall serve as enrichment activity that can be performed at home or other platforms with the help of the guidance designate, teachers and parents.

### Q2. How is the HGP graded?

A2. Grades are given **in descriptive form**. Since this is not a formal learning area, HG should **not** be part of the computation of grades by the end of each quarter. In assessing the learner's development, HG shall utilize the Learner's Development Assessment Tool (Annex 3 of the Policy Guidelines) guided by the verbal descriptions below:

| <b>Verbal Descriptions</b> |    |  |
|----------------------------|----|--|
| Needs Improvement          | NI | The learner has not acquired the target competencies   |
| Developing                 | D  | The learner acquired some of the target competency   |
| Sufficiently Developed     | SD | The learner acquired the target competency   |
| Developed and Commendable  | DC | The learner acquired the target competency and showed commendable application in real life situations. |

"Needs Improvement" description shall **not** be treated as failed but shall indicate the need for intervention from school and home. In the event that the learner remains at the NI at the end of each quarter, the Adviser, the Guidance Designate and the Parents need to work together to provide intervention. Disciplinary cases must not affect the GC grades.

Learner's development shall be assessed through their **portfolio** and **performance**. Portfolio may include journals, reflection papers, reaction papers and the like. Performance task includes skills demonstration, oral work, multimedia presentation or activities that show mastery of competencies and standards.

Homeroom Guidance assessment results **must** be distributed and discussed by the class adviser to the parents. **This shall be issued as an attachment to the learner's report card.**

### Q3. The Self Learning Modules (SLMs) are written in English. How can this be understood by learners of Key Stage 1?

A3. The SLMs for Key Stage 1 (K to 3) will be **translated/contextualized in Mother Tongue** by district/municipality so that this will be understood by the learners.

### Q4. What is the time allotment of HGP?

A4. Time allotment for HG is **one (1) hour per week** from Grade 1 to Grade 12 while for Kindergarten, it will be included in their blocks of time. It shall also be scheduled in the class program **once a week**.



**Q5. Where shall we get the SLMs?**

A5. The SLMs can be downloaded from the LR Portal. If you find difficulty in accessing, follow these instructions:

1. Using your DepEd e-mail account, log-in to <https://lrmds.deped.gov.ph>
2. If you are using an android phone or tablet, click the icon beside the Menu button to unlock.
3. On the search button, type "homeroom guidance". Then, search.
4. Click "**Professional Development**".
5. Choose the HG SLM that you want to download and finally, click "Download".

You may also visit the fb page with the account name **DepEd LR Portal**. Links to LR portal are provided for ease of access.

**Q6. What is MCDP Toolkit?**

A6. *Multiple Career Development Pathways (MCDP) Toolkit is a toolkit developed by SEAMEO INNOTECH which is adapted by DepEd as part of the Implementation of the Career Guidance Program for **Senior High School**, Quarter 1, SY 2020-2021. It is available for downloading at the DepEd Learning Resource Portal under **Learner Resources**. Per Advisory from the Office of the Undersecretary for Curriculum and Instruction, the following MCDP toolkits shall be used:*

| Grade Level | Quarter 1<br>SY 2020-2021   |   |        |
|-------------|---|---|--------|
|             | Week 5  | Week 6  | Week 7 |
| Grade 11    | <b>MCDP Toolkit</b><br><i>The Life that I want to Live as an Adult</i><br>Tool 1: My Career Planning Journey<br>pp. 5-8<br>Suggested Time Allotment: 60 mins. | <b>MCDP Toolkit</b><br><i>Enhancing Self-Awareness</i><br>Tool 2: Self-Assessment of Interests and Talents<br>Tool 3: Personal Work Values and Competencies<br>Tool 4: Rate your Skills pp. 9-15<br>Suggested Time Allotment: 120 minutes |        |
| Grade 12    |   | <b>MCDP Toolkit</b><br>Tool 5: SHS Career Interest Clusters – Career Wheel pp.17-22<br>Suggested Time Allotment: 120 minutes  |        |

### LATEST INVENTORY OF AVAILABLE MODULES IN THE LR PORTAL

(Enclosure No. 2 to Division Memorandum No. 44, s. 2021)

#### Available Homeroom Guidance Program Modules

| Quarter 1 | Module No. |   |   |   |   |   |   |
|-----------|------------|---|---|---|---|---|---|
|           | 1          | 2 | 3 | 4 | 5 | 6 | 7 |
| Kinder    | ✓          | ✓ |   |   |   |   |   |
| Grade 1   | ✓          | ✓ |   |   |   |   |   |
| Grade 2   | ✓          | ✓ | ✓ |   |   |   |   |
| Grade 3   | ✓          | ✓ | ✓ | ✓ |   |   |   |
| Grade 4   | ✓          | ✓ | ✓ |   |   |   |   |
| Grade 5   | ✓          | ✓ | ✓ |   |   |   |   |
| Grade 6   | ✓          | ✓ | ✓ |   |   |   |   |
| Grade 7   | ✓          | ✓ | ✓ | ✓ |   |   |   |
| Grade 8   | ✓          | ✓ | ✓ |   |   |   |   |
| Grade 9   | ✓          | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Grade 10  | ✓          | ✓ | ✓ | ✓ |   |   |   |
| Grade 11  | ✓          | ✓ | ✓ | ✓ |   |   |   |
| Grade 12  | ✓          | ✓ | ✓ |   |   |   |   |

| Quarter 2 | Module No. |   |   |   |   |   |   |   |   |
|-----------|------------|---|---|---|---|---|---|---|---|
|           | 1          | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Kinder    |            |   | ✓ |   |   |   |   |   |   |
| Grade 1   |            |   | ✓ |   |   |   |   |   |   |
| Grade 2   |            |   |   | ✓ |   |   |   |   |   |
| Grade 3   |            |   |   |   | ✓ |   |   |   |   |
| Grade 4   |            |   |   | ✓ |   |   |   |   |   |
| Grade 5   |            |   |   | ✓ |   |   |   |   |   |
| Grade 6   |            |   |   | ✓ |   |   |   |   |   |
| Grade 7   |            |   |   |   | ✓ | ✓ |   |   |   |
| Grade 8   |            |   |   | ✓ | ✓ |   |   |   |   |
| Grade 9   |            |   |   |   |   |   |   |   |   |
| Grade 10  |            |   |   |   | ✓ |   |   | ✓ | ✓ |
| Grade 11  |            |   |   |   | ✓ |   |   |   |   |
| Grade 12  |            |   |   | ✓ |   |   |   |   |   |





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**Annex 1: Homeroom Guidance Monitoring Tool (School Level)**

**HOMEROOM GUIDANCE MONITORING TOOL**  
 \_\_\_\_\_ Grading \_\_\_\_\_ School Year

Name of Adviser: \_\_\_\_\_ Rating: \_\_\_\_\_  
 Date/Time: \_\_\_\_\_ Grade/Section Handled: \_\_\_\_\_

*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.) |   |   |   |   |   |
| 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.   |   |   |   |   |   |





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|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 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 =  $\frac{\text{Sum of scores}}{\text{(No. of items with 1 to 4 Scores)}} \times 100\%$

Verbal Description: \_\_\_\_\_

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

Commendations:

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Recommendations

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This evaluation was shown and discussed to me: \_\_\_\_\_

\_\_\_\_\_  
Adviser's signature over printed name

\_\_\_\_\_  
Date

Evaluated by:

\_\_\_\_\_  
Evaluator's signature over printed name





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**Annex 2: Homeroom Guidance Monitoring and Evaluation Tool (SDO Level)**

**Homeroom Guidance Monitoring and Evaluation Tool**

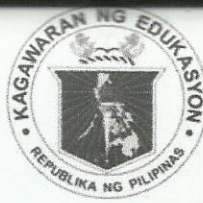
Name of School: \_\_\_\_\_ Division & Region: \_\_\_\_\_  
 School Head: \_\_\_\_\_ Date of Monitoring: \_\_\_\_\_

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

**LEGEND:** E- Evident EI- Evident but Inadequate NE- Not Evident NA- Not Applicable

| AREAS TO BE MONITORED  | EVIDENCE   | E | EI | NE | NA |
|--|--|---|----|----|----|
| <b>I. Curriculum Implementation and Compliance</b>   |  |   |    |    |    |
| 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     |   |    |    |    |
| <b>II. Delivery Process</b>  |  |   |    |    |    |
| 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) |   |    |    |    |
| 3. Class Advisers are being monitored as they implement the HG.  | Results of Monitoring Tool and post conference of Guidance Counselor/designate with advisers   |   |    |    |    |
| <b>III. Evaluation of Learner's Development</b>  |  |   |    |    |    |
| 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  |   |    |    |    |





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| AREAS TO BE MONITORED   | EVIDENCE   | E | EI | NE | NA |
|---|--|---|----|----|----|
| 3. Learners can keep track of their progress in the program   | Learners' checklist of competencies with remarks of adviser and parent                                   |   |    |    |    |
| <b>IV. Supervision of Homeroom Guidance Implementation</b>  |  |   |    |    |    |
| 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 |   |    |    |    |
| <b>V. Administrative Concerns</b>   |  |   |    |    |    |
| 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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**Department of Education**

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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.   | Mid-year and year-end reports 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 |   |    |    |    |

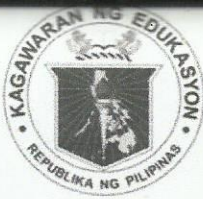
**SUMMARY OF RESULTS**

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/<br>EVIDENT BUT INADEQUATE<br><i>To be filled up by Monitor</i> | ACTIONS TO BE TAKEN<br><i>To be filled-up at the Post-Conference by School Head with the School HG Implementer</i> | ACCOUNTABLE PERSON & POSITION | FOLLOW UP<br><b>Date:</b> _____<br><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  |  |
| Ex. Issues and concerns based on the reports are acted upon.                      | To draft an action plan addressing the issues and concerns from the reports  |                               |  |
|   |  |                               |  |





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**Department of Education**

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| <b>AREAS NOT EVIDENT/<br/>EVIDENT BUT INADEQUATE</b><br><i>To be filled up by Monitor</i> | <b>ACTIONS TO BE TAKEN</b><br><i>To be filled-up at the Post-Conference by School Head with the School HG Implementer</i> | <b>ACCOUNTABLE PERSON &amp; POSITION</b> | <b>FOLLOW UP</b><br><b>Date:</b> _____<br><i>Indicate whether actions to be taken are <u>Implemented</u> or <u>Not Implemented</u> in the next monitoring</i> |
|---|---|--|---|
|   |   |  |   |

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 3:

**HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT**  
**School Year 2020 - 2021**

**KINDERGARTEN**

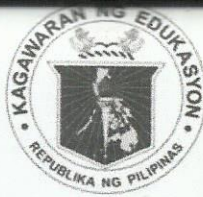
**Name of Learner:** \_\_\_\_\_ **Section:** \_\_\_\_\_  
**Name of Section Adviser:** \_\_\_\_\_ **Learning Modality:** \_\_\_\_\_

*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 |
|--|---|---|---|---|---|
| <b><i>1<sup>st</sup> Quarter</i></b>   |   |   |   |   |   |
| <b>At the end of the quarter, the student can now:</b>   |   |   |   |   |   |
| Value oneself  |   |   |   |   |   |
| Value others   |   |   |   |   |   |
| Respect individual differences   |   |   |   |   |   |
| Gain understanding of oneself and others   |   |   |   |   |   |
| <b><i>2<sup>nd</sup> Quarter</i></b>   |   |   |   |   |   |
| Provide proper steps toward responsible decision-making  |   |   |   |   |   |
| Evaluate experiences in decision-making towards achieving common good                                |   |   |   |   |   |
| <b><i>3<sup>rd</sup> Quarter</i></b>   |   |   |   |   |   |
| Apply effective ways of protecting oneself and others  |   |   |   |   |   |
| Share skills helpful to solve problems   |   |   |   |   |   |
| Describe the chosen field  |   |   |   |   |   |
| <b><i>4<sup>th</sup> Quarter</i></b>   |   |   |   |   |   |
| 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                                 |   |   |   |   |   |
| Respond to personal and social needs that can contribute to the promotion of international standards |   |   |   |   |   |
| State steps to fulfill the goal in life  |   |   |   |   |   |





Republic of the Philippines  
**Department of Education**

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

**HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT**  
 School Year 2020 - 2021

**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 | Remarks |
|--|---|---|---|---|---|---------|
| <b>1<sup>st</sup> Quarter</b>  |   |   |   |   |   |         |
| Value oneself  |   |   |   |   |   |         |
| Value others   |   |   |   |   |   |         |
| Respect individual differences   |   |   |   |   |   |         |
| Gain understanding of oneself and others   |   |   |   |   |   |         |
| <b>2<sup>nd</sup> Quarter</b>  |   |   |   |   |   |         |
| 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 |   |   |   |   |   |         |
| <b>3<sup>rd</sup> Quarter</b>  |   |   |   |   |   |         |
| Prepare using knowledge and skills toward academic success   |   |   |   |   |   |         |
| Apply effective ways of protecting oneself and others  |   |   |   |   |   |         |



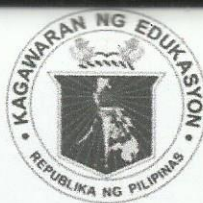


Republic of the Philippines  
**Department of Education**

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

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|--|--|--|--|--|--|--|
| Live effective ways in resolving issues that involve oneself and others                              |  |  |  |  |  |  |
| Share skills helpful to solve problems   |  |  |  |  |  |  |
| <b>4<sup>th</sup> Quarter</b>  |  |  |  |  |  |  |
| 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  |  |  |  |  |  |  |





**Republic of the Philippines**  
**Department of Education**  
 OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

**HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT**  
 School Year 2020 - 2021

**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 | Remarks |
|--|---|---|---|---|---|---------|
| <b><i>1<sup>st</sup> Quarter</i></b>   |   |   |   |   |   |         |
| 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   |   |   |   |   |   |         |
| <b><i>2<sup>nd</sup> Quarter</i></b>   |   |   |   |   |   |         |
| 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 |   |   |   |   |   |         |
| <b><i>3<sup>rd</sup> Quarter</i></b>   |   |   |   |   |   |         |
| Enrich knowledge and skills toward academic achievement  |   |   |   |   |   |         |
| Reflect on the decisions made for life and   |   |   |   |   |   |         |





Republic of the Philippines

**Department of Education**

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

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| profession   |  |  |  |  |  |  |
| <b>4<sup>th</sup> Quarter</b>  |  |  |  |  |  |  |
| Share one's abilities for the development of others and community                                    |  |  |  |  |  |  |
| 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  |  |  |  |  |  |  |





Republic of the Philippines  
**Department of Education**

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

**HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT**

School year 2020 - 2021

**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 | Remarks |
|--|---|---|---|---|---|---------|
| <b><i>1<sup>st</sup> Quarter</i></b>   |   |   |   |   |   |         |
| 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  |   |   |   |   |   |         |
| <b><i>2<sup>nd</sup> Quarter</i></b>   |   |   |   |   |   |         |
| 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 |   |   |   |   |   |         |
| Relate the choice of profession, vocation and future plans to one's skills, competencies, and  |   |   |   |   |   |         |





Republic of the Philippines  
**Department of Education**

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

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| the roles of parents/guardians and significant adults  |  |  |  |  |  |  |
| <b>3<sup>rd</sup> Quarter</b>  |  |  |  |  |  |  |
| 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  |  |  |  |  |  |  |
| <b>4<sup>th</sup> Quarter</b>  |  |  |  |  |  |  |
| 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                                     |  |  |  |  |  |  |





Republic of the Philippines  
**Department of Education**

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

**HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT**

School year 2020 - 2021

**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 | Remarks |
|--|---|---|---|---|---|---------|
| <b>1<sup>st</sup> Quarter</b>  |   |   |   |   |   |         |
| Value oneself  |   |   |   |   |   |         |
| Value others   |   |   |   |   |   |         |
| Respect individual differences   |   |   |   |   |   |         |
| Gain understanding of oneself and others   |   |   |   |   |   |         |
| <b>2<sup>nd</sup> Quarter</b>  |   |   |   |   |   |         |
| 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                             |   |   |   |   |   |         |
| <b>3<sup>rd</sup> Quarter</b>  |   |   |   |   |   |         |
| 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   |   |   |   |   |   |         |
| <b>4<sup>th</sup> Quarter</b>  |   |   |   |   |   |         |
| 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 |   |   |   |   |   |         |