



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

DepEd - Division of Batangas
RECORDS SECTION

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July 27, 2023

DIVISION MEMORANDUM
No. 248, s. 2023

**CALL FOR SUBMISSION OF COMPARATIVE ASSESSMENT OF TEACHER II
POSITIONS IN SENIOR HIGH SCHOOL FOR THE SCHOOL YEAR 2023-2024**

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. As stated in Item 2 of DM-OUHROD No 0922 s 2023, "Omnibus Clarification and Guidance on DepEd Order No 7 s. 2023 and Other Matters on Hiring Arrangements of Teachers" on the filling up of Senior High School Teacher II positions, this School Division Office hereby announces the submission of a comparative assessment of Teacher II for promotion.
2. To further achieve the principles of merit and fitness, objectivity, and uniformity in the evaluation and to recognize the value of the 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 consolidation and evaluation, all interested and qualified applicants should submit their applications to their respective sub-office.
4. Please be guided by the following guidelines:
 - 4.1 The computation of points for promotion in Senior High School will be the **DepEd Order 3, s 2016** part VII- Computation of Points (Please see Enclosure 1)
 - 4.2 In the absence of valid English Proficiency Test (EPT) results, the score in English Communication Skills shall be zero (0)
5. The comparative assessment result will be forwarded in **Excel format and PDF format** signed by the sub-office committee members to be uploaded to this link: https://bit.ly/promotion_shs_teacher2 to be consolidated in the Division Office.



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6. The Comparative Assessment for Teacher II must be submitted by August 15, 2023.
7. For further clarifications you may contact the Schools Division Office-Personnel Section by telephone number: (043)722-1437 or email at sdobatangas.personnel@deped.gov.ph
8. Wide and immediate dissemination of this memorandum is desired.


MARITES A. IBANEZ, CESO V
Schools Division Superintendent 



VII. Evaluation Criteria and Computation of Points

Teacher applicants shall be evaluated according to the criteria detailed below. The Division Selection Committee, upon recommendation of the School Screening Committee, shall ensure that each applicant is evaluated based on his or her preferred SHS subject group.

CRITERIA	Academic and Core Subjects	TVL	Arts and Design	Sports
	Groups I-A, I-B, I-C, I-D, II, III-A and III-B	Groups IV-A, IV-B, IV-C and IV-D	Group V	Group VI
a. Education	20	15	15	15
b. Teaching/Industry/ Workplace Experience	15	20	20	20
c. Specialized Training	10	20	15	15
d. Interview	15	15	15	15
e. English Communication Skills	10	5	5	5
f. Portfolio/Outstanding Achievements	10	10	15	15
g. Demonstration Teaching	20	15	15	15
TOTAL	100	100	100	100

1. The same criteria shall apply to applicants without professional teaching license.
2. **Education – 20 points for applicants of the ACADEMIC track and CORE SUBJECTS; 15 points for applicants of the TVL, ARTS and DESIGN, and SPORTS track subjects**
 - 2.1 Education shall be rated in terms of the applicant’s academic achievement in his or her undergraduate studies. Thus, all subjects with corresponding units must be included in the computation. Rating of Education for all applicants shall be based on the percentage rating equivalents below.

Final Percentage Rating Obtained in Tertiary Education	Equivalent Points for Academic Track and Core Subject Applicants	Equivalent Points TVL, Arts and Design, and Sports Applicants
96.00 – 100.00	15.00	11.25
94.00 – 95.99	14.00	10.50
91.00 – 93.99	13.00	9.75
89.00 – 90.99	12.00	9.00
86.00 – 88.99	11.00	8.25
83.00 – 85.99	10.00	7.50
80.00 – 82.99	9.00	6.75
77.00 – 79.99	8.00	6.00
75.00 – 76.99	7.00	5.25
70.00 – 74.99	6.00	4.50
65.00 – 69.99	5.00	3.75
60.00 – 64.99	4.00	3.00

- 2.2 A transmutation scheme shall be developed for applicants coming from schools with different grading systems.
- 2.3 Applicants for the **Academic Track and Core Subjects** who have completed 15 units of specialized subjects in the track/strand/subject being applied for shall be given +1 point while those who completed 18 units shall be given +2 points. Applicants who have completed the academic requirements for a Master’s degree in the track/strand/subject being applied for shall be given +3 points, while applicants with a Master’s degree in the track/strand/subject shall be given +5 points.
- 2.4 Applicants for the **Academic Track and Core Subjects** who have complete academic requirements for a Doctorate relevant to the track/strand/subject being applied for shall be given +6 points, while applicants with a Doctorate (PhD or EdD) relevant to the track/strand/subject shall be given +8 points.
- 2.5 Applicants for the **TVL, Arts and Design, and Sports track subjects** who have completed 15 units of specialized subjects relevant to the track/strand/subject being applied for shall be given +1 point while those who completed 18 units shall be given +2 points. Applicants who have completed the academic requirements for a Master’s degree in the track/strand/subject being applied for shall be given +3 points, while applicants with a Master’s degree in the track/strand/subject shall be given +4 points.
- 2.6 Applicants for the **TVL, Arts and Design, and Sports tracks** who have complete academic requirements for a Doctorate in the track/strand/subject being applied for shall be given +5 points, while applicants with a Doctorate (PhD or EdD) in the track/strand/subject shall be given +6 points.

2.7 If the points obtained by an applicant exceed the total number of points for the criterion, a perfect rating of 20 (for Academic Track and Core Subjects) or 15 (for TVL, Arts and Design, and Sports tracks) shall be given.

3. Teaching/Industry/Workplace Experience – 15 points for applicants of the ACADEMIC TRACK and CORE SUBJECTS; 20 points for applicants of the TVL, ARTS and DESIGN, and SPORTS tracks

At least one (1) year of professional experience in the field(s) under the track/strand/subject being applied for shall be given 0.50 point for every month of employment beginning on the 13th month of employment.

Example:

TVL applicant with two (2) years or (24 months) experience shall be given 6 points.

$$[(24 - 12) \times 0.50] = 6.0 \text{ points}$$

Certificate(s) of employment or business permits (if self-employed) shall be used to determine the validity of workplace experience. Practitioners may present other proof deemed acceptable by the Division Selection Committee.

Applicants who have performed duties and functions higher than the position being applied for shall be given additional +2 points. Examples: Teacher who has served as a Department Head, a mechanic who has performed supervisory functions, an artist who is the president of a guild, and others as deemed acceptable by the DSC.

Teaching experience of applicants affected or displaced from an HEI (either contractual or permanent) shall be given additional points on top of the score obtained from the above points system, as follows:

- At least 1 year of experience = +1 point
- More than 1 year to less than 3 years of experience = +3 points
- 3 or more years of experience = +5 points

If the points obtained by an applicant exceed the total number of points for the criterion, a perfect rating of 15 (for Academic Track and Core Subjects) or 20 (for TVL, Arts and Design, and Sports tracks) shall be given.

4. Specialized Training – 10 points for applicants of the ACADEMIC track and CORE SUBJECTS; 20 points for applicants of the TVL track subjects; 15 points for applicants of the ARTS and DESIGN, and SPORTS tracks subjects

4.1 Rating of Core Subjects, Academic, Arts and Design, and Sports applicants

Applicants must have attended training relevant (a) to the courses in the track/strand/subject being applied for, and/or (b) for skills development in fields related to the work, duties, and functions of a secondary

education teacher. Thus, only seminars, trainings, workshops, and symposia directly related to such shall be credited.

In the assignment of points, one (1) point shall be given for every training/seminar/workshop/symposium of at least two (2) days; and two (2) points for every certification from a recognized association/guild. These shall be duly supported by documents.

Documentary proof of knowledge in using technology or software that may aid in teaching specialization shall be given +2 points on top of the score obtained, not to exceed 10 points.

- 4.1.1 For Arts and Design applicants, certifications listed below shall be given +2 points each on top of the score obtained, not to exceed 15 points:
 - a. Certification for fellowships abroad
 - b. Participation in local arts congresses (sponsored by NCCA or CCP)
 - c. Participation in art exhibitions or performances whether group, solo, held in the country or abroad.
 - d. Certification from any respectable and highly regarded national and/or international art-related professional organizations (e.g. Kasibulan, Agos Kulay, Portrait Artists Guild of the Philippines, Art Association of the Philippines, Society of Philippine Sculptors, etc.).
- 4.1.2 For Sports applicants, certifications listed below shall be given +2 points each on top of the score obtained, not to exceed 15 points.
 - a. Certified by the Red Cross in Standard First Aid and Basic Life Support-Cardiopulmonary Resuscitation (BLS-CPR)
 - b. Certified Instructor in group or individual training (yoga, suspension training) by a reputable organization
 - c. Certification from any respectable and highly regarded and international Physical Education, Health, Fitness, Sports, Recreation, and Dance associations or organizations (e.g. the National Sports Association, American College of Sports Medicine, National Strength and Conditioning Association, National Association for Sports Medicine, or the American Council on Exercise).
- 4.1.3 For applicants to schools located in indigenous peoples (IP) communities and/or serving IP learners, a certificate or any form of attestation from the IP elder(s)/leader(s) recognized by the community shall be accepted.

4.2 Rating of TVL applicants

TVL applicants must at least hold a National TVET Trainer Certificate (NTTC) from TESDA, which means:

- a. National Certificate (at least one level higher than course to be taught) in subject to be taught, and
- b. Trainers Methodology Certificate (TMC) I or II

The following points system shall be used for TVL applicants:

NC level requirement of course to be taught	NC level held by applicant			
	I	II	III	IV
I	0	18	19	20
II	0	0	19	20
III	0	0	0	20
IV	0	0	0	20

For courses that have no NC level higher, a maximum of 20 points shall be given to applicants who have the highest attainable NC level.

Holders of TMC I shall receive +3 points on top of the score obtained, while holders of TMC II shall receive +4 points.

Practitioners without NTTC and applicants for courses that have no National Certificates shall be rated and assessed through demonstration by industry partners or duly recognized TESDA Technology Institutions and/or Technical-Vocational Institutions (TVIs), with which the SDO shall partner.

5. Interview – 15 points for applicants of ALL tracks

The Division Selection Committee shall interview applicants and ensure that all have equal opportunities to be assessed. Applicants shall be interviewed on topics such as:

- K to 12 Program/Senior High School
- Professional experience
- Instructional skills
- Technology/computer skills
- Classroom discipline
- Classroom management
- Knowledge of content/materials
- Planning skills
- Relationships with administration, staff, parents, and students
- Personal qualities

The Committee shall rate applicants from *Satisfactory (S)*, *Very Satisfactory (VS)*, to *Outstanding (O)*, using standards and equivalent points listed below for each of the three (3) listed competencies indicated thereafter.

Outstanding (O) 5 points	Very Satisfactory (VS) 3 points	Satisfactory (S) 1 point
<i>Applicant's response contained many, if not all, of the target behaviors. His/her responses indicate well-developed skills and aptitude for that competency, which would most likely lead to job success. The person's responses are of superior quality for this job.</i>	<i>Applicant's response covered some of the target behaviors, but not quite at the level that would be ideal for that competency. Still, the quality of the person's answers leads you to believe that he/she would be successful with some additional exposure and/or training.</i>	<i>Applicant's response contained very few of the target behaviors. Either the behaviors he/she discussed were not at, or even close to, the level indicated in the target behaviors, or the person did not give you enough information for you to have confidence that he/she has that competency at the level needed for success.</i>

The interview/interview questions should center on the following three competencies. Be guided by the indicators corresponding to each of the competencies:

I. Teaching Ability: Demonstrates appropriate knowledge of content and pedagogy
<ul style="list-style-type: none"> • Conveys ideas and information clearly • Reflects on successes and failures • Provides reasonable examples of: <ul style="list-style-type: none"> - effective lesson-planning, instructional strategies, and/or student assessment - making content meaningful to students in the area - concrete, ambitious goals for student achievement - addressing the multiple and varied needs of students - maintaining high expectations for students when confronted with setbacks
II. Classroom Management: Demonstrates ability to encourage positive student behavior and to deal effectively with negative student behavior
<ul style="list-style-type: none"> • Explains the accountability of the teacher for classroom environment and cultures • Discusses with deep understanding of unique/emerging needs of adolescent students and the potential challenges involved in teaching in senior high school students • Conveys willingness to try innovative or multiple strategies to address challenges

<ul style="list-style-type: none"> • Provides reasonable examples of: <ul style="list-style-type: none"> - encouraging positive student behavior - dealing effectively with negative student behavior - strategies to deal with uncommon classroom management challenges
<p>III. School Fit: Demonstrates skills and needs for development that can be a good fit with the school</p>
<ul style="list-style-type: none"> • Interacts with interviewer in appropriate or professional manner • Shows respect for the opinions of others • Expresses personal and professional expectations and/or preferences that are in line with the school culture • Shows appreciation of how families impact student performance • Provides reasonable examples of: <ul style="list-style-type: none"> - strategies for creating positive relationships with administrators, faculty, students - Interests and skills that match the school’s culture and needs

The number of points attained for each of the three (3) listed competencies (*Teaching Ability, Classroom Management, School Fit*) shall be added to get the Interview rating.

6. English Communication Skills – 10 points for applicants of the ACADEMIC track and CORE SUBJECTS; and 5 points for the TVL, ARTS and DESIGN, and SPORTS tracks subjects

English communication skills will be measured through the English Proficiency Test (EPT) which shall be administered to applicants by the Bureau of Education Assessment (BEA). The respective Division Testing Coordinators shall coordinate with BEA regarding the conduct and schedule of the exam in their division, which should ideally be within December to January.

The total percentage score obtained by an applicant shall be multiplied by the weight points, as follows:

Example:	Percentage Score	=	82% or 0.82
	Weighted Points	=	10 for Academic Track and Core Subject applicants
		=	5 for TVL, Arts and Design, and Sports track applicants
	Rating	=	0.82 x 10 = 8.2 points for Academic Track and Core subject applicants
		=	0.82 x 5 = 4.1 points for TVL, Arts and Design, and Sports track applicants

7. Portfolio / Outstanding Achievements – 10 points for CORE SUBJECTS, ACADEMIC and TVL tracks subjects; 15 points for ARTS and DESIGN and SPORTS tracks subjects

Submission of portfolio and/or outstanding achievements/accomplishments is encouraged. These may include but are not limited to the following:

SUBMISSION CATEGORIES (relevant to field/specialization applying for)	POINTING SYSTEM (max. of 10 pts.)		
	Subnational Level	National Level	International Level
<ul style="list-style-type: none"> • Published work 	1 pt. each	2 pts. each	5 pts. each
<ul style="list-style-type: none"> • Recognized Innovations and Accomplishments in Research and Development 	1 pt. each	2 pts. each	3 pts. each
<ul style="list-style-type: none"> • Prizes, Awards, Recognitions, Letters of Commendation for <ul style="list-style-type: none"> ○ theses or major academic papers ○ exemplary performance ○ work and/or academic projects 	1 pt. each	2 pts. each	3 pts. each

If the applicant exceeds 10 points upon computation of two or more submissions, a perfect rating of 10 shall be given.

ARTS and DESIGN applicants may also submit the pieces listed below, as applicable and related to the subject being applied for. These shall be rated and assessed by the SDO’s industry partner specializing in Arts and Design. However, only a maximum total of five (5) points may be awarded for the following:

- Drawings from direct observation (still lifes, figure drawings, landscapes, etc.)
- 2D media: Design, drawing, painting, photography, printmaking, and mixed media
- Digital media: Computer animation, video, audio, interactive art, and Internet-based products
- Sculpture, ceramics, metalsmithing (photo)
- Typography, textiles, perspective, fashion drawings, product, furniture
- Performance, conceptual work, or other work not easy to categorize
- Series of video works that demonstrate conceptual and aesthetic development and technical competence. Submissions may not exceed a total of 10 minutes. Clips of different projects within this 10-minute limit may be included.
- Two- to three-minute video of best work
- Five-minute film the applicant has directed, written, produced, or significantly contributed. If necessary, it is acceptable to include multiple clips of different projects within the five-minute limit.
- Resume listing all productions in which applicant has been involved, and when and where it was produced

- Audio and/or visual recording of performance
- Novel, poem, drama, short story, novella, myth, graphic novel, non-fiction biography/autobiography, essay, narrative nonfiction, speech, textbook, and other literary subgenres and forms not listed

Practitioners/experts applying for teaching positions in any track may also submit the following:

SUBMISSION CATEGORIES	POINTING SYSTEM (max. of 5 pts.)		
	Subnational Level	National Level	International Level
• Government-issued business permit(s), if self-employed	2 pts.		
• Certificate(s) or proof of proficiency issued by a duly-recognized body, including guilds and sports organizations	1 pt.	2 pts.	3 pts.
• Certificate(s) of recognition from a duly-recognized body including guilds and sports organizations	2 pts.	3 pts.	4 pts.
• Certificate(s) of accreditation from a duly-recognized body including guilds and sports organizations	3 pts.	4 pts.	5 pts.

8. Demonstration Teaching – 20 points for ACADEMIC and CORE SUBJECTS; 15 points for TVL, ARTS and DESIGN, SPORTS track subjects

Applicants shall be evaluated according to the rubrics indicated on pages 16 to 21.

A. Lesson Planning and Preparation	OBSERVABLE INDICATORS AND CORRESPONDING POINTS			
	4 points	3 points	2 points	1 point
1. Selecting Instructional Objectives	Teacher's objectives reflect high level learning related to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit practical/ workable methods of assessment.	Teacher's objectives represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit practical/ workable methods of assessment.	Teacher's objectives are of moderate value or suitability for students in the class, consisting of a combination of objectives and activities, some of which permit practical/ workable methods of assessment.	Teacher's objectives represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit practical/ workable methods of assessment.
2. Mapping Coherent Instruction	All of the elements of the instructional design support the stated instructional objectives, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.	Most of the elements of the instructional design support the stated instructional objectives and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	Some of the elements of the instructional design support the stated instructional objectives and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	The various elements of the instructional design do not support the stated instructional objectives or engage students in meaningful learning and the lesson or unit has no defined structure.
3. Instructional Materials, Resources, and Technology	All materials and resources support the instructional objectives and key concepts, and most engage students in meaningful learning. There is evidence of	All materials and resources support the instructional objectives and key concepts, and most engage student in meaningful learning.	Some of the materials and resources support the instructional objectives and key concepts, and some engage	Materials and resources do not support the instructional objectives and key concepts or engage students in

	student participation in selecting or adapting materials.	Technology used to enhance and support instruction.	students in meaningful learning.	meaningful learning.
B. Classroom Management	4 points	3 points	2 points	1 point
1. Managing Classroom Procedures	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures have been established, but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures are partly inefficient, resulting in the loss of much instructional time.
2. Organizing Physical Space	Teacher's classroom is safe and students contribute to ensuring that the physical environment supports the learning of all students.	Teacher's classroom is safe and learning is accessible to all students; the teacher uses physical resources well and ensures that the physical arrangement supports the learning activities.	Teacher's classroom is safe and essential learning accessible to all students but the future arrangement only partially supports the learning activities.	Teacher makes poor use of the physical environment resulting in unsafe or inaccessible conditions for some students. There is poor alignment between the physical arrangement and the lesson activities.
C. Teaching-Learning Process	4 points	3 points	2 points	1 point
1. Knowledge of Content and Pedagogy	Teacher's knowledge of content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.

	describing instruction or seeking causes for student misunderstanding.	practices reflect current pedagogical knowledge.	misconceptions.	
2. Questioning and Discussion Skills	Teacher formulates many of the high-level questions and assumes responsibility for the participation of all students in the discussion.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.
3. Students' Learning	Students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. There is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities, materials, resources, instructional groups and/or technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.

	understanding.	engaged.		
4. Students' Response to Activities	All students are cognitively engaged in the activities and in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Most activities are appropriate to students. Almost all students are cognitively engaged in them.	Some activities are appropriate to students and engage them cognitively but others do not.	Activities are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
5. Learning Activities	Learning activities are highly relevant to students and instructional objectives and key concepts. They progress coherently, producing a unified whole and reflecting recent professional research.	Most of the learning activities are suitable to students and instructional objectives and key concepts. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Only some of the learning activities are suitable to students or instructional objectives and key concepts. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Learning activities are not suitable to students or instructional objectives and key concepts. They do not follow an organized progression and do not reflect recent professional research.
D. Language Proficiency	4 points	3 points	2 points	1 point
1. Use of language	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors: vocabulary may be inappropriate, vague, or used incorrectly,

			backgrounds.	leaving students confused.
2. Conveyance of Information and Ideas	Conveys information and ideas with clarity.	Conveys information and ideas with considerable clarity.	Conveys information and ideas with limited clarity.	Presents orally using correct intonation and body language to clarify a message.
E. Assessment of Learning Outcomes	4 points	3 points	2 points	1 point
1. Congruence with Instructional Objectives	The assessment is completely congruent with the instructional objectives and key concepts, both in content and process.	All the instructional objectives and key concepts are assessed through the proposed plan, but the approach is more suitable to some goals than to others.	Some of the instructional objectives and key concepts are assessed through the proposed approach, but many are not.	Content and methods of assessment lack congruence with instructional objectives and key concepts.
2. Assessing Student Learning	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional objectives. The results of assessment have minimal impact on the design of future instruction.

F. Reinforcement of Learning	4 points	3 points	2 points	1 point
1. Providing Opportunities to Strengthen Students' Written Work, Performance Tasks, and Quarterly Assessment	The teacher integrated and carried out the plan for reinforcing learning through well-defined agreement and established connection to next lesson.	The teacher integrated and carried out the plan for reinforcing learning through well-defined task as an agreement and but unable to establish connection to the next lesson.	The teacher integrated agreement in the plan without traces of reinforcing learning and connecting it to the next lesson.	The teacher failed to integrate and carry out the provision for reinforcing learning of the lesson taught.

The number of points attained for each of the fifteen (15) listed components shall be added and then divided by sixty (60). The quotient shall then be multiplied by 0.20 (or 20% for Academic track and core subject applicants) or by 0.15 (or 15% for TVL, Arts and Design, and Sports tracks applicants). The product shall then be multiplied by 100.

Example:

Sum of points attained for the 15 components by Arts and Design applicant = 45

$[(45 / 60) \times 0.15] \times 100 = 11.25$

Score for Demonstration Teaching = 11.25 / 15

Applicants shall undergo Demonstration Teaching specifically for subject/s under the SHS subject group for which they are applying.