July 11, 2023

DIVISION MEMORANDUM
No. __207__, s. 2023

CALL FOR SUBMISSION OF APPLICATION FOR VACANT POSITION OF PUBLIC SCHOOLS DISTRICT SUPERVISOR, EDUCATION PROGRAM SUPERVISOR AND PROJECT DEVELOPMENT OFFICER II

TO: Assistant Schools Division Superintendents
  Chief- Curriculum Implementation Division (CID)
  Chief- School Governance and Operations Division (SGOD)
  Education Program Supervisors
  Section Heads
  Public Schools District Supervisors
  Public Elementary and Secondary School Heads
  All Non-Teaching Personnel
  All Others Concerned

1. This School Division Office hereby announces the submission of pertinent papers of applicants for the position of Public Schools District Supervisor, Education Program Supervisor and Project Development Officer II.

2. To further achieve the principles of merit and fitness, objectivity, and uniformity in evaluation and to recognize the value of Equal Employment Opportunity Principle (EEOP) in the evaluation, all interested and qualified applicants are enjoined to apply regardless of age, gender, sexual orientation, social status, disability, civil status, religion, ethnicity, class and political affiliations.

3. For ease of consolidation and retrieval, the following steps shall be undertaken:

   3.1 Applicants are advised to put index tab/ custom tab dividers for ease on evaluation for the Human Resource Merit Promotion and Selection Board (HRMPSB) Technical Working Group (TWG)

   3.2 All interested qualified applicants are advised to hand-in or send via courier the application documents addressed to Schools Division Superintendent, Division of Batangas, Provincial Sports Complex Bolbok Batangas City arranged as follows:

   a. Letter of intent addressed to the Schools Division Superintendent. Please include the position you are interested in applying for.
   b. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents

Address: Provincial Sports Complex, Bolbok, 4200 Batangas City
☎(043)722-1840 / 722-1796 / 722-1437 / 722-2675 / 722-1662
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submitted and Data Privacy Consent Form pursuant to RA No. 10173 (data Privacy Act of 2012), using the attached form (Annex C) notarized by authorized official;

c. Fully accomplished Personal Data Sheet (PDS) and Work Experience Sheet with recent passport-sized picture (CS Form No 212, Revised 2017) which can be downloaded at www.csc.gov.ph

d. Photocopy of CSC Certification of Eligibility (for Career Service Professional)/ Photocopy of updated PRC ID License

e. Photocopy of scholastic/academic record such as but not limited to Transcript of Records (TOR) and Diploma, including completion of graduate and post graduate units/ degrees if applicable;

f. Photocopy of Certificate/s of training, if applicable;

g. Photocopy of Certificate of Employment, Contract of Service, duly signed Service Record, whichever is/ are applicable;

h. Photocopy of lates appointment, if applicable;

i. Photocopy of the Performance Rating in the last rating period(s) covering one (1) year performance in the current/ latest position prior to the deadline of submission, if applicable; and

j. Other documents as may be required by the HRMPSB for comparative assessment, including but not limited to:

    i. Means of Verification (MOVs) showing outstanding accomplishment, Application of Education and Application of Learning and Development reckoned form the date of last issuance of appointment; and

    ii. Photocopy of the Performance Rating obtained from the relevant work experience, if the performance rating in item 3.2(i) is not relevant to the position to be filled, if applicable.

4. Please be also guided by the following attached enclosures to this Division Memorandum:

    4.1 **Enclosure No. 4 (pages 1-18) of DepEd Order 7, s 2023** entitled Criteria and Point System for Hiring and Promotion of Related-Teaching Positions shall be used in the evaluation of documents of Public Schools District Supervisor and Education Program Supervisor.

    4.2 **Enclosure No. 5 (pages 1-18) of DepEd Order 7, s 2023** entitled Criteria and Point System for Hiring and Promotion of Non-Teaching Positions shall be used in the evaluation of documents of Project Development Officer II.

    4.3 Enclosure No 6 Details of Vacant positions

    4.4 Enclosure No 7 The Qualifications Standard (QS) of the positions.

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4.5 Enclosure No 8 Duties and Responsibilities of the positions.

4.6 Enclosure No 9. Assessment Plan

4.7 Enclosure No 10. Checklist of Requirements (*Annex C*)

5. Application documents shall be accepted until July 26, 2023 at 5:00 pm at the Division Office Record section. Only complete application documents submitted until the set deadline shall be entertained. Late documents shall not be accepted.

6. Applicants are advised to register at this link; **bit.ly/SDOBATANGAS-HIRING** until the last day of submission of application. This will generate the application code to be used in the hiring process before submission of mandatory requirements at the Division's Office Records Section.

7. For clarification regarding the hiring guidelines, please refer to the DepEd Order 7 s. 2023 entitled "Guidelines on Recruitment, Selection, and Appointment in the Department of Education.

8. For further clarifications you may contact the Schools Division Officer-Personnel Section through telephone number: (043)722-1437 or email at sdobatangas.personnel@deped.gov.ph

10. Wide and immediate dissemination of this memorandum is desired.

MARITES A. IBAÑEZ, CESO V
Schools Division Superintendent

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CRITERIA AND POINT SYSTEM FOR HIRING AND PROMOTION TO RELATED-TEACHING POSITIONS

1. The assessment for related-teaching positions shall be based on the following criteria:

   a. **Education** units and/or degree relevant to the position to be filled, exceeding the minimum qualifications requirements as defined in the CSC-approved QS;

   b. **Training** hours relevant to the position to be filled, exceeding the minimum qualification requirements as defined in the CSC-approved QS, acquired after the last promotion but within the last five (5) years;

   c. **Experience** relevant to the position to be filled, exceeding the minimum qualification requirements as defined in the CSC-approved QS;

   d. **Performance** based on submitted performance rating covering one (1) year or 12 months performance in the current or previous job or position relevant to the position to be filled;

   e. **Outstanding Accomplishments** acquired after the last promotion;

   f. **Application of Education** acquired after the last promotion;

   g. **Application of Learning and Development (L&D)** acquired after the last promotion; and

   h. **Potential** measured using other evaluative assessments.

2. The point system for evaluative assessment is detailed in Table 1. The point system shall vary based on the level and salary range of the position. Points assigned to each criterion shall vary from one salary range to another, giving premium to specific criteria that are more relevant to the position to be filled.

Table 1. Point System for Evaluative Assessment: Related-Teaching Positions

Criteria	Breakdown of Points		
	SG 11-15	SG 16-23 and SG-27	SG 24 (Chief)
a. Education	10	10	10
b. Training	10	10	10
c. Experience	10	10	10
d. Performance	20	20	25
e. Outstanding Accomplishments	10	5	10
f. Application of Education	10	15	10
g. Application of L&D	10	10	10
h. Potential (Written Test, BEI, Work Sample Test)	20	20	15
Total	**100**	**100**	**100**

Rubrics for Computation of Points per Criterion

3. Education, Training, and Experience (ETE). The points for ETE, corresponding to the applicant's qualifications exceeding the QS, shall be computed using the Increments Table (Table 2.a, 2.b, 2.c) and the Rubrics for Computation of Points for ETE (Table 3). Only those qualifications that are relevant to the position to be filled shall be given points.

Table 2.a. Increments Table – Education

Increment Level	Range	
	From	**To**
1	Can Read and Write	Elementary Level Education
2	Elementary Graduate	Junior High School Level Education (K to 12) High School Level (Old curriculum)
3	Completed Junior High School (K to 12)	Senior High School Level Education (K to 12)
4	Senior High School Graduate (K to 12) High School Graduate (Old curriculum)	Less than 2 years of College
5	Completed 2 years in College	Less than a Bachelor's Degree but more than 2 years in College
6	Bachelor's Degree	Less than 6 Units earned towards the completion of a Master's Degree
7	6 Units earned towards the completion of a Master's Degree	Less than 9 Units earned towards the completion of a Master's Degree
8	9 Units earned towards the completion of a Master's Degree	Less than 12 Units earned towards the completion of a Master's Degree
9	12 Units earned towards the completion of a Master's Degree	Less than 15 Units earned towards the completion of a Master's Degree
10	15 Units earned towards the completion of a Master's Degree	Less than 18 Units earned towards the completion of a Master's Degree
11	18 Units earned towards the completion of a Master's Degree	Less than 21 Units earned towards the completion of a Master's Degree
12	21 Units earned towards the completion of a Master's Degree	Less than 24 Units earned towards the completion of a Master's Degree
13	24 Units earned towards the completion of a Master's Degree	Less than 27 Units earned towards the completion of a Master's Degree
14	27 Units earned towards the completion of a Master's Degree	Less than 30 Units earned towards the completion of a Master's Degree
15	30 Units earned towards the completion of a Master's Degree	Less than 33 Units earned towards the completion of a Master's Degree
16	33 Units earned towards the completion of a Master's Degree	Less than 36 Units earned towards the completion of a Master's Degree
17	36 Units earned towards the completion of a Master's Degree	Less than 39 Units earned towards the completion of a Master's Degree
18	39 Units earned towards the completion of a Master's Degree	Less than 42 Units earned towards the completion of a Master's Degree
19	42 Units earned towards the completion of a Master's Degree	Less than Complete Academic Requirements completed towards the completion of a Master's Degree
20	Complete Academic Requirements completed towards a Master's Degree	Less than an awarded Master's Degree
21	Master's Degree	Less than 3 Units earned towards the completion of a Doctorate
22	3 Units earned towards the completion of a Doctorate3 Units earned towards the completion of a Doctorate	Less than 6 Units earned towards the completion of a Doctorate
23	6 Units earned towards the completion of a Doctorate	Less than 9 Units earned towards the completion of a Doctorate
24	9 Units earned towards the completion of a Doctorate	Less than 12 Units earned towards the completion of a Doctorate
25	12 Units earned towards the completion of a Doctorate	Less than 15 Units earned towards the completion of a Doctorate
26	15 Units earned towards the completion of a Doctorate	Less than 18 Units earned towards the completion of a Doctorate
27	18 Units earned towards the completion of a Doctorate	Less than 21 Units earned towards the completion of a Doctorate
28	21 Units earned towards the completion of a Doctorate	Less than 24 Units earned towards the completion of a Doctorate
29	24 Units earned towards the completion of a Doctorate	Less than Complete Academic Requirements completed towards the completion of a Doctorate
30	Complete Academic Requirements completed towards a Doctorate	Less than an awarded Doctorate
31	Doctorate	

Table 2.b. Increments Table – Training

Increment Level	Range	
	From	To
1	0 hours	Less than 8 hours
2	8 hours	Less than 16 hours
3	16 hours	Less than 24 hours
4	24 hours	Less than 32 hours
5	32 hours	Less than 40 hours
6	40 hours	Less than 48 hours
7	48 hours	Less than 56 hours
8	56 hours	Less than 64 hours
9	64 hours	Less than 72 hours
10	72 hours	Less than 80 hours
11	80 hours	Less than 88 hours
12	88 hours	Less than 96 hours
13	96 hours	Less than 104 hours
14	104 hours	Less than 112 hours
15	112 hours	Less than 120 hours
16	120 hours	Less than 128 hours
17	128 hours	Less than 136 hours
18	136 hours	Less than 144 hours
19	144 hours	Less than 152 hours
20	152 hours	Less than 160 hours
21	160 hours	Less than 168 hours
22	168 hours	Less than 176 hours
23	176 hours	Less than 184 hours
24	184 hours	Less than 192 hours
25	192 hours	Less than 200 hours
26	200 hours	Less than 208 hours
27	208 hours	Less than 216 hours
28	216 hours	Less than 224 hours
29	224 hours	Less than 232 hours
30	232 hours	Less than 240 hours
31	240 hours	or more

Table 2.c. Increments Table – Experience

Increment Level	Range	
	From	To
1	None	Less than 6 months
2	6 months	Less than 1 year
3	1 year	Less than 1 year 6 months
4	1 year 6 months	Less than 2 years
5	2 years	Less than 2 years 6 months
6	2 years 6 months	Less than 3 years
7	3 years	Less than 3 years 6 months
8	3 years 6 months	Less than 4 years
9	4 years	Less than 4 years 6 months
10	4 years 6 months	Less than 5 years
11	5 years	Less than 5 years 6 months
12	5 years 6 months	Less than 6 years
13	6 years	Less than 6 years 6 months
14	6 years 6 months	Less than 7 years
15	7 years	Less than 7 years 6 months
16	7 years 6 months	Less than 8 years
17	8 years	Less than 8 years 6 months
18	8 years 6 months	Less than 9 years
19	9 years	Less than 9 years 6 months
20	9 years 6 months	Less than 10 years
21	10 years	Less than 10 years 6 months
22	10 years 6 months	Less than 11 years
23	11 years	Less than 11 years 6 months
24	11 years 6 months	Less than 12 years
25	12 years	Less than 12 years 6 months
26	12 years 6 months	Less than 13 years
27	13 years	Less than 13 years 6 months
28	13 years 6 months	Less than 14 years
29	14 years	Less than 14 years 6 months
30	14 years 6 months	Less than 15 years
31	15 years	or more

Table 3. Rubrics for Computation of Points for Education, Training, and Experience

Weight Allocation	Education		Training		Experience	
	Increments from minimum QS	Points	Increments from minimum QS	Points	Increments from minimum QS	Points
Education: 10 points *Training: 10 points* *Experience: 10 points*	10 or more increments	10	10 or more increments	10	10 or more increments	10
	8-9 increments	8	8-9 increments	8	8-9 increments	8
	6-7 increments	6	6-7 increments	6	6-7 increments	6
	4-5 increments	4	4-5 increments	4	4-5 increments	4
	2-3 increments	2	2-3 increments	2	2-3 increments	2

Illustrative example:

Vacant position: **Education Program Supervisor (MAPEH) – SG-22**
Level and Salary Range: SG 16-23 and SG 27

Qualification Standards per CSC-approved QS
Education	:	Master's Degree in Education or other relevant Master's Degree with specific area of specialization
Training	:	8 hours of relevant training
Experience	:	2 years as Principal or 2 years as Head Teacher or 2 years as Master Teacher

The date of HRMPSB assessment/Open Ranking System: **September 30, 2022**

a. Based on the minimum QS of the position to be filled, the HRMPSB shall determine the baseline level for computing the points for ETE using the Increments Table as shown in Table 2.a, 2.b, and 2.c.

Minimum requirement per CSC-approved Qualification Standards for Education Program Supervisor (MAPEH)		Corresponding Level based on Increments Table
Education	Master's Degree in Education or other relevant Master's Degree with specific area of specialization	Level 21 (based on Table 2.a)
Training	8 hours relevant training	Level 2 (based on Table 2.b)
Experience	2 years as Principal or 2 years as Head Teacher or 2 years as Master Teacher	Level 5 (based on Table 2.c)

For purposes of determining the baseline level for Education, any professional or specialization units, if there be any, as may be required in the CSC-approved QS in addition to non-Education degree shall be considered equivalent to a Bachelor's degree in Education (e.g. Bachelor's degree plus 18 professional units in Education with appropriate major = Level 6 based on Table 2.a). Additional professional and specialization units taken to earn the equivalent Education degree (i.e., BEEd, BSEd) shall not correspond to units towards the completion of a Master's degree.

b. After determining the baseline level, the HRMPSB shall compute for the increments of the applicant's actual qualifications based on the submitted documentary requirements. *Increment* shall refer to the difference between the applicant's actual qualification level and the corresponding level of the minimum (baseline) QS requirement of the position to be filled.

Only qualifications that are relevant to the position to be filled and which exceed the minimum (baseline) QS requirements of the position shall be given corresponding points in the computation of increments.

For positions with multiple QS requirement for Experience (e.g. 2 years as Principal or 2 years as Head Teacher or 2 years as Master Teacher), the HRMPSB shall identify the relevant experience **with the highest increment incurred.** This shall be the basis in determining the final score of the applicant for the Experience component.

Illustrative example:

Computation of increments based on actual Education qualification of Applicant A:

Education Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.a (Education)
Bachelor's degree in Education Master's degree in Physical Education and Sports 24 units earned for a Doctorate degree in Education Leadership and Management	Using Table 2.a, the corresponding **level** of Applicant A's Education qualification (24 units earned for Doctorate degree in Education Leadership and Management) is at **Level 29**. The number of increments for Applicant A's Education qualifications shall be computed by subtracting the minimum QS level (Level 21) from the applicant's qualification level (Level 29), as illustrated below: Applicant's Educ level – QS level = Increment **29 – 21 = 8 increments**

Computation of Increments based on actual Training qualification of Applicant A:

Training Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.b (Training)
24 hours training on school supervision and leadership [January 27 to 29, 2021] 24 hours training on Inclusive Education [September 16 to 18, 2020] 16 hours training on curriculum contextualization or localization [October 20 to 22, 2015] 8 hours training on liquidation cash advances [February 28, 2013]	The cumulative hours of the relevant training, which are acquired after the last promotion but within the last 5 years reckoned from the date of HRMPSB assessment, shall be considered for the counting of Increments. In the case of Applicant A, the 24 hours training on school supervision and leadership and 24 hours training on Inclusive Education are considered relevant to the Education Program Supervisor (MAPEH) position. The 16 hours training on curriculum contextualization or localization are deemed relevant; however, not credited for computation of increments since it was earned more than 5 years reckoned from the date of HRMPSB assessment. Applicant A's cumulative hours of relevant training shall be 48 hours. Using Table 2.b, the corresponding level of Applicant A's Training qualification (48 hours) is at **Level 7**. The number of increments for Applicant A's Training qualifications shall be computed by subtracting the minimum QS level (Level 2) from the applicant's qualification level (Level 7), as illustrated below: Applicant's Training level – QS level = Increment **7 – 2 = 5 increments** Note: Applicant A's last promotion as ADAS I: January 3, 2016 The date of HRMPSB assessment/ Open Ranking System: September 30, 2022

Computation of Increments based on actual Experience qualification of Applicant A:

Experience Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.c (Experience)
Master Teacher II (MAPEH) from July 31, 2021 to present Master Teacher I (MAPEH) from January 3, 2016 to July 30, 2021 Teacher III (MAPEH) from January 02, 2013 to January 02, 2016	Only those experience relevant to the position to be filled shall be considered in the computation of increments. Relevant experience shall be reckoned from the date of first day of service. In the case of Applicant A, the relevant experience (January 3, 2016 to July 30, 2021 as Master Teacher I for MAPEH and July 31, 2021 to present [date of assessment: September 30, 2022] as Master Teacher II for MAPEH) is 6 years and 8 months. The experience as Teacher III is not deemed relevant to the Education Program Supervisor (MAPEH) position per CSC-approved QS. Using Table 2.c, the corresponding level of Applicant A's Experience qualification as Master Teacher I and Master Teacher II (6 years and 8 months) is at **Level 14**. The number of increments for Applicant A's Experience qualifications shall be computed by subtracting the minimum QS level (Level 5) from the applicant's qualification level (Level 14), as illustrated below: Applicant's Training level – QS level = Increment **14 – 5 = 9 increments**

c. After computing the number of increments from the minimum (baseline) QS requirement, the corresponding points earned by the applicant for ETE shall be determined using Table 3 *(Rubrics for Computation of Points for Education, Training, and Experience)*.

Illustrative example:

Using the applicable rubrics as shown in Table 3 and based on the number of increments earned by Applicant A, the computation of points for ETE is as follows:

Qualification of the Applicant			Computation of Points based on Incremental Scales Table & ETE Rubrics			Total number of points for ETE
Education	Training	Experience	Education	Training	Experience	
Bachelor's degree in Education Master's degree in Physical Education and Sports 24 units earned for a Doctorate degree in Education Leadership and Management	24 hours training on school supervision and leadership *[January 27 to 29, 2021]* 24 hours training on Inclusive Education *[September 16 to 18, 2020]*	Master Teacher II (MAPEH) from July 31, 2021 to present Master Teacher I (MAPEH) from January 3, 2016 to July 30, 2021	8 increments Based on Table 3: 8-9 increments = 8 points *(out of 10)* *Applicant A exceeds the minimum QS of Master's Degree in Education or other relevant Master's Degree with specific area of specialization *Applicant A earns 8 points out of the maximum of 10 points allotted for Education	5 increments Based on Table 3: 4-5 increments = 4 points *(out of 10)* *Applicant A exceeds the minimum QS of 8 hours of relevant training *Applicant A earns 4 points out of the maximum of 10 points allotted for Training	9 increments Based on Table 3: 8-9 increments = 8 points *(out of 10)* *Applicant A exceeds the minimum QS of 2 years as Master Teacher *Applicant A earns 8 points out of the maximum of 10 points allotted for Experience	**20 points**

d. Meeting the minimum (baseline) QS requirements for Education, Training, and Experience shall be given zero (0) points.

e. The following general guidelines shall be observed in giving corresponding points to relevant Education, Training, and Experience qualifications:

   i. Education units and/or degrees in multiple or different majors may be given corresponding points on a cumulative basis; provided, that the units and/or degrees earned are relevant to the position applied for; provided further, that the subjects completed are not duplicated.

   ii. Consistent with the provisions of the CSC ORAOHRA, units and/or degrees of Doctor of Medicine from a CHED-recognized institution may be considered master's units and/or degree for purposes of giving points, except for positions that involve practice of profession covered by board laws.

iii. Consistent with Legal Education Board (LEB) Resolution No. 406, s. 2019, Bachelor of Laws (LLB.) or Juris Doctor (J.D.) units and/or degree earned from law schools recognized or supervised by the LEB and its predecessor regulatory agencies shall be considered as equivalent to professional doctorate units/degrees in other non-law academic disciplines for purposes of giving points, except for positions that involve practice of profession covered by the rules governing the bar, subject to further clarificatory guidelines as may be issued by the LEB.

iv. Relevant training hours earned from digital/virtual/online learning may be considered, subject to the conditions prescribed in CSC Memorandum Circular (MC) No. 3, s. 2021 *(General Guidelines on Digital/Online Learning in the Public Sector)*.

v. Relevant experience gained from part-time work of at least four (4) hours per day may be considered; provided, that the appropriate Certificate of Employment is submitted with details on the actual number of hours rendered. For purposes of giving points, the months or years of relevant experience submitted shall be transmuted to the equivalent months or years of experience based on the CSC-required eight (8)-hour per day workday.

vi. Relevant Experience gained from abroad or outside the Philippines may be considered provided that the applicant submits a Certificate of Employment. Those documentary requirements written in languages other than English or Filipino shall be accompanied by a complete English translation.

f. Applicable provisions under Rule VIII Part I to IV of the CSC ORAOHRA shall apply in the appreciation of relevant Education, Training, and Experience qualifications and giving of points to ETE credentials.

4. **Performance.** Performance refers to the assessment of how tasks, duties and responsibilities are carried out or accomplished by the applicant as evidenced by performance rating document or other means of verification. The performance rating obtained in the current or previous job or position that is relevant to the position to be filled shall be used for purposes of giving points for performance.

a. ***Positions with experience requirement.*** Applicants to positions that require experience must submit latest performance rating/s covering one (1) year performance in the current and previous job or position that is relevant to the position to be filled. Computation of points for performance shall be as follows:

$$Points_{(Performance)} = x/5 * WA_{(Performance)}$$

Where:
x = Performance Rating
5 = Highest Possible PR in DepEd RPMS
WA = Weight Allocation for Performance
(20 points for SG 11-15, SG 16-23 and SG 27; 25 points for SG 24)

Illustrative example:

Vacant Position:
Education Program Specialist II – SG 16

x = 4.356
WA = 20

Points(Performance) = 4.356/5 * 20 = 17.424

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a.1. Internal applicants.

The performance rating required for internal applicants shall be the rating derived from the Results-Based Performance Management System (RPMS) Individual Performance Commitment and Review (IPCR) Form obtained from the applicant's current or previous position that is relevant to the position to be filled.

However, as a mandatory requirement, the applicant shall also be required to submit a performance rating of at least Very Satisfactory (VS) in the last rating period prior to the date of assessment or screening, except for promotion from first to second level entry positions where the required performance rating is at least Satisfactory (S).

An official or employee who is on official leave of absence, for reasons such as maternity leave, local or foreign scholarship, training grant, or other CSC-authorized official leaves, may be considered for promotion. In such cases, a performance rating in the last rating period prior to the leave of absence shall be required.

The performance rating prior to the reclassification of the position shall be considered as performance rating in the reclassified position for purposes of promotion, if applicable.
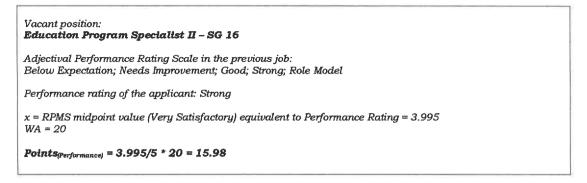
a.2. External applicants.

For external applicants whose performance is measured using a five (5)-level adjectival performance rating scale, the midpoint value of the RPMS rating (Table 4) equivalent to the adjectival rating shall be used as the applicant's performance rating *(x)*. The Certificate of Rating must be supported with the Performance Evaluation Tool.

Table 4. Midpoint Value of the RPMS Rating

RPMS Rating Scale	Midpoint Value
Outstanding 4.500-5.000	4.75
Very Satisfactory 3.500-4.499	3.995
Satisfactory 2.500-3.499	2.995
Unsatisfactory 1.500-2.499	1.995
Poor Below 1.499	0.7495

Illustrative example:

Vacant position:
Education Program Specialist II – SG 16

Adjectival Performance Rating Scale in the previous job:
Below Expectation; Needs Improvement; Good; Strong; Role Model

Performance rating of the applicant: Strong

x = *RPMS midpoint value (Very Satisfactory) equivalent to Performance Rating = 3.995*
WA = 20

$Points_{(Performance)}$ = 3.995/5 * 20 = 15.98

For external applicants whose performance is measured using other numerical or adjectival rating systems with scales that are not aligned with the five (5)-point rating scale of the RPMS, the HRMPSB shall develop a system that transmutes the performance rating to the corresponding points comparable to the existing rubrics of the RPMS.

External applicant/s to vacant positions with experience requirement shall submit performance rating/s from current or previous work that is relevant to the position to be filled. Non-submission of performance rating/s for any reason gets a zero score for Performance criterion. No proxy measure shall be considered in the absence of the applicable performance rating.

b. **Positions with no experience requirement.** Applicants to positions that do not require previous experience must submit the board examination or Career Service Eligibility ratings. Computation of points for performance shall be as follows:

$$Points_{(Performance)} = x/100 * WA_{(Performance)}$$

Where:
x = *Board Exam/CS Eligibility rating*
WA = Weight Allocation for Performance
(20 points for SG 11-15, SG 16-23 and SG 27; 25 points for SG 24)

Illustrative example:

Vacant Position:
Education Program Specialist II – SG 16

x = 82.75
WA = 20

$Points_{(Performance)}$ = 82.75/100 * 20 = 16.55

For honor graduates covered by Presidential Decree (PD) 907 titled, *Granting Civil Service Eligibility to College Honor Graduates,* as well as the Foreign School Honor Graduate Eligibility (FSHGE) as stipulated under CSC Resolution No. 1302714, the following rubric shall apply.

Honors Earned	Points(Performance)
Summa Cum Laude	20 points
Magna Cum Laude	19 points
Cum Laude	18 points

Applicants with work experience, who are applying to entry level positions or positions with no experience requirement based on QS, must submit latest performance rating/s covering one (1) year performance in the current or previous job or position. The computation stipulated in Item 4(a) shall apply.

5. **Outstanding Accomplishments.** Outstanding Accomplishments refer to meritorious contributions of an applicant, such as ideas, inventions, or discoveries which were duly recognized by an authorized body. These must have a direct link to the KRAs of the applicant's current or previous position. Outstanding accomplishments must have led to positive results in their workplace through efficiency in operation, increased production, improved working standards, and/or savings in government spending.

Table 5 below enumerates the components of Outstanding Accomplishments and the corresponding maximum points for each component.

Table 5. Components of Outstanding Accomplishments

Component	Points(Outstanding Accomplishments)
Awards and Recognition	2 points
Research and Innovation	5 points
Subject Matter Expert / Membership in National Technical Working Groups (TWGs) or Committees	3 points
Resource Speakership / Learning Facilitation	2 points
NEAP Accredited Learning Facilitator	2 points

The points allocation in Table 5 shall serve as the maximum or ceiling points that may be earned for each component. The points earned from each component are cumulative to determine the total points for Outstanding Accomplishments; but not to exceed the weight allocation for Outstanding Accomplishments as stipulated in Table 1 (Point System for Evaluative Assessment for Related-Teaching Positions).

Only those outstanding accomplishments acquired or earned after the last promotion shall be considered eligible to be given points.

National level individual awards acquired from a thorough search process and given by reputable award giving bodies, such as CSC, Metrobank, National Economic Development Authority (NEDA), Development Academy of the Philippines (DAP), DepEd, etc., shall be given maximum points in Outstanding Accomplishments (i.e. five (5) points for SG 16-23 and SG 27, and 10 points for SG 11-15 and SG 24).

The details of each component of Outstanding Accomplishments, including the MOVs required and rubrics for giving points, are as follows:

a. **Awards and Recognition.** This may refer to academic or inter-school awards, or outstanding employee awards.

a.1. *Academic or Inter-School Awards.* This shall apply only to applicants with no or less than one (1) year work experience (e.g., fresh graduates).

The following MOVs and rubrics shall be used in determining points for Awards and Recognition.

Means of verification:

A. Academic or inter-school award; or
B. Certification or any document showing top-notching a Board Examination; or
C. Certificate or any document showing TOSP Award.

Rubrics:

Component	Points(Academic/Inter-School Award)
At least three (3) academic or inter-school awards or TOSP Award or Top 10 in Board/CS Eligibility Examination	2 points
At least two (2) academic or inter-school awards	1 point

a.2. Outstanding Employee Award. This shall apply to applicants with previous work experience, or those applying to positions with experience requirement.

Means of verification:

A. Any issuance, memorandum or document showing the Criteria for the Search; and
B. Certificate of Recognition/Merit.

Rubrics:

Component	Points(Outstanding Employee Award)
Applicants from external institution	
Organizational Level Search or Higher	2 points
Local Office Search	1 point
Applicants from central office	
National Level Search or Higher	2 points
Central Office Search	1 point
Applicants from regional office	
National Level Search or Higher	2 points
Regional Office Search	1 point
Applicants from schools division office	
Regional Level Search or Higher	2 points
Division/Provincial/City Level Search	1 point
Applicants from schools	
Division Level Search or Higher	2 points
School/Municipality/District Level Search	1 point

For multiple awards received from the same award giving body and/or award category that are conducted in series or progressive manner, only the highest-level award shall be considered (e.g. NSCP winning coach at the division, regional, national level). Similarly, only the highest award shall be given points in cases where applicants submit multiple awards from different award giving bodies.

b. **Research and Innovation**

Means of verification:

A. Proposal duly approved by the Head of Office or the designated Research Committee per DO No. 16, s. 2017
B. Accomplishment Report verified by the Head of Office
C. Certification of utilization of the innovation or research, within the school/office duly signed by the Head of Office
D. Certification of adoption of the innovation or research by another school/office duly signed by the Head of Office
E. Proof of citation by other researchers (whose study/research, whether published or unpublished, is likewise approved by authorized body) of the concept/s developed in the research.

Rubrics:

MOVs Submitted	Points(Innovation/Research)
A, B, C & D	5 points
A, B, C & E	5 points
Only A, B & C	4 points
Only A & B	3 points
Only A	2 points

For collaborative research studies/innovations, the total points shall be divided by the number of authors/researchers indicated in the copyright page.

c. **Subject Matter Expert / Membership in National TWGs or Committees.** This shall apply to applicants who have been chosen and requested to use their technical knowledge, skills, and experience to develop an output, or work towards an outcome in the national level. This may include but not limited to the development and/or validation of framework, models, policies, and learning materials. Subject matter expertise or membership in National TWGs or Committees must, however, be relevant to the position being applied for in order to be given points.

Means of verification:

A. Issuance or Memorandum showing the membership in NTWG or Committees;
B. Certificate of Participation or Attendance; and
C. Output/Adoption by the organization/DepEd

Rubrics:

MOVs Submitted	Points(SME)
ALL MOVs	3 points
Only A & B	2 points

d. **Resource Speakership / Learning Facilitation.** This shall apply to applicants who have been requested and invited to share their knowledge and expertise on specific subject matter/s. This may include applicants who served as a Resource Speaker, Resource Person, Trainer, and/or

Learning Facilitator in seminars, training programs, conferences, convention, congress, forums, learning action cells (LAC) sessions, etc.

Means of verification (All listed MOVs shall be submitted):

A. Issuance/Memorandum/Invitation/Training Matrix;
B. Certificate of Recognition/Merit/Commendation/Appreciation; and
C. Slide deck/s used and/or Session guide/s.

Rubrics:

Level	Points (Resource Speakership/Learning Facilitation)
Applicants from external institution	
Organizational Level Speakership or Higher	2 points
Local Office Level Speakership	1 point
Applicants from central office	
National Level Speakership or Higher	2 points
Central Office Level Speakership	1 point
Applicants from regional office	
National Level Speakership or Higher	2 points
Regional Office Speakership	1 point
Applicants from schools division office	
Regional Level Speakership or Higher	2 points
Division/Provincial/City Level Speakership	1 point
Applicants from schools	
Division Level Speakership or Higher	2 points
School/Municipality/District Speakership	1 point

e. **NEAP Accredited Learning Facilitator.** This shall apply to applicants who have been given accreditation as Learning Facilitator by the National Educator Academy of the Philippines (NEAP).

Means of verification:

A. Certificate of Recognition as Learning Facilitator issued by NEAP Regional Office
B. Certificate of Recognition as Learning Facilitator issued by NEAP Central Office

Rubrics:

MOVs Submitted	Points (NEAP Learning Facilitator)
Accredited National Assessor	2 points
Accredited National Trainer	1.5 points
Accredited Regional Trainer	1 point

Illustrative example:

*Applicant Orange is applying for a **Senior Education Program Specialist (SG-19)** in DepEd Central Office. He is currently an Education Program Specialist II in SDO Quezon City appointed in October 2016. For the purpose of computing his Outstanding Accomplishments, he submitted the following MOVs:*

Outstanding Accomplishments	Points based on Rubric	HRMPSB Remarks
Awards and Recognition: Outstanding Employee Award 2015 in NCR (complete MOVs submitted)	2 points	Not credited; MOV has been used in the last promotion as EPS II
Outstanding Employee Award 2018 in SDO Quezon City (complete MOVs submitted)	1 point	Credited
Innovation or Research: Certificate of Recognition as Learning Facilitator on Research on Quality Assessment in select NCR Schools (complete MOVs submitted)	5 points	Credited
Resource Speakership/Learning Facilitation: Certificate of Recognition as Resource Speaker on Education Assessment in September 2018 in DepEd NCR (complete MOVs submitted)	1 point	Credited

Applicant Orange's Outstanding Employee Award in 2018, Research, and Resource Speakership have all been considered by the HRMPSB with a total score of seven (7) points. However, since Orange is applying for Senior EPS (SG-19), the maximum points of five (5) allotted for Outstanding Accomplishments shall be given to Orange. Also, zero (0) or no point is given to Orange under Awards and Recognition on her Outstanding Employee Award last 2015 since the award was earned and credited in her last promotion.

6. **Application of Education.** Application of education is the contribution made by an applicant to their workplace as a result of their learnings from education degree/s and units earned, such as but not limited to applied concepts, processes, and skills that are relevant to the position to be filled. Points shall be given to an applicant who has successfully applied the learnings gained from said higher education units or degree/s earned. The application of education must have led to significant positive results in the applicant's current or previous work.

a. ***Positions with experience requirement.*** Application of education is the contributions made by the applicant to their workplace as a result of their learnings from their education degrees or units earned, such as but not limited to applied concepts, processes, and skills that are relevant to the position to be filled.

Higher premium shall be given to an application of education or intervention made by the applicant that is relevant and applicable to the position to be filled.

Relevant intervention is described as the intervention that is directly applicable to the functional unit where the position applied for is lodged. An intervention is described to be *applicable* if it can be used in the operations of the functional unit based on its office mandates in the official DepEd Office Functions or Office Orders for the creation of the functional unit.

If the intervention made by the applicant does not meet the criteria to be *Relevant*, then said intervention shall be considered and be given corresponding points using the rubrics for *Not Relevant*

Means of verification:

A. Action Plan approved by the Head of Office
B. Accomplishment Report verified by the Head of Office
C. Certification of the utilization/adoption signed by the Head of Office

Rubrics: *(SG 11-15 and SG 24)*

MOVs Submitted	Points(Application of Education)	
	Relevant	Not Relevant
ALL MOVs	10 points	5 points
Only A & B	7 points	3 points
Only A	5 points	1 point

Rubrics: *(SG 16-23 and SG 27)*

MOVs Submitted	Points(Application of Education)	
	Relevant	Not Relevant
ALL MOVs	15 points	9 points
Only A & B	12 points	6 points
Only A	9 points	3 points

b. ***Positions with no experience requirement.*** Applicants to positions that do not require previous work experience must submit the GWA in the highest academic/grade level earned as evidenced by Transcript of Records/Certificate of GWA/Diploma/Special Order from the Commission on Higher Education (CHED) or other certifications. The HRMPSB must develop a system that transmutes the GWA to a percentage scale. Computation of points for Application of Education shall be as follows:

$$Points_{(Application\ of\ Education)} = x/100 * WA_{(Application\ of\ Education)}$$

Where:
x = GWA transmuted to percentage scale
WA = Weight Allocation for Application of Education
    (10 points for SG 11-15 & SG 24; 15 points for SG 16-23 & SG 27)

Illustrative example:

Vacant position:
Education Program Specialist II – SG 16

x = 82.75
WA = 15

$Points_{(Application\ of\ Education)}$ = 82.75/100 * 15 = 12.4125

7. **Application of Learning and Development (L&D).** Application of L&D is a proven success of the learnings gained from the human resource development (HRD) interventions done/attended by the applicant which must have led to significant positive results in their current or previous work.

Higher premium shall be given to an application of L&D or intervention made by the applicant that is relevant and applicable to the position to be filled. The definition of *relevant intervention* as stipulated in Item 6(a) of this Order shall apply.

Means of verification:

A. Certificate of Training or Certification on any applicable L&D intervention acquired that is aligned with the Individual Development Plan (IDP); for external applicants, a certification from HR stating that the L&D intervention is aligned with the core tasks of the applicant in their current or previous position shall be required;

B. Action Plan/Re-entry Action Plan (REAP)/Job Embedded Learning (JEL)/ Impact Project applying the learnings from the L&D intervention done/attended, duly approved by the Head of Office;

C. Accomplishment Report together with a General Certification that the L&D intervention was used/adopted by the office at the local level;

D. Accomplishment Report together with a General Certification that the L&D intervention was used/adopted by a different office at the local/higher level.

Rubrics:

MOVs Submitted	Points(Application of L&D)	
	Relevant	Not Relevant
ALL MOVs	10 points	5 points
Only A, B, & C	7 points	3 points
Only A & B	5 points	1 point

8. **Potential.** Potential refers to the capacity and ability of an applicant to assume the duties and responsibilities of the position to be filled, and those higher positions that are more technical in nature. It may be measured through any or all of the following:

Component	Points(Potential)	
	SG 11-15 SG 16-23 SG 27	SG 24
Written Examinations (WE)	5 points	5 points
Skills or Work Sample Tests (S/WST)	10 points	5 points
Behavioural Events Interview (BEI)	5 points	5 points

a. **Written Examination** refers to the standardized examination which measures the knowledge, language proficiency, ability to present ideas, judgment and leadership ability of the applicant. The test and evaluation rubrics appropriate to the position to be filled must be developed by subject matter experts as requested by the HRMPSB. *Subject matter experts* refer to

individuals internal or external to the office where the vacancy exists, or to the Department, who have working knowledge of the specific competencies required by the position to be filled.

$$Points_{(WE)} = x/100 * WA_{(WE)}$$

Where:
x = Score/rating in written examination in percentage scale
WA = Weight Allocation for WE

Illustrative example:

Vacant position:
Education Program Specialist II – SG 16

x = 85
WA = 5

Points_{(WE)} = 85/100 * 5 = 4.25

b. **Skills or Work Sample Test** refers to the test that may be administered to evaluate the application of skills relevant to the requirement of the position to be filled. The test and evaluation rubrics must be designed by subject matter experts as requested by the HRMPSB depending on the type of skills test required by the position to be filled.

$$Points_{(WE)} = x/100 * WA_{(S/WST)}$$

Where:
x = Score/rating in the S/WST in percentage scale
WA = Weight Allocation for S/WST
(10 points for SG 11-15, SG 16-23, SG 27; 5 points for SG 24)

Illustrative example:

Vacant position:
Education Program Specialist II – SG 16

x = 85
WA = 10

Points_{(S/WST)} = 85/100 * 10 = 8.5

Behavioural Events Interview (BEI) refers to the conduct of direct inquiry with the applicant, focusing on their display of desired behaviour/s when subjected to specific situations or conditions in their previous and/or current workplace. BEI is based on the principle that past behaviour predicts future performance. It uses the STAR approach to validate whether the key behaviours that are linked to the required competencies have been exhibited

by the applicant. The STAR approach draws focus on actual **S**ituations in which the applicant acted; the **T**ask/s that the applicant faced; the **A**ctions that the applicant took; and the **R**esults of those actions. The BEI may be used to assess the following areas:

i. *Aptitude.* The BEI shall be used to assess the applicant's potential or their capacity and ability to assume the duties of the position to be filled and those higher positions that are more technical in nature.

ii. *Characteristics or traits.* It shall be used to gauge other relevant aspects such as the applicant's psychological and social well-being.

iii. *Fitness.* It shall serve as an avenue to evaluate an applicant's Job Fit, Location Fit, and Organizational Fit.

iv. *Other areas that may be identified by the HRMPSB.*

The points allocated for BEI component *(5 points)* shall serve be the maximum or ceiling points that may be earned by an applicant. The points earned from each area are cumulative to determine the total points for BEI component. The HRMPSB shall determine the appropriate areas relevant to the position to be filled and assign points to each area not exceeding the maximum or ceiling points for BEI.

CRITERIA AND POINT SYSTEM FOR HIRING AND PROMOTION TO NON-TEACHING POSITIONS

1. The assessment for Non-Teaching positions shall be based on the following criteria:

   a. **Education** units and/or degree relevant to the position to be filled, exceeding the minimum qualification requirements as defined in the CSC-approved QS;
   b. **Training** hours relevant to the position to be filled, exceeding the minimum qualification requirements as defined in the CSC-approved QS, acquired after the last promotion but within the last five (5) years;
   c. **Experience** relevant to the position to be filled, exceeding the minimum qualification requirements as defined in the CSC-approved QS;
   d. **Performance** based on submitted performance rating covering one (1) year or 12 months performance in the current or previous job or position relevant to the position to be filled;
   e. **Outstanding Accomplishments** acquired after the last promotion;
   f. **Application of Education** acquired after the last promotion;
   g. **Application of Learning and Development (L&D)** acquired after the last promotion; and
   h. **Potential** measured using other evaluative assessments.

2. The point system for evaluative assessment is detailed in Table 1. Points assigned to each criterion shall vary from one salary range to another, giving premium to specific criteria that are more relevant to the position to be filled. As such, for General Services positions, higher premium is given to Potential (55 points) and Experience (20 points) than the other criteria. Similarly, Chief positions (SG-24) give more focus on previous Performance (20 points), Potential (20 points), and Experience (15 points).

Table 1. Point System for Evaluative Assessment: Non-Teaching Positions

Criteria	Breakdown of Points			
	General Services	SG 1-9 (Non-General Services)	SG 10-22 and SG 27	SG 24 (Chief)
a. Education	5	5	5	10
b. Training	5	5	10	5
c. Experience	20	20	15	15
d. Performance	10	20	20	20
e. Outstanding Accomplishments	5	10	10	10
f. Application of Education	-	10	10	10
g. Application of L&D	-	10	10	10
h. Potential (Written Test, BEI, Work Sample Test)	55	20	20	20
Total	**100**	**100**	**100**	**100**

Rubrics for Computation of Points per Criterion

3. **Education, Training, and Experience (ETE).** The points for ETE, corresponding to the applicant's qualifications exceeding the QS, shall be computed using the Increments Table (Table 2.a, 2.b, 2.c) and the Rubrics for Computation of Points for ETE (Table 3). Only those qualifications that are relevant to the position to be filled shall be given points.

Table 2.a. Increments Table – Education

Increment Level	Range	
	From	**To**
1	Can Read and Write	Elementary Level Education
2	Elementary Graduate	Junior High School Level Education (K to 12) High School Level (Old curriculum)
3	Completed Junior High School (K to 12)	Senior High School Level Education (K to 12)
4	Senior High School Graduate (K to 12) High School Graduate (Old curriculum)	Less than 2 years of College
5	Completed 2 years in College	Less than a Bachelor's Degree but more than 2 years in College
6	Bachelor's Degree	Less than 6 Units earned towards the completion of a Master's degree
7	6 Units earned towards the completion of a Master's Degree	Less than 9 Units earned towards the completion of a Master's Degree
8	9 Units earned towards the completion of a Master's Degree	Less than 12 Units earned towards the completion of a Master's Degree
9	12 Units earned towards the completion of a Master's Degree	Less than 15 Units earned towards the completion of a Master's Degree
10	15 Units earned towards the completion of a Master's Degree	Less than 18 Units earned towards the completion of a Master's Degree
11	18 Units earned towards the completion of a Master's Degree	Less than 21 Units earned towards the completion of a Master's Degree
12	21 Units earned towards the completion of a Master's Degree	Less than 24 Units earned towards the completion of a Master's Degree
13	24 Units earned towards the completion of a Master's Degree	Less than 27 Units earned towards the completion of a Master's Degree
14	27 Units earned towards the completion of a Master's Degree	Less than 30 Units earned towards the completion of a Master's Degree
15	30 Units earned towards the completion of a Master's Degree	Less than 33 Units earned towards the completion of a Master's Degree
16	33 Units earned towards the completion of a Master's Degree	Less than 36 Units earned towards the completion of a Master's Degree
17	36 Units earned towards the completion of a Master's Degree	Less than 39 Units earned towards the completion of a Master's Degree
18	39 Units earned towards the completion of a Master's Degree	Less than 42 Units earned towards the completion of a Master's Degree
19	42 Units earned towards the completion of a Master's Degree	Less than Complete Academic Requirements completed towards the completion of a Master's Degree
20	Complete Academic Requirements completed towards a Master's Degree	Less than an awarded Master's Degree
21	Masters Degree	Less than 3 Units earned towards the completion of a Doctorate
22	3 Units earned towards the completion of a Doctorate	Less than 6 Units earned towards the completion of a Doctorate
23	6 Units earned towards the completion of a Doctorate	Less than 9 Units earned towards the completion of a Doctorate
24	9 Units earned towards the completion of a Doctorate	Less than 12 Units earned towards the completion of a Doctorate
25	12 Units earned towards the completion of a Doctorate	Less than 15 Units earned towards the completion of a Doctorate
26	15 Units earned towards the completion of a Doctorate	Less than 18 Units earned towards the completion of a Doctorate
27	18 Units earned towards the completion of a Doctorate	Less than 21 Units earned towards the completion of a Doctorate
28	21 Units earned towards the completion of a Doctorate	Less than 24 Units earned towards the completion of a Doctorate
29	24 Units earned towards the completion of a Doctorate	Less than Complete Academic Requirements completed towards the completion of a Doctorate
30	Complete Academic Requirements completed towards a Doctorate	Less than an awarded Doctorate
31	Doctorate	

Table 2.b. Increments Table – Training

Increment Level	Range	
	From	To
1	0 hours	Less than 8 hours
2	8 hours	Less than 16 hours
3	16 hours	Less than 24 hours
4	24 hours	Less than 32 hours
5	32 hours	Less than 40 hours
6	40 hours	Less than 48 hours
7	48 hours	Less than 56 hours
8	56 hours	Less than 64 hours
9	64 hours	Less than 72 hours
10	72 hours	Less than 80 hours
11	80 hours	Less than 88 hours
12	88 hours	Less than 96 hours
13	96 hours	Less than 104 hours
14	104 hours	Less than 112 hours
15	112 hours	Less than 120 hours
16	120 hours	Less than 128 hours
17	128 hours	Less than 136 hours
18	136 hours	Less than 144 hours
19	144 hours	Less than 152 hours
20	152 hours	Less than 160 hours
21	160 hours	Less than 168 hours
22	168 hours	Less than 176 hours
23	176 hours	Less than 184 hours
24	184 hours	Less than 192 hours
25	192 hours	Less than 200 hours
26	200 hours	Less than 208 hours
27	208 hours	Less than 216 hours
28	216 hours	Less than 224 hours
29	224 hours	Less than 232 hours
30	232 hours	Less than 240 hours
31	240 hours	or more

Table 2.c. Increments Table – Experience

Increment Level	Range	
	From	To
1	None	Less than 6 months
2	6 months	Less than 1 year
3	1 year	Less than 1 year 6 months
4	1 year 6 months	Less than 2 years
5	2 years	Less than 2 years 6 months
6	2 years 6 months	Less than 3 years
7	3 years	Less than 3 years 6 months
8	3 years 6 months	Less than 4 years
9	4 years	Less than 4 years 6 months
10	4 years 6 months	Less than 5 years
11	5 years	Less than 5 years 6 months
12	5 years 6 months	Less than 6 years
13	6 years	Less than 6 years 6 months
14	6 years 6 months	Less than 7 years
15	7 years	Less than 7 years 6 months
16	7 years 6 months	Less than 8 years
17	8 years	Less than 8 years 6 months
18	8 years 6 months	Less than 9 years
19	9 years	Less than 9 years 6 months
20	9 years 6 months	Less than 10 years
21	10 years	Less than 10 years 6 months
22	10 years 6 months	Less than 11 years
23	11 years	Less than 11 years 6 months
24	11 years 6 months	Less than 12 years
25	12 years	Less than 12 years 6 months
26	12 years 6 months	Less than 13 years
27	13 years	Less than 13 years 6 months
28	13 years 6 months	Less than 14 years
29	14 years	Less than 14 years 6 months
30	14 years 6 months	Less than 15 years
31	15 years	or more

Table 3. Rubrics for Computation of Points for Education, Training, and Experience

Salary Range and Weight Allocation	Education		Training		Experience	
	Increments from QS	Points	Increments from QS	Points	Increments from QS	Points
General Services Positions *Education: 5 points* *Training: 5 points* *Experience: 20 points*	5 or more increments	5	5 or more increments	5	10 or more increments	20
	4 increments	4	4 increments	4	8-9 increments	16
	3 increments	3	3 increments	3	6-7 increments	12
	2 increments	2	2 increments	2	4-5 increments	8
	1 increment	1	1 increment	1	2-3 increments	4
	Increments from QS	Points	Increments from QS	Points	Increments from QS	Points
SG 1-9 (Non-General Services Positions) *Education: 5 points* *Training: 5 points* *Experience: 20 points*	10 or more increments	5	5 or more increments	5	10 or more increments	20
	8-9 increments	4	4 increments	4	8-9 increments	16
	6-7 increments	3	3 increments	3	6-7 increments	12
	4-5 increments	2	2 increments	2	4-5 increments	8
	1-3 increments	1	1 increment	1	2-3 increments	4
	Increments from QS	Points	Increments from QS	Points	Increments from QS	Points
SG 10-22 and SG 27 *Education: 5 points* *Training: 10 points* *Experience: 15 points*	10 or more increments	5	5 or more increments	10	10 or more increments	15
	8-9 increments	4	4 increments	8	8-9 increments	12
	6-7 increments	3	3 increments	6	6-7 increments	9
	4-5 increments	2	2 increments	4	4-5 increments	6
	2-3 increments	1	1 increment	2	2-3 increments	3
	Increments from QS	Points	Increments from QS	Points	Increments from QS	Points
SG 24 *Education: 10 points* *Training: 5 points* *Experience: 15 points*	10 or more increments	10	5 increments	5	10 or more increments	15
	9 increments	8	4 increments	4	8-9 increments	12
	8 increments	6	3 increments	3	6-7 increments	9
	6-7 increments	4	2 increments	2	4-5 increments	6
	4-5 increments	2	1 increment	1	2-3 increments	3

Illustrative example:

*Vacant position: **Administrative Assistant II (Disbursing Officer II) – SG 8***
Level and Salary Range: SG 1-9 (Non-General Services)

Qualification Standards per CSC-approved QS
Education   :   Completion of 2 years in college
Training   :   4 hours of relevant training
Experience :   1 year of relevant experience

*The date of HRMPSB assessment/Open Ranking System: **October 03, 2022***

a. Based on the minimum QS of the position to be filled, the HRMPSB shall determine the baseline level for computing the points for ETE using the Increments Table as shown in Table 2.a, 2.b, and 2.c.

Minimum requirement per CSC-approved Qualification Standards for ADAS II (Disbursing Officer II)		Corresponding Level based on Increments Table
Education	Completion of 2 years in college	Level 5 (based on Table 2.a)
Training	4 hours of relevant training	Level 1 (based on Table 2.b)
Experience	1 year of relevant experience	Level 3 (based on Table 2.c)

b. After determining the baseline level, the HRMPSB shall compute for the increments of the applicant's actual qualifications based on the submitted documentary requirements. *Increment* shall refer to the difference between the applicant's actual qualification level and the corresponding level of the minimum (baseline) QS requirement of the position to be filled.

Only qualifications that are relevant to the position to be filled and which exceed the minimum (baseline) QS requirements of the position shall be given corresponding points in the computation of increments.

Illustrative example:

Computation of increments based on actual Education qualification of Applicant A:

Education Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.a (Education)
Bachelor's degree in Business Administration 18 units earned for a Master's degree in Public Administration	Using Table 2.a, the corresponding level of Applicant A's Education qualification (18 units earned for a Master's degree in Public Administration) is at **Level 11**. The number of increments for Applicant A's Education qualifications shall be computed by subtracting the minimum QS level (Level 5) from the applicant's qualification level (Level 11), as illustrated below: Applicant's Educ level – QS level = Increment **11 – 5 = 6 increments**

Computation of Increments based on actual Training qualification of Applicant A:

Training Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.b (Training)
24 hours training on budget preparation [January 27 to 29, 2021] 24 hours training on automatic payroll deduction [September 16 to 18, 2020] 16 hours training on Gender Sensitivity Training [October 17 to 18. 2020] 8 hours training on liquidation of cash advances [February 28, 2012]	The cumulative hours of the relevant training/L&D, which are acquired after the last promotion and within the last 5 years reckoned from the date of HRMPSB assessment, shall be considered for the counting of Increments. In the case of Applicant A, the 24 hours training/L&D on budget preparation and 24 hours training on automatic payroll deduction are considered relevant to the ADAS II (Disbursing Officer II) position. The 8 hours training on liquidation of cash advances are deemed relevant; however, not credited for computation of increments since it was earned more than 5 years reckoned from the date of HRMPSB assessment. Applicant A's cumulative hours of relevant training/L&D shall be 48 hours. Using Table 2.b, the corresponding level of Applicant A's Training qualification (48 hours) is at **Level 7**. The number of increments for Applicant A's Training qualifications shall be computed by subtracting the minimum QS level (Level 1) from the applicant's qualification level (Level 7), as illustrated below: Applicant's Training level – QS level = Increment · **7 – 1 = 6 increments** Note: Applicant A's last promotion as ADAS I: January 3, 2016 The date of HRMPSB assessment/Open Ranking System: October 03, 2022

Computation of Increments based on actual Experience qualification of Applicant A:

Experience Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.c (Experience)
Administrative Assistant I from January 3, 2019 to present	Only those experience relevant to the position to be filled shall be considered in the computation of increments. Relevant experience shall be reckoned from the date of first day of service.
Administrative Aide V (Audio-Visual Equipment Operator II) from January 02, 2014 to January 02, 2019	In the case of Applicant A, the relevant experience (January 3, 2019 to present [date of assessment: October 03, 2022]) is 3 years and 9 months. Using Table 2.c, the corresponding level of Applicant A's Experience qualification (3 years and 9 months) is at **Level 8**.
	The number of increments for Applicant A's Experience qualifications shall be computed by subtracting the minimum QS level (Level 3) from the applicant's qualification level (Level 8), as illustrated below:
	Applicant's Training level – QS level = Increment **8 – 3 = 5 increments**

c. After computing the number of increments from the minimum (baseline) QS requirement, the corresponding points earned by the applicant for ETE shall be determined using Table 3 *(Rubrics for Computation of Points for Education, Training, and Experience).*

Illustrative example:

Using the applicable rubrics for the SG 1-9 (Non-General Services) as shown in Table 3 and based on the number of increments earned by Applicant A, the computation of points for ETE is as follows:

Qualification of the Applicant A			Computation of Points based on Incremental Scales Table & ETE Rubrics			Total number of points for ETE
Education	**Training**	**Experience**	**Education**	**Training**	**Experience**	
Bachelor's degree in Business Administration 18 units earned for a Master's degree in Public Administration	24 hours training on budget preparation [January 27 to 29, 2021] 24 hours training on automatic payroll deduction [September 16 to 18, 2020]	Administrative Assistant I from January 3, 2016 to July 31, 2019	6 increments Based on Table 3: 5 or more increments = **5 points** (out of 5) *Applicant A exceeds the minimum QS of 2-year studies in college *Applicant A earned the maximum points (5 points) allotted for Education	6 increments Based on Table 3: 5 or more increments = **5 points** (out of 5) *Applicant A exceeds the minimum QS of 4 hours of relevant training *Applicant A earned the maximum points (5 points) allotted for Training	5 increments Based on Table 3: 4-5 increments = **8 points** (out of 20) *Applicant A exceeds the minimum QS of 1 year of relevant experience *Applicant A earned 8 points out of the maximum of 20 points allotted for Education	**18 points**

d. Meeting the minimum (baseline) QS requirements for Education, Training, and Experience shall be given zero (0) points.

e. The following general guidelines shall be observed in giving corresponding points to relevant Education, Training, and Experience qualifications:

   i. Education units and/or degrees in multiple or different majors may be given corresponding points on a cumulative basis; provided, that the units and/or degrees earned are relevant to the position applied for; provided further, that the subjects completed are not duplicated.

   ii. Consistent with the provisions of the CSC ORAOHRA, units and/or degrees of Doctor of Medicine from a CHED-recognized institution may be considered master's units and/or degree for purposes of

giving points, except for positions that involve practice of profession covered by board laws.

iii. Consistent with Legal Education Board (LEB) Resolution No. 406, s. 2019, Bachelor of Laws (LLB.) or Juris Doctor (J.D.) units and/or degree earned from law schools recognized or supervised by the LEB and its predecessor regulatory agencies shall be considered as equivalent to professional doctorate units/degrees in other non-law academic disciplines for purposes of giving points, except for positions that involve practice of profession covered by the rules governing the bar, subject to further clarificatory guidelines as may be issued by the LEB.

iv. Relevant training hours earned from digital/virtual/online learning may be considered, subject to the conditions prescribed in CSC Memorandum Circular (MC) No. 3, s. 2021 *(General Guidelines on Digital/Online Learning in the Public Sector)*.

v. Relevant experience gained from part-time work of at least four (4) hours per day may be considered; provided, that the appropriate Certificate of Employment is submitted with details on the actual number of hours rendered. For purposes of giving points, the months or years of relevant experience submitted shall be transmuted to the equivalent months or years of experience based on the CSC-required eight (8)-hour per day workday.

vi. Relevant Experience gained from abroad or outside the Philippines may be considered provided that the applicant submits a Certificate of Employment. Those documentary requirements written in languages other than English or Filipino shall be accompanied by a complete English translation.

f. Applicable provisions under Rule VIII Part I to IV of the CSC ORAOHRA shall apply in the appreciation of relevant Education, Training, and Experience qualifications and giving of points to ETE credentials.

4. **Performance.** Performance refers to the assessment of how tasks, duties, and responsibilities are carried out or accomplished by the applicant as evidenced by performance rating document or other means of verification. The performance rating obtained in the current or previous job or position that is relevant to the position to be filled shall be used for purposes of giving points for performance.

a. **Positions with experience requirement.** Applicants to positions that require experience must submit latest performance rating/s covering one (1) year performance in the current and previous job or position that is relevant to the position to be filled. Computation of points for performance shall be as follows:

$$Points_{(Performance)} = x/5 * WA_{(Performance)}$$

Where:
x = Performance Rating
5 = Highest Possible PR in DepEd RPMS
WA = Weight Allocation for Performance
(10 points for General Services; 20 points for Other Groups of Positions/Salary Grades)

Illustrative examples:

Vacant Position: **Administrative Aide VI – SG 6** *(General Services)*	*Vacant position:* **Administrative Assistant II** **(Disbursing Officer II) – SG 8** *(Other groups of positions/Salary Grades)*
x = 4.356 *WA = 10*	*x = 4.356* *WA = 20*
***Points**_(Performance)* = *4.356/5 * 10 = 8.712*	***Points**_(Performance)* = *4.356/5 * 20 = 17.424*

a.1. **Internal applicants**

The performance rating required for internal applicants shall be the rating derived from the Results-Based Performance Management System (RPMS) Individual Performance Commitment and Review (IPCR) Form obtained from the applicant's current or previous job or position that is relevant to the position to be filled.

However, as a mandatory requirement, the applicant shall also be required to submit a performance rating of at least Very Satisfactory (VS) in the last rating period prior to the date of assessment or screening, except for promotion from first to second level entry positions where the required performance rating is at least Satisfactory (S).

An official or employee who is on official leave of absence, for reasons such as maternity leave, local or foreign scholarship, training grant, or other CSC-authorized official leaves, may be considered for promotion. In such cases, a performance rating in the last rating period prior to the leave of absence shall be required.

The performance rating prior to the reclassification of the position shall be considered as performance rating in the reclassified position for purposes of promotion, if applicable.

a.2. **External applicants**

For external applicants whose performance is measured using a five (5)-level adjectival performance rating scale, the midpoint value of the RPMS rating (Table 4) equivalent to the adjectival rating shall be used as the applicant's performance rating *(x)*. The Certificate of Rating must be supported with the Performance Evaluation Tool.

Table 4. Midpoint Value of the RPMS Rating

RPMS Rating Scale	Midpoint Value
Outstanding 4.500-5.000	4.75
Very Satisfactory 3.500-4.499	3.995
Satisfactory 2.500-3.499	2.995
Unsatisfactory 1.500-2.499	1.995
Poor Below 1.499	0.7495

Illustrative example:

> *Vacant position:*
> ***Administrative Assistant II (Disbursing Officer II) – SG 8***
> *(Other groups of positions/Salary Grades)*
>
> *Adjectival Performance Rating Scale in the previous job:*
> *Below Expectation; Needs Improvement; Good; Strong; Role Model*
>
> *Performance rating of the applicant: Strong*
>
> *x = RPMS midpoint value (Very Satisfactory) equivalent to Performance Rating = 3.995*
> *WA = 20*
>
> ***Points**(Performance)* = **3.995/5 * 20 = 15.98**

For external applicants whose performance is measured using other numerical or adjectival rating systems with scales that are not aligned with the five (5)-point rating scale of the RPMS, the HRMPSB shall develop a system that transmutes the performance rating to the corresponding points comparable to the existing rubrics of the RPMS.

External applicant/s to vacant positions with experience requirement shall submit performance rating/s from current or previous work that is relevant to the position to be filled. Non-submission of performance rating/s for any reason gets a zero score for Performance criterion. No proxy measure shall be considered in the absence of the applicable performance rating.

b. ***Positions with no experience requirement.*** Applicants to positions that do not require previous experience must submit the board examination or Career Service Eligibility ratings. For General Services positions that do not have Eligibility requirement, the General Weighted Average (GWA) in the highest academic/grade level earned shall be required. The HRMPSB must develop a system that transmutes the GWA to a percentage scale. Computation of points for performance shall be as follows:

> $$Points_{(Performance)} = x/100 * WA_{(Performance)}$$
>
> *Where:*
> *x = Board Exam/CS Eligibility rating/GWA transmuted to percentage scale*
> *WA = Weight Allocation for Performance*
> *(10 points for General Services; 20 points for Other Groups of Positions/Salary Grades)*

Illustrative examples:

Vacant Position: **Administrative Aide III – SG 3** *(General Services)* x = 82.75 (GWA) WA = 10 **Points**(Performance) = 82.75/100 * 10 = **8.275**	Vacant position: **Administrative Assistant II** **(Disbursing Officer II) – SG 8** *(Other groups of positions/Salary Grades)* x = 82.75 (CS Eligibility rating) WA = 20 **Points**(Performance) = 82.75/100 * 20 = **16.55**

For honor graduates covered by Presidential Decree (PD) 907 titled, *Granting Civil Service Eligibility to College Honor Graduates*, the following rubric shall apply.

Honors Earned	Points(Performance)
Summa Cum Laude	20 points
Magna Cum Laude	19 points
Cum Laude	18 points

Applicants with work experience, who are applying to entry level positions or positions with no experience requirement based on QS, must submit latest performance rating/s covering one (1) year performance in the current or previous job or position. The computation stipulated in Item 4(a) shall apply.

5. **Outstanding Accomplishments.** Outstanding Accomplishments refer to meritorious contributions of an applicant, such as ideas, inventions, or discoveries which were duly recognized by an authorized body. These must have a direct link to the KRAs of the applicant's current or previous position. Outstanding accomplishments must have led to positive results in their workplace through efficiency in operation, increased production, improved working standards, and/or savings in government spending.

Table 5 below enumerates the components of Outstanding Accomplishments and the corresponding maximum points for each component.

Table 5. Components of Outstanding Accomplishments

Component	Points(Outstanding Accomplishments)
Awards and Recognition	4 points
Research and Innovation	4 points
Subject Matter Expert / Membership in National Technical Working Groups (TWGs) or Committees	3 points
Resource Speakership / Learning Facilitation	2 points
NEAP Accredited Learning Facilitator	2 points

The points allocation in Table 5 shall serve as the maximum or ceiling points that may be earned for each component. The points earned from each component are cumulative to determine the total points for Outstanding Accomplishments; but not to exceed the weight allocation for Outstanding Accomplishments as stipulated in Table 1 (Point System for Evaluative Assessment for Non-Teaching Positions).

Only those outstanding accomplishments acquired or earned after the last promotion shall be considered eligible to be given points.

National level individual awards acquired from a thorough search process and given by reputable award giving bodies, such as CSC, Metrobank, National Economic Development Authority (NEDA), Development Academy of the Philippines (DAP), DepEd, etc., shall be given maximum points in Outstanding Accomplishments (i.e. five (5) points for General Services positions and 10 points for other groups of position/salary grade).

The details of each component of Outstanding Accomplishments, including the MOVs required and rubrics for giving points, are as follows:

a. **Awards and Recognition.** This may refer to citations or commendations, academic or inter-school awards, or outstanding employee awards.

   a.1. Citation or Commendation. This shall apply only to applicants for **General Services positions**.

   Means of verification: Letter of Citation or Commendation from previous employer

   Rubrics:

Number of Citations	Points(Citation)
Three (3) or more letters of citation	4 points
Two (2) letters of citation	3 points
One (1) letter of citation	2 points

   a.2. Academic or Inter-School Awards. This shall apply only to applicants with no or less than one (1) year work experience (e.g., fresh graduates). The following MOVs and rubrics shall be used in determining points for Awards and Recognition.

   Means of verification:

       A. Academic or inter-school award; or
       B. Ten Outstanding Students of the Philippines (TOSP) Award; or
       C. Certification or any document that the applicant belongs to the Top 10 in the Board or Civil Service Eligibility Examination.

   Rubrics:

Number of Awards	Points(Academic/Inter-School Award)
At least three (3) academic or inter-school awards or TOSP Award or Top 10 in Board/CS Eligibility Examination	4 points
At least two (2) academic or inter-school awards	3 points
At least one (1) academic or inter-school award	2 points

   a.3. Outstanding Employee Award. This shall apply to applicants with previous work experience, or those applying to positions with experience requirement.

Means of verification:

    A. Any issuance, memorandum or document showing the Criteria for the Search; and

    B. Certificate of Recognition/Merit.

Rubrics:

Level	Points(Outstanding Employee Award)
Applicants from external institution	
Organizational Level Search or Higher	4 points
Local Office Search	2 points
Applicants from central office	
National Level Search or Higher	4 points
Central Office Search	2 points
Applicants from regional office	
National Level Search or Higher	4 points
Regional Office Search	2 points
Applicants from schools division office	
Regional Level Search or Higher	4 points
Division/Provincial/City Level Search	2 points
Applicants from schools	
Division Level Search or Higher	4 points
School/Municipality/District Level Search	2 points

For multiple awards received from the same award giving body and/or award category that are conducted in series or progressive manner, only the highest-level award shall be considered (e.g. NSPC winning coach at the division, regional, national level). Similarly, only the highest award shall be given points in cases where applicants submit multiple awards from different award giving bodies.

An applicant to a General Services position who has presented Letter/s of Citation/Commendation and/or Outstanding Employee Award, shall be given points based on either Category a.1 (Citation or Commendation) or Category a.3 (Outstanding Employee Award), whichever is higher.

b. **Research and Innovation**

    Means of verification:

    A. Proposal duly approved by the Head of Office or the designated Research Committee per DO No. 16, s. 2017

    B. Accomplishment Report verified by the Head of Office

    C. Certification of utilization of the innovation or research, within the school/office duly signed by the Head of Office

    D. Certification of adoption of the innovation or research by another school/office duly signed by the Head of Office

    E. Proof of citation by other researchers (whose study/research is likewise approved by authorized body) of the concept/s developed in the research.

Rubrics:

MOVs Submitted	Points(Innovation/Research)
A, B, C & D	4 points
A, B, C & E	4 points
Only A, B & C	3 points
Only A & B	2 points
Only A	1 point

For collaborative research studies/innovation, the total points shall be divided by the number of authors/researchers indicated in the copyright page.

c. **Subject Matter Expert / Membership in National TWGs or Committees.** This shall apply to applicants who have been chosen and requested to use their technical knowledge, skills, and experience to develop an output, or work towards an outcome in the national level. This may include but not limited to the development and/or validation of framework, models, policies, and learning materials. Subject matter expertise or membership in NTWGs or Committees must, however, be relevant to the position being applied for in order to be given points.

Means of verification:

    A. Issuance or Memorandum showing the membership in NTWG or Committee;
    B. Certificate of Participation or Attendance; and
    C. Output/Adoption by the organization/DepEd.

Rubrics:

MOVs Submitted	Points(SME)
ALL MOVs	3 points
Only A & B	2 points

d. **Resource Speakership / Learning Facilitation.** This shall apply to applicants who have been requested and invited to share their knowledge and expertise on specific subject matter/s. This may include applicants who served as a Resource Speaker, Resource Person, Trainer, and/or Learning Facilitator in seminars, training programs, conferences, convention, congress, forums, learning action cells (LAC) sessions, etc.

Means of verification (All listed MOVs shall be submitted):

    A. Issuance/Memorandum/Invitation/Training Matrix;
    B. Certificate of Recognition/Merit/Commendation/Appreciation;
    C. Slide deck/s used and/or Session guide/s.

Rubrics

Level	Points(Resource Speakership/Learning Facilitation)
Applicants from external institution	
Organizational Level Speakership or Higher	2 points
Local Office Level Speakership	1 point
Applicants from central office	
National Level Speakership or Higher	2 points
Central Office Level Speakership	1 point

Applicants from regional office	
National Level Speakership or Higher	2 points
Regional Office Speakership	1 point
Applicants from schools division office	
Regional Level Speakership or Higher	2 points
Division/Provincial/City Level Speakership	1 point
Applicants from schools	
Division Level Speakership or Higher	2 points
School/Municipality/District Speakership	1 point

e. ***NEAP Accredited Learning Facilitator.*** This shall apply to applicants who have been given accreditation as Learning Facilitator by the National Educator Academy of the Philippines (NEAP).

Means of verification:

A. Certificate of Recognition as Learning Facilitator issued by NEAP Regional Office
B. Certificate of Recognition as Learning Facilitator issued by NEAP Central Office

Rubrics:

Level	Points(NEAP Learning Facilitator)
Accredited National Assessor	2 points
Accredited National Trainer	1.5 points
Accredited Regional Trainer	1 point

Illustrative example:

Applicant Apple is applying for an Administrative Assistant II (Disbursing Officer II) position in SDO Vigan City. She has been promoted as Administrative Assistant I in August 2015 in the same SDO. For the purpose of computing her Outstanding Accomplishments, she submitted the following MOVs:

Outstanding Accomplishments	Points based on Rubric	HRMPSB Remarks
Awards and Recognition: Outstanding Employee Award 2013 in SDO Vigan City (complete MOVs submitted)	2 points	Not credited; MOV has been used in the last promotion as ADAS I
Outstanding Employee Award 2016 in Region I (complete MOVs submitted)	4 points	Credited
Resource Speakership/Learning Facilitation: Certificate of Recognition as Learning Facilitator in 2018 Annual Budget Conference in SDO Vigan City (declared in the portfolio; no MOV submitted)	1 point	Not credited due to non-submission of required MOVs
Certificate of Recognition as Learning Facilitator in 2017 Annual Budget Conference in SDO Vigan City (complete MOVs submitted)	1 point	Credited

Applicant Apple gets four (4) points for her Outstanding Employee Award earned in 2016 and one (1) point for her Resource Speakership in 2017. However, zero (0) or no point is given to Apple under Resource Speakership due to non-submission of the required MOVs, and under Awards and Recognition on her Outstanding Employee Award last 2013 since the award was earned and credited in her last promotion. Applicant Apple gets a total of five (5) points in Outstanding Accomplishments.

6. **Application of Education.** Application of education is the contribution made by an applicant to their workplace as a result of their learnings from *higher* education units or degree/s earned, such as but not limited to applied concepts, processes, and skills that are relevant to the position to be filled. Points shall be given to an applicant who has successfully applied the learnings gained from said higher education units or degree/s earned. The application of education must have led to significant positive results in the applicant's current or previous work.

    a. ***Positions with experience requirement.*** Application of education is the contributions made by the applicant to their workplace as a result of their learnings from their education degrees or units earned, such as but not limited to applied concepts, processes, and skills that are relevant to the position to be filled.

        Higher premium shall be given to an application of education or intervention made by the applicant that is relevant and applicable to the position to be filled.

        Relevant intervention is described as the intervention that is directly applicable to the functional unit where the position applied for is lodged. An intervention is described to be *applicable* if it can be used in the operations of the functional unit based on its office mandates in the official DepEd Office Functions or Office Orders for the creation of the functional unit.

        If the intervention made by the applicant does not meet the criteria to be *Relevant*, then said intervention shall be considered and be given corresponding points using the rubrics for *Not Relevant*.

        Means of verification:

        A. Action Plan approved by the Head of Office
        B. Accomplishment Report verified by the Head of Office
        C. Certification of the utilization/adoption signed by the Head of Office

        Rubrics:

MOVs Submitted	Points (Application of Education)	
	Relevant	**Not Relevant**
ALL MOVs	10 points	5 points
Only A & B	7 points	3 points
Only A	5 points	1 point

    b. ***Positions with no experience requirement.*** Applicants to positions that do not require previous work experience must submit the GWA in the highest academic/grade level earned as evidenced by Transcript of Records/ Certificate of GWA/Diploma/Special Order from the Commission on Higher Education (CHED) or other certifications. The HRMPSB must develop a system that transmutes the GWA to a percentage scale. Computation of points for Application of Education shall be as follows:

$$Points_{(Application\ of\ Education)} = x/100 * WA_{(Application\ of\ Education)}$$

Where:
x = GWA transmuted to percentage scale
WA = Weight Allocation for Application of Education
(10 points for Other Groups of Positions/Salary Grades)

Illustrative example:

Vacant position:
Administrative Assistant II (Disbursing Officer II) – SG 8
(Other groups of positions/Salary Grades)

x = 82.75
WA = 10

$Points_{(Application\ of\ Education)}$ = 82.75/100 * 10 = **8.275**

7. **Application of Learning and Development (L&D).** Application of L&D is a proven success of the learnings gained from the human resource development (HRD) interventions done/attended by the applicant which must have led to significant positive results in their current or previous work.

Higher premium shall be given to an application of L&D or intervention made by the applicant that is relevant and applicable to the position to be filled. The definition of *relevant intervention* as stipulated in Item 6(a) of this Order shall apply.

Means of verification:

A. Certificate of Training or Certification on any applicable L&D intervention acquired that is aligned with the Individual Development Plan (IDP); for external applicants, a certification from HR stating that the L&D intervention is aligned with the core tasks of the applicant in their current or previous position shall be required;

B. Action Plan/Re-entry Action Plan (REAP)/Job Embedded Learning (JEL)/ Impact Project applying the learnings from the L&D intervention done/attended, duly approved by the Head of Office;

C. Accomplishment Report together with a General Certification that the L&D intervention was used/adopted by the office at the local level;

D. Accomplishment Report together with a General Certification that the L&D intervention was used/adopted by a different office at the local/higher level.

Rubrics:

MOVs Submitted	Points(Application of L&D)	
	Relevant	**Not Relevant**
ALL MOVs	10 points	5 points
Only A, B, & C	7 points	3 points
Only A & B	5 points	1 point

8. **Potential.** Potential refers to the capacity and ability of an applicant to assume the duties and responsibilities of the position to be filled, and those higher positions that are more technical in nature. It may be measured through any or all of the following:

Component	Points(Potential)
Written Examinations (WE)	5 points
Skills or Work Sample Tests (S/WST)	10 points
Behavioural Events Interview (BEI)	5 points

In case the above measures are not applicable to applicants to General Services positions, the HRMPSB may design other evaluative assessment strategies that are appropriate and specific for them in order to assess their potential, provided that it follows the ceiling points (55 points) set in Table 1.

   a. **Written Examination** refers to the standardized examination which measures the knowledge, language proficiency, ability to present ideas, judgment and leadership ability of the applicant. The test and evaluation rubrics appropriate to the position to be filled must be developed by subject matter experts as requested by the HRMPSB. *Subject matter experts* refer to individuals internal or external to the office where the vacancy exists, or to the Department, who have working knowledge of the specific competencies required by the position to be filled.

$$Points_{(WE)} = x/100 * WA_{(WE)}$$

Where:
x = Score/rating in written examination in percentage scale
WA = Weight Allocation for WE
(5 points for Other Groups of Positions/Salary Grades)

Illustrative example:

Vacant position:
Administrative Assistant II (Disbursing Officer II) – SG 8
(Other groups of positions/Salary Grades)

x = 85
WA = 5

***Points**$_{(WE)}$ = 85/100 * 5 = 4.25*

   b. **Skills or Work Sample Test** refers to the test that may be administered to evaluate the application of skills relevant to the requirement of the position to be filled. The test and evaluation rubrics must be designed by subject matter experts as requested by the HRMPSB depending on the type of skills test required by the position to be filled.

$$Points_{(WE)} = x/100 * WA_{(S/WST)}$$

Where:
x = Score/rating in the S/WST in percentage scale
WA = Weight Allocation for S/WST
(10 points for Other Groups of Positions/Salary Grades)

Illustrative example:

> *Vacant position:*
> ***Administrative Assistant II (Disbursing Officer II) – SG 8***
> *(Other groups of positions/ Salary Grades)*
>
> *x = 85;   WA = 5*
>
> ***Points$_{(WE)}$ = 85/100 * 10 = 8.5***

c. ***Behavioural Events Interview (BEI)*** refers to the conduct of direct inquiry with the applicant, focusing on their display of desired behaviour/s when subjected to specific situations or conditions in their previous and/or current workplace. BEI is based on the principle that past behaviour predicts future performance. It uses the STAR (Situation-Task-Action-Results) approach to validate whether the key behaviours that are linked to the required competencies have been exhibited by the applicant. The STAR approach draws focus on actual **S**ituations in which the applicant acted; the **T**ask/s that the applicant faced; the **A**ctions that the applicant took; and the **R**esults of those actions. The BEI may be used to assess the following areas:

    i.   *Aptitude.* The BEI shall be used to assess the applicant's potential or their capacity and ability to assume the duties of the position to be filled and those higher positions that are more technical in nature.

    ii.   *Characteristics or traits.* It shall be used to gauge other relevant aspects such as the applicant's psychological and social well-being.

    iii.   *Fitness.* It shall serve as an avenue to evaluate an applicant's Job Fit, Location Fit, and Organizational Fit.

    iv.   *Other areas that may be identified by the HRMPSB.*

The points allocated for BEI component *(5 points)* shall be the maximum or ceiling points that may be earned by an applicant. The points earned from each area are cumulative to determine the total points for BEI component. The HRMPSB shall determine the appropriate areas relevant to the position to be filled and assign points to each area not exceeding the maximum or ceiling points for BEI.

Enclosure 6. Details of Vacant Position

Position	DBM Plantilla Item No	Salary Grade	Monthly Salary (NBC 579)	No of Position	Place of Assignment
Public Schools District Supervisor	OSEC-DECSB-PSDS-240175-1998	22	71,511.00	1	To be determine
Public Schools District Supervisor	OSEC-DECSB-PSDS-240174-1998	22	71,511.00	1	To be determine
Education Program Supervisor	OSEC-DECSB-EPSVR-270035-2010	22	71,511.00	1	Curriculum Implementation Division (SPED)
Project Development Officer II	OSEC-DECSB-PDO2-270037-2015	15	36,619.00	1	Curriculum Implementation Division (LRMDS)

Enclosure 7. The Qualification Standards of the Position

	Position	Education	Training	Experience	Eligibility
CSC Prescribed Qualification	Public Schools District Supervisor	Master's Degree of Education or other Relevant Master's Degree	16 hours relevant training	5 years cumulative experience in instructional supervision and school management	RA 1080 (Teacher)
CSC Prescribed Qualification	Education Program Supervisor	Master's degree in Education or other relevant Master's degree with specific area of specialization	8 hours of relevant training	2 years as Principal or 2 years as Head Teacher or 2 years as Master Teacher	RA 1080 (Teacher)
Preferred Qualifications	Education Program Supervisor	Master's degree in Education in Early Childhood Education/ Special Education	8 hours of relevant training	2 years as Principal or 2 years as Head Teacher or 2 years as Master Teacher	RA 1080 (Teacher)
CSC Prescribed Qualification	Project Development Officer II	Bachelor's Degree	4 hours relevant training	1-year relevant experience	Career Service (Prof)
Preferred Qualifications	Project Development Officer II	Bachelor's Degree	4 hours relevant training	1 year of relevant experience with Basic knowledge in computer operation (Microsoft Office, Publisher, Adobe Photoshop , etc)	Career Service (Prof)

Enclosure 8. Duties and Responsibilities of the Position.

Position/ Division	KRA/ Duties and Responsibilities
Public Schools District Supervisor/ Curriculum Implementation Division	**Instructional Supervision** • Provide guidance and instructional supervision to school heads by observing and gathering data on their strengths and development needs and then coaching them towards improved instructional leadership practices. • Observe and gather data on the strengths and competency (KSA) development needs of teachers and coach school heads on how to improve teachers' KSA in teaching-learning delivery. • Assess the situation of schools and learning centers, and identify actions needed to put in place an enabling environment for School Heads and Teachers to deliver quality basic education. **Technical Assistance in School Management** • Provide technical assistance in the formulation of school plans (e.g. SIP) and its adjustments by conducting workshops, doing follow-through coaching and providing appraisal and feedback on their draft plans, so that all schools can have approved plans as a basis for budgeting and resourcing. • Monitor and evaluate the school's implementation of their plans and submit reports to the Schools Division management team to provide feedback. • Coach and guide the schools in his/her assigned district to effectively implement their programs and projects and attain its objectives. • Coordinate and facilitate the conduct of orientation/ induction programs for all newly hired teachers on their roles and responsibilities. • Collect and analyze accomplishment reports of school heads to monitor and follow up on the proper and timely implementation of school plans and programs and provide technical assistance where needed. **Monitoring And Evaluation** • Conduct monitoring and evaluation on the utilization and liquidation of SEF, MOOE and other funds to determine if schools adhere to the policy and standards using pre-designed M & E and transparency tools. • Monitor SBM Level of practice through validation of their documents and outputs to determine areas for

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	development and possible provision of technical assistance to improve school performance.
	• Monitor and evaluate private schools through ocular inspection of required documents to determine adherence to set standards as regards to permitting to operate renewal of operation, permit for recognition, GASTPE implementation, accreditation.
	Curriculum Development, Enrichment, And Localization
	• Conduct monitoring and evaluation of the school's implementation of the localized curriculum to provide feedback to management towards continuous enhancement of the curriculum.
	Learning Outcomes Assessment
	• Gather results of assessment reports per district and per school, per subject area and analyze performance gaps **to pinpoint** causes and possible interventions to close the gap.
	• Draft policy recommendations related to improving learning outcomes based on findings from studies and reports.
	Research
	• Conduct action research on curriculum implementation, needs, and issues, appropriate interventions for the assigned district as well as best practices and submit findings and recommendations for management action and policy formulation.
	Technical Assistance
	• Assesses the situation and analyzes the needs of schools in the district to identify the appropriate and relevant actions and interventions.
	• Coordinate with the EPS concerned to arrive at a technical assistance plan for each district.
	• Coach the school head in implementing interventions related to curriculum implementation t and instructional delivery.
	• Prepares and submits periodic reports on the progress of the technical assistance being provided to the schools.
	• Prepares and submits reports on the results of technical assistance and corresponding policy recommendations for management's consideration.
Education Program Supervisor (Special Education) Curriculum and Implementation Division	**Management of Curriculum Implementation**
	• Conduct periodic monitoring and evaluation and submit recommendations towards enhancing the management and delivery of the basic education curriculum.

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		• Develop together with School M&E the mechanisms, processes, and tools for monitoring, curriculum implementation, and articulation (including vertical and horizontal integration) in the schools division to gauge adherence to standards while implementing innovations.

- Develop together with School M&E the mechanisms, processes, and tools for monitoring, curriculum implementation, and articulation (including vertical and horizontal integration) in the schools division to gauge adherence to standards while implementing innovations.
- Submit (together with School M&E) Progress Monitoring Report of Schools Division Curriculum Implementation and Management per Subject area.
- Submit (together with School M&E) Evaluation Results of Division Curriculum implementation and submit policy recommendations towards improvement.
- Conduct an evaluation of Schools Division Instructional Supervision Plan Implementation and submit policy recommendations towards process improvement.
- Develop and implement advocacy programs and materials on the basic education curriculum to enhance appreciation and support from stakeholders.
- Develop and submit Concept Papers and Project designs and proposals for curriculum enhancement and innovation.

Curriculum Development, Enrichment, And Localization

- Develop training designs, modules, and materials to localize, indigenize, and contextualize competencies in the curriculum per subject area for use of the schools division.
- Develop (with School M&E) processes and tools for monitoring the localized and indigenized curriculum implementation to get feedback on effectiveness.
- Submits reports and findings on curriculum innovations and localization by schools' division for appropriate management action.
- Conduct research on Curriculum Localization to widen the pool of knowledge and application to the region.

Learning Delivery

- Conducts evaluation and submits recommendations on localized curriculum Delivery or Instructional strategies innovated by Schools Division and schools.
- Recommends publication of effective practices on learning delivery/ instructional innovations implemented by the Schools Divisions and schools for learning and adoption.

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Learning Resource
- Lead or work as a team member to develop general and local learning resource materials in the assigned subject area to increase the variety of learning resources to support the basic education curriculum.
- Lead or work as a team member to evaluate and or quality assure general and local learning materials to uphold standards of quality learning materials.

Learning Outcomes Assessment
- Gather results of assessment reports per least learned skills and analyze performance gaps to pinpoint causes and possible interventions to close the gap.
- Draft policy recommendations related to improving learning outcomes based on findings from studies and reports.

Special Curricular Programs And Support Activities
- Conducts monitoring of curricular support activities and submits evaluation reports for appropriate management action.
- Drafts policy recommendations on curricular support activities for regional adoption.

Research
- Conduct action research on curriculum implementation, needs, and issues, appropriate interventions on assigned learning area, as well as best practices in content delivery and submit findings and recommendations for management action and policy formulation.

Technical Assistance
- Assesses the situation and analyzes the needs of assigned schools to identify the appropriate and relevant actions and interventions.
- Coordinate with the PSDS to arrive at a technical assistance plan for each district.
- Coach the school (through the PSDS) in implementing interventions related to curriculum implementation t and instructional delivery.
- Prepares and submits periodic reports on the progress of the technical assistance being provided to the schools.
- Prepares and submits reports on the results of technical assistance and corresponding policy recommendations for management's consideration.

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Project Development Officer II (Learning Resources Management and Development System (LRMDS)	**LRMDS User Support** • Provide user support services through the Region LRMDS Helpdesk and effectively respond to routine emails and user/client calls and inquiries. **User Problems Solved** • Analyze user's problem as stated in verbal or written query and identify the cause of the problem. • Provide first-level troubleshooting assistance and escalate problems/issues beyond control to the proper LRMDS Group. • Assess and escalate serious or unusual problems to the appropriate LRMDS Group for resolution. • Install, configure and provide instructions on the basics of using common office software tools and LRMDS support technologies. **LRMDS Training And Updates** • Technical support during training. • Communication on new developments and updates on the system to all users and clients. **System Maintenance And Tracking** • Employ basic procedures for user account management and access. • Prepare monthly reports of user/client issues and complaints, status and resolution based on a daily log and analysis of trends, in order to track the source of user difficulty as well as areas for systems enhancement for the action of the Systems Administrator. • Solicit user feedback and use the information to improve the system. • Perform basic and routine system maintenance such as backup, system start-up, etc. • Apply basic security measures for Internet, helpdesk and desktop operations to prevent hacking, virus and other security problems. **LR TEAMS** • Provide support in coordinating the formation of the LR Development Teams of the regional office. • Coordinate and provide technical and administrative support to the Development Teams in scheduling their meetings and providing feedback on the progress of each team. • Document outputs of the Development Teams and manage the files and records for easy retrieval and status report.

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	LR Technical Competencies • Searches and maintains a "Directory of Human Resource" with LR required skills (writers, editors, illustrators, creative and layout artists, etc.) to provide LR Development teams with a ready pool of resources as needed. • Coordinates and prepares a draft of the Terms of References of talent and service providers for the LR Development Teams. • Coordinates and prepares the draft Contracts for sourced talents and service providers. • Coordinates the needs and requirements of contracted service providers to follow through the fulfillment of TOR/ contract and payment for their service. **Technical Assistance** • Gather data and provide initial analysis as inputs to TA needs with regard to the LRMDS and plans to improve access to learning resources of schools and learning centers • Provide technical support in the delivery of interventions to respond to the LR needs of schools and learning centers.

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Enclosure 9

ASSESSMENT PLAN

Public Schools District Supervisor
Plantilla Item No: OSEC-DECSB-PSDS-240175-1998
　　　　　　　OSEC-DECSB-PSDS-240174-1998
Education Program Supervisor
Plantilla Item No: OSEC-DECSB-EPSVR-270035-2010
Project Development Officer II
Plantilla Item No: OSEC-DECSB-PDO2-270037-2015

Activities	Responsible	Indicative Schedule	No of Working Days
Publication/Posting Period	HRMO	July 11-26, 2023	n/a
Last day of Receiving of Application	Records Section	July 26, 2023 (Wednesday at 5:00 pm)	n/a
Initial assessment/ screening of application and preparation of Initial Evaluation Review	HRMO	July 27-31, 2023	3
Preparation of letter to the applicant if they are qualified or not with the information of schedule for next hiring process			
Submission of Shortlist of qualified applicants to the HRMPSB	HRMO	August 1, 2023	1
Preliminary Meeting with the HRMPSB and Technical Working Group	HRMO/ HRMPSB/TWG Secretariat	August 2, 2023	1
Open Ranking and Validation of Documents, interview and conduct of written examination	HRMO/ HRMPSB/ TWG/Secretariat	August 3-8, 2023	4
Check the written exam/ OTJ skill set	HRMPSB/ End-user (Chief)	August 9, 2023	1
HRMPSB deliberation and preparation of Comparative Assessment Result (CAR)	HRMPSB/ HRMO/ Secretariat	August 10-11, 2023	2
Signing of CAR to the HRMPSB	HRMPSB/ HRMO/ Secretariat	August 14-15, 2023	2
Submission of the final CAR and CAR-Registry of Qualified Applicants to the Schools Division Superintendent for other	HRMO	August 16, 2023	1

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instruction- such as conduct of Background investigation	Upon the request of Appointing Authority		
Upload the CAR-RQA to the website and posting to conspicuous places	HRMO/ Information Technology Officer	August 17, 20233	1
Prepare notification letter to the successful candidate for the submission of requirements for appointment	HRMO	August 18, 2023	1
Forward the notification letter to the ASDS/ for initial/ signature	Secretariat	August 21, 2023	1
Email to the successful candidate the signed notification letter for the completion of requirements.	Secretariat	August 22, 2023	1
		TOTAL	**35**

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CHECKLIST OF REQUIREMENTS

Name of Applicant: _____   Application Code: _____

Position Applied For: _____

Office of the Position Applied For: _____

Contact Number: _____

Religion: _____

Ethnicity: _____

Person with Disability: Yes ( )   No ( )

Solo Parent: Yes ( )   No ( )

Basic Documentary Requirement	Status of Submission *(To be filled-out by the applicant; Check if submitted)*	Verification *(To be filled-out by the HRMO/HR Office/ sub-committee)*	
		Status of Submission *(Check if complied)*	Remarks
a. Letter of intent addressed to the Head of Office or highest human resource officer			
b. Duly accomplished Personal Data Sheet (PDS) (CS Form No. 212, Revised 2017) and Work Experience Sheet, if applicable			
c. Photocopy of valid and updated PRC License/ID, if applicable			
d. Photocopy of Certificate of Eligibility/Report of Rating, if applicable			
e. Photocopy of scholastic/academic record such as but not limited to Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available			
f. Photocopy of Certificate/s of Training, if applicable			
g. Photocopy of Certificate of Employment, Contract of Service, or duly signed Service Record, whichever is/are applicable			
h. Photocopy of latest appointment, if applicable			
i. Photocopy of the Performance Ratings in the last rating period(s) covering one (1) year performance prior to the deadline of submission, if applicable			
j. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form			
k. Other documents as may be required for comparative assessment, such as but not limited to:			
Means of Verification (MOVs) showing Outstanding Accomplishments, Application of Education, and Application of Learning and Development reckoned from the date of last issuance of appointment			
Photocopy of Performance Rating obtained from the relevant work experience, if performance rating in Item (i) is not relevant to the position to be filled			

Attested:

_____
Human Resource Management Officer

OMNIBUS SWORN STATEMENT

CERTIFICATION OF AUTHENTICITY AND VERACITY

I hereby certify that all information above are true and correct, and of my personal knowledge and belief, and the documents submitted herewith are original and/or certified true copies thereof.

DATA PRIVACY CONSENT

I hereby grant the Department of Education the right to collect and process my personal information as stated above, for purposes relevant to the recruitment, selection, and placement of personnel of the Department and for purposes of compliance with the laws, rules, and regulations being implemented by the Civil Service Commission.

_____
Name and Signature of Applicant

Subscribed and sworn to before me this _____ day of _____, year _____.

Person Administering Oath

In consonance with Republic Act No. 8792 or the "*Electronic Commerce Act of 2000*", (e)lectronic documents shall have the legal effect, validity or enforceability as any other document or legal writing and a) (w)here the law requires a document to be in writing, that requirement is met by an electronic document if the said electronic document maintains its integrity and reliability and can be authenticated so as to be usable for subsequent reference.