

Philippine Copyright 2019

by

Private Education Assistance Committee

This Certification Assessment Instrument contains proprietary research, copyrighted material, and literary property of Private Education Assistance Committee (PEAC). No portion or part of this instrument may be modified, copied, quoted, reproduced, published, distributed, or transmitted in any form or by any means, whether printed, mimeographed, typewritten, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of PEAC, except in the case of brief quotations for non-commercial uses permitted by relevant Philippine laws governing copyright, with proper citation. The assessment contained herein may not be administered without the written consent of PEAC.

By accessing this Certification Assessment Instrument, you agree to the foregoing conditions. PEAC reserves the right to seek all remedies available by law for any violation of the foregoing conditions. All rights not expressly granted herein are reserved by PEAC.

For permission requests, write to PEAC at the details provided below: Ms.

Rhodora Angela F. Ferrer
PEAC Executive Director

Office Address:
5/F Salamin Building
197 Salcedo Street
Legaspi Village, Makati City

Telephone Number: (02) 840-6032 local 111 All

rights reserved by PEAC.

SCHOOL YEAR 2019-2020
SHS CERTIFICATION ASSESSMENT INSTRUMENT FOR SENIOR
HIGH SCHOOLS

Background and Rationale

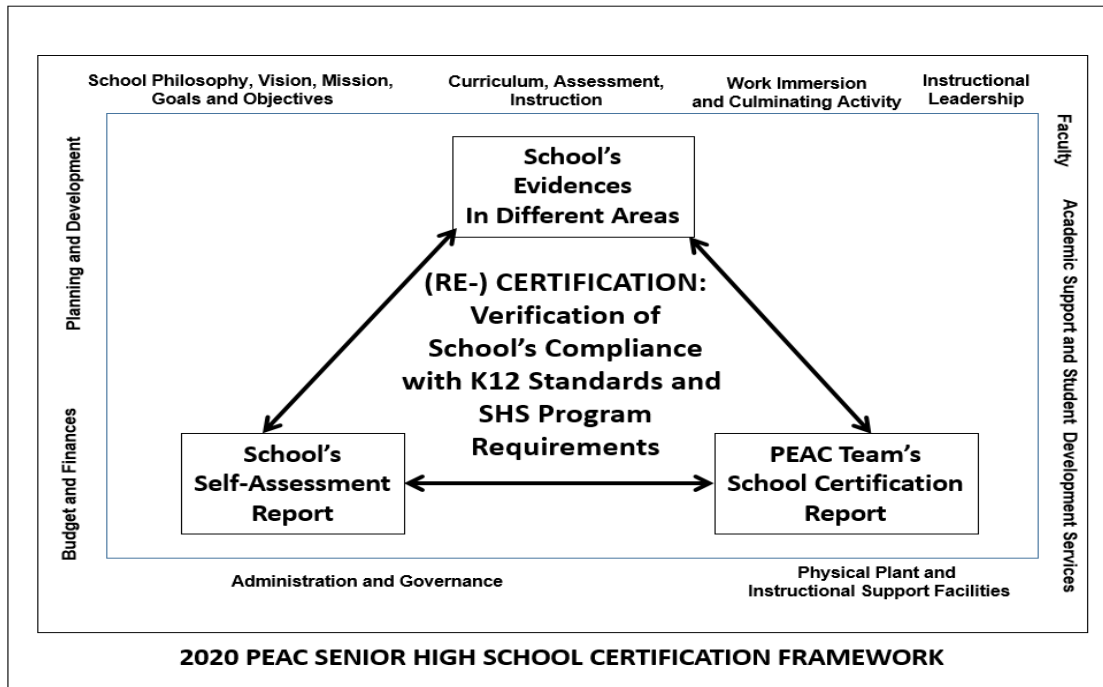
A Senior High School participating in the Department of Education (DepEd) is expected to fully comply with the minimum standards for secondary educational institutions. It must also be committed to become an effective school in delivering quality educational programs and services in line with the goals and objectives of the Kto12 curriculum program. DepEd enjoins participating private schools to ensure that SHS student are offered an academically challenging Senior High School education in an environment of values, trust and loyalty. SHS Voucher beneficiaries, along with other private Senior High School students, will have acquired the knowledge and developed the skills necessary for success in higher educational pursuits and in a wide range of careers.

The Department of Education (DepEd) has commissioned the Private Education Assistance Committee (PEAC), through its National Secretariat, to establish a quality assurance certification mechanism that would confirm participating private senior high schools' compliance with DepEd's standards. A certified SHS therefore is one which has complied with all DepEd standards, adheres to applicable DepEd policies and meets the requirements of the self-study procedure prescribed by the PEAC National Secretariat Certification Unit. Through this assessment instrument, The SHS school is assisted to determine its strength and potentials for becoming a more effective educational institution. The government, through the Department of Education, has looked into the facilities and physical resources of the school prior to the granting of permits for establishing the school. Therefore, this assessment instrument focuses more on the functional use of these facilities and resources, rather than the provision thereof.

Standards in an Evidence-based Framework

A basic framework of a quality educational system is one that succeeds in meeting its own goals; relevant to the needs of students, communities and society; and fosters the ability of students to acquire knowledge and critical learning skills. Quality is not the only factor keeping students out of school but it is when effective learning is not taking place, that parents are more likely to withdraw their children from school early or not send them at all. Improving the school's quality is therefore essential to achieving the goal of universal access to and completion of basic education. This Senior High School Certification Assessment Instrument (SHS CAI) is designed to basically assess the extent of compliance with the DepEd minimum quality standards as well as to evaluate the school's characteristics, its qualitative indicators of excellence, and its level of performance vis-à-vis the K to12 program. These standards contain specific criteria which ensure that the school is functional and engaged in self-assessment for continuous school improvement.

This is a quality assurance tool aimed at building effective and high performing Senior High Schools through continuous focused improvement efforts that are aligned with Kto12 standards. Being so, evidence of compliance with standards and demonstration of quality needs to be gathered and examined throughout the certification process. Area items for evaluation as well as the rating scale prompt the school and certifiers to search for evidences in the school system that are in line with the standards for compliance. On the next page is a diagram of the role these evidences play in the entire certification process:



At the center of the diagram is the emphasis of obtaining evidence of the school's compliance with the minimum standards of the K12 and Senior High School program requirements. The framework follows the research concept of triangulation where data from several sources are examined to obtain a consistent picture of school performance. There are then three sources for such evidences – the school's self-assessment report, the school's exhibits of documents and other related materials and the PEAC Certification Team's Certification report. Schools applying for certification prepare a report of their self-assessment of compliance with the standards in each area of the Certification Assessment Instrument or CAI. The school's assessment is based on their evidence for the items in these ten different areas which are found on the outer frame of the diagram above. The school also puts together the different evidences that support their self-rating. During the certification visit, a PEAC-constituted team of certifiers verify the school's CAI report and examine the different evidences presented. Thus, instead of ascertaining the school's level of meeting the standards based on their perception, this instrument prompts certifiers to verify in concrete terms the extent of evidences the school actually has. By shifting the focus to observable and tangible evidences, both school and certifiers have a common basis for evaluation. For the school and certifiers' guidance, a section on Examples of Compliance Evidence is found at the end of every area. The school is not expected to produce each of the evidences listed in the section. The school determines which evidences from the list support their performance rating. Decisions about the final certification status are made in line with the presentation and examination of evidences.

Instrument Areas

This instrument covers different areas of school operations that produce quality student performance and organizational effectiveness. These areas are:

- A. School Philosophy, Vision, Mission, Goals and Objectives
- B. Curriculum, Assessment and Instruction
- C. Work Immersion and Culminating Activity
- D. Instructional Leadership
- E. Faculty
- F. Academic Support and Student Development Services
- G. Physical Plant and Instructional Support Facilities
- H. Administration and Governance
- I. School Budget and Finances
- J. Institutional Planning and Development

The above areas are clustered into two groups – Core and Support. The Core group of areas covers sections deemed essential to teaching and learning. These areas are Philosophy, Vision, Mission, Goals and Objectives, Curriculum, Assessment and Instruction; Work Immersion and Culminating Activity, Instructional Leadership; Faculty; and Administration and Governance. These areas determine the direction of the Support group of areas. The Support group of areas includes Academic Support and Student Development Services; Physical Plant and Instructional Support Facilities; School Budget and Finance; and Institutional Planning and Development. Observation of Classroom Instruction is a significant aspect in the area of Curriculum, Assessment and Instruction.

Each area consists of a set of standards for compliance. The standards are drawn from various sources such as the Kto12 Curriculum Program Standards, the Philippine Professional Standards for Teachers and other pertinent DepEd Orders and Memos. In the Core group of areas, certain items regarded as power standards are marked with an asterisk (*). These standards are critical to the effectiveness of a particular area as these illustrate its key characteristics. Other items that are not marked are regarded as support standards which contribute to or supplement the achievement of a power standard. These items are thus done in relation to the direction of the power standards. Schools are then rated according to their extent of showing evidence of compliance with the standards.

Format of the Survey Instrument and the Rating Process

Each Area is introduced by an explanatory paragraph presenting the basis of evaluation. The Area lists the standards for compliance. A list of Examples of Compliance Evidences is given for the school’s guidance during its self-assessment and preparation of exhibits and documents. With the exception of the area on "School Philosophy, Goals and Objectives", standards in each area are accompanied by the following rating scale:

Rating	Description
4	Evidence of compliance with standard and enhancements is presented
3	Evidence of compliance with standard is presented
2	Partial evidence of compliance with standard is presented
1	No evidence of compliance with standard is presented but plan of action in line with compliance is presented
0	No evidence of compliance with standard nor plan of action is presented
NA	Not Applicable

Basing on the evidences presented, individual standards are rated. Upon completion of the individual standard rating, the area rating is determined and recorded according to a decision rule that examines the school’s level of compliance. Details of the decision rule are found in Appendix A. A Comments Section is provided for observations and other remarks.

After all areas are rated, another decision rule is applied to determine the final general rating. Details of this decision rule are also found in Appendix A. The final rating then serves as basis of the school’s overall certification result. See Appendix A for the different possible certification results.

A. SCHOOL PHILOSOPHY, VISION, MISSION, GOALS AND OBJECTIVES OF SHS PROGRAM AND REQUIREMENTS

Description

The school philosophy vision, mission, goals and objectives present the overall direction of the school’s educational work. The statements clearly describe the school’s fundamental educational purposes, and the essence of what it is seeking to achieve as a community of learners. These serve as the basis for the Senior High School Program’s daily operational and instructional decision making as well as long-range planning.

Basis of Evaluation

The school philosophy, vision, mission, goals and objectives or PVMGO are evident in the school in various ways. The statements are used to determine the extent to which policies, practices, resources, and curricular and other program components work together conceptually, structurally, and operationally to achieve stated expectations for teaching and learning. There is a regular system of communicating and disseminating the contents of the school philosophy, vision, mission, goals, and objectives and the goals and objectives of the Senior High School Program to the different sectors and stakeholders of the school community. Through this system, all the members and stakeholders of the school community are able to articulate a common understanding of and commitment to institutional goals, curriculum priorities, learning approaches, assessment procedures, and accountability as well as accept responsibility for the students’ attainment of the curriculum standards. This PVMGO is also aligned with the community it serves and is reviewed periodically by stakeholder representatives. Consequently, the Senior High School is called to translate the directions of the PVMGO into its various programs and operations.

Standards of Compliance:	Accomplished	Not Accomplished
1. An orientation program of the goals and requirements of the SHS program and its alignment with the school’s philosophy, vision, mission, goals and objectives or PVMGO is conducted on a regular basis.*		
2. Information materials citing published DepEd documents and guidelines on the goal and implementation requirements of the SHS program and its alignment with the school’s PVMGO are provided.		
3. Varied activities that ensure a common understanding and consistent accomplishment of the goals and requirements of the school’s PVMGO and the SHS program are conducted among different members of the school community.*		
4. An evaluation of the orientation program and follow-up activities on the school’s PVMGO and the goals and objectives of the Senior High School is done and participated in by various members of the school community.*		
5. Others		

Comments:

Examples of Compliance Evidences:

- Orientation programs on SHS goals and requirements and alignment with school's PVMGO to various sectors
- Minutes of meetings with various sectors about SHS program and alignment with the school's PVMGO
- Student Handbook
- Administrators' Manual
- Faculty Manual
- Faculty Development plan or program
- Orientation program activities related to SHS goals and programs vis-à-vis the school's PVMGO
- Minutes of meetings of various sectors and stakeholders regarding SHS goals and programs vis-à-vis the school's PVMGO
- Pictures of activities conducted
- Reference materials on DepEd Orders and memos on SHS goals and program
- Copy of the school's PVMGO
- Campus board displays of PVMGO
- Records of attendance by different school sectors in orientation activities
- Evaluation program or study or report on SHS orientation and alignment with PVMGO to various sectors
- Minutes of meetings with various sectors about SHS program and school's implementation in line with school's PVMGO
- SSIP Area on PVMGO

B. CURRICULUM, ASSESSMENT AND INSTRUCTION

Description

The quality of instruction in a school is the most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. The school's instructional program is grounded in the school's mission and expectations for student learning, supported by researches on best practices, and refined and improved based on identified student needs.

With the passage of the Enhanced Basic Education Act of 2013, the Department of Education mandates that schools work towards the holistic development of the Filipino child with 21st century skills to enable him or her to be locally and globally competitive through the implementation and teaching of the Kto12 standards-based curriculum. In particular, instruction in the Senior High School consisting of Grades 11 and 12 is specifically geared towards enabling the students to be college and career ready. The SHS program consists of different tracks, strands and specializations that learners may choose from depending on their aptitude, interests, and school capacity.

Basis of Evaluation

The implementation of the Kto12 standards-based curriculum is evident in the school when various instructional and assessment practices are aligned with the standards and competencies found in the various subject curriculum guides. The unpacking and use of these standards as well as their alignments with instruction and assessment is consistently done in Grades 11 and 12 and in various subjects in the various tracks and presented in different documents such as the school's curriculum map and learning plans. The connection of the different subjects in a particular strand is also clearly articulated in terms of observable skills and is related to the performance of 21st century skills.

Qualitative and quantitative evidences of student attainment of the standards are actively gathered, analyzed and used to evaluate and improve student learning, curriculum effectiveness, instructional practices, professional development, and support services. Progress, as well as achievements in student learning and their development and performance of 21st century skills, is undertaken in both formative and summative assessments. Because the Senior High School program has tracks that prepare students for either college or the workplace, assessments are done to ascertain students' readiness for college or industry work. The use of the DepEd grading system with much weight given to performance tasks underlines this goal of assessment. Results of such assessments are accurately, clearly, and systematically reported to the school community and actively utilized. Appropriate interventions are identified and undertaken in response to student's learning difficulties.

Instruction is well-designed using the standards. Instructional time is spent in enabling students to achieve the learning goals of the standards and acquiring mastery of the competencies. Various research-based and learner-centered teaching strategies are utilized to ensure student success and performance of 21st century skills and college or career-related competencies. Much effort and attention is also given in the specialized subjects to the students' transfer of learning; consequently, the integration of authentic performance tasks and the workplace context is a vital part of instructional design. The students' experience of these instructional practices in the classroom become the primary subject of inquiry in the classroom observation form.

Instructional materials and the use of technology are available and support the goals of instruction. The criteria for the selection, acquisition or preparation of these materials or resources is aligned with the requirements and attainment of the curriculum standards. Different learning resources are selected to address varied learning styles among students.

Standards of Compliance:

CURRICULUM:

1. A curriculum map is prepared in the various tracks and is based on the subjects' Kto12 curriculum guides and standards.*	4	3	2	1	0	
2. Curriculum maps show the alignment of Kto12 standards, competencies activities, assessments and learning resources.*	4	3	2	1	0	
3. The school's curriculum program is aligned with the school's philosophy, vision, mission, goals and objectives.*	4	3	2	1	0	
4. The school's curriculum program aims for and provides varied opportunities for the students' holistic development of 21 st century skills.*	4	3	2	1	0	
The school curriculum:						
5.1 (For Academic tracks) ...makes specific links of subjects' content with tertiary course content and CHED's College Readiness Standards and competencies.*	4	3	2	1	0	NA
5.2. (For TVL tracks) ...makes specific links of subjects' content with industry practices and vocational and technical standards.*	4	3	2	1	0	NA
5.3 (For Special tracks) ...makes specific links of subjects' content with the demands of specialized disciplines.*	4	3	2	1	0	NA
6. (For all tracks) ...makes specific links of subjects' content with the track's related careers and job opportunities.*	4	3	2	1	0	
7. The school curriculum makes connections or shows a learning progression among a strand's different subjects.	4	3	2	1	0	
8. The school implements on a regular basis with tertiary institutions, technical centers or community/industry partners a system of consultation, review and updating of the subjects' content and design of performance task applications.*	4	3	2	1	0	
9. The school conducts an evaluation of the effectiveness of the school's curriculum design and track offerings.*	4	3	2	1	0	
10. The school utilizes curriculum evaluation results and produces corresponding plans for curriculum improvement and development.*	4	3	2	1	0	
<u>INSTRUCTION:</u>						
11. The school determines in different ways the readiness of students for tackling the academic and/or technical requirements of a track's subjects,	4	3	2	1	0	
12. Learning plans are prepared and show the following:	4	3	2	1	0	
12.1 Coverage of the required content, standards and competencies in the teaching of the different subjects.*	4	3	2	1	0	
12.2. Connection of the content and requirements with the school's philosophy, vision, mission, goals and objectives.*	4	3	2	1	0	
12.3 A systematic and progressive development of students' skills resulting in understanding and culminating in transfer of learning.*	4	3	2	1	0	
12.4 The use of learner-centered and research-based strategies.*	4	3	2	1	0	
12.5 Provision of opportunities for applying learning in real-world and career-related situations.*	4	3	2	1	0	
12.6 Integration of the development of 21 st century skills in the teaching and learning activities.*	4	3	2	1	0	

13. The different needs, learning styles, career paths and interests of students are addressed in the learning plans and activities and provision of learning resources.	4	3	2	1	0	
14. The development of dispositions related to college work and/or employment is incorporated in various learning activities.	4	3	2	1	0	
15. Technology is utilized along with other varied learning resources and materials that enable students to accomplish subject standards and requirements.*	4	3	2	1	0	
16. Student research papers are integrated with community and real-world issues or with work immersion or a strand's culminating activity.*	4	3	2	1	0	
17. Students are trained in research work to follow protocols related to intellectual honesty and integrity, the ethical treatment of research subjects, subject privacy and data confidentiality.*	4	3	2	1	0	
18. Classroom Observation Result*	4	3	2	1	0	
ASSESSMENT:						
19. The school conducts various assessments at different times to obtain evidence of students' accomplishment of the subject standards, competencies and requirements, the practice of 21 st century skills and the transfer of learning to real-world or career related situations.*	4	3	2	1	0	
20. Criteria in performance-based assessments (e.g., rubric and portfolios) are aligned with subject standards and competencies.*	4	3	2	1	0	
21. A system of obtaining students' feedback regarding the curriculum, instruction and assessment is implemented on a regular basis.	4	3	2	1	0	
22. Criteria and descriptors drawn from industry or a relevant community of practice are incorporated in the assessment of student outputs or performance in specialized subjects of different tracks.	4	3	2	1	0	
23. Teachers provide timely feedback or interventions to ensure students' progress towards and achievement of the standards.*	4	3	2	1	0	
24. Grades of students' performance in the different subjects are determined in line with DepEd mandated components and their corresponding weights.*	4	3	2	1	0	
25. The rationale, components and system of computing grades is communicated to students and parents in different ways.	4	3	2	1	0	
AREA RATING:						
Comments:						
Examples of Compliance Evidences:						
<ul style="list-style-type: none"> - Subject Curriculum Maps in different tracks - System of or procedures for Curriculum Development and Updating - Subject Curriculum Maps in different tracks - Use of mapping codes that show horizontal alignment and correspondence of above entries - Subject Curriculum Maps in Academic tracks - Subject Curriculum Maps in TVL tracks - Subject Curriculum Maps in Special tracks - System of or procedures for Curriculum Development and Updating with career orientation for students 						

- Career Orientation programs
- Subject competency-based vertical learning progression guides or maps
- Minutes of curriculum meetings on articulation of student skills across grade levels
- List and description of Curriculum Development Activities
- Minutes of Meetings with concerned tertiary institution or technical center or community/industry partners
- Curriculum Evaluation of different tracks
- Minutes of curriculum meetings of Academic Council or Subject Coordinators' Council or subject department meetings regarding curriculum revisions and updates
- List and description of Curriculum Development Activities
- Subject Curriculum Maps
- System of citation of versions of DepEd Curriculum Guide
- File copy of latest versions of DepEd Curriculum Guides
- Performance report of students' achievement of standards and competencies
- Curriculum Evaluation Study
- Curriculum Improvement Plans
- Curriculum evaluation and recommendations
- Diagnostic Test Results
- Proficiency Test Results
- Junior High School Curriculum Maps
- Junior High School Academic Achievement Reports
- Occupational Interest Inventories
- Subject Learning Plans
- System of Learning Plan Preparation
- Instructional Supervisory Reports
- Classroom Observation Form
- Minutes of meetings of Department Subject regarding classroom strategies
- Faculty Development Training Seminars and Workshops
- Integrated Performance Tasks
- Community Awareness, Exposure or Immersion Activities related to Unit Topic
- Minutes of meetings of Department Subject regarding classroom activities
- Career Guidance Program
- System of Technology Integration
- Technology Platforms or Learning Management Systems
- Sample Research Works
- Sample Culminating Activity Outputs
- Manual on Students' Culminating Activity
- Research Subjects' Learning Plans
- Fieldwork Guidelines
- School Research Protocols
- Intellectual Property and Copyright guidelines
- Data Privacy Policies
- Data Confidentiality Guidelines
- Policies against Plagiarism
- Student Handbook
- Sample Summative Assessments

- Sample Formative Assessments
- Assessments in LP
- Assessments in Curriculum Maps
- Assessments in Work Immersion
- Assessments in Culminating Activities
- Assessments in Career Guidance Program
- Performance Task Rubrics
- Portfolio Rubrics
- Skills Demonstration Assessments
- Focus Group Discussion reports on students' evaluation of curriculum, instruction and assessment
- Survey reports on student feedback of curriculum, instruction and assessment
- Subject evaluation comments by students
- Specialized subjects' rubrics
- LPs of specialized subjects
- Samples of student outputs in specialized subjects
- Teacher Intervention reports
- Consultation meetings of students with teachers
- Remedial instruction programs
- Records and results of academic interventions
- Teachers' record books
- Grade composite reports
- Student report cards
- Student promotion reports
- Orientation program to students
- Orientation program to parents
- Policy on grading system

C. WORK IMMERSION AND CULMINATING ACTIVITY

Description

Work immersion and culminating activity are among the unique features of the Senior High School program. The purpose of the course on work immersion is to introduce the student to the workplace of his or her chosen profession and gain skills that enhance his or her competence and readiness for a specific career. The culminating activity is done by students in an academic track. In a track's culminating activity, students are expected to apply the various theories and processes taught in the specialized subjects and demonstrate the subjects' core competencies. The culminating activity varies in form depending on the track. Examples of such forms include but are not limited to a research report, a business enterprise simulation or a creative work. Both work immersion and culminating activity examine the extent of the students' ability to transfer learning in applied and real world settings.

Basis of Evaluation

The Senior High School program provides for different models of delivering the work immersion program in line with the students' development of skills in the Technology-Vocational-Livelihood track. The school evaluates the implementation of the chosen delivery model by examining components such as compliance with a model's required number of hours, the authenticity and legitimacy of work immersion sites, partners and experts, the suitability of the immersion with the students' needs and interests, the conditions of the students' immersion, the practical skills students gain and work habits they develop, the terms of engagement or collaboration of the school with partners, the manner of supervision of students in the workplace and the feedback given to and rating of their performance. Similarly, in the culminating activity, evaluation inquires into the form of culminating activity outputs, the guidance given by the faculty to the students in the selection, design and implementation of their project, the suitability of the activity with the students' needs and interests, the students' demonstration of the track's core competencies, the students' range of relevant research skills, and the use of and integration of professional or industry trends and practices.

Standards of Compliance:

WORK IMMERSION:

1. The school articulates a particular work immersion delivery model or program that is aligned with the goals of the K12 curriculum and the school's philosophy, vision, mission, goals and objectives. *	4	3	2	1	0	NA
2. The school prepares relevant documents with partners and stakeholders specifying the terms of agreement and partnership and following DepEd school partnership guidelines.*	4	3	2	1	0	NA
3. Appropriate and legitimate immersion partners and stakeholders are selected in line with the school's work immersion delivery model.*	4	3	2	1	0	NA
4. A system of placement and coordination is established with relevant partners and stakeholders who provide opportunities for the school's students to engage in work immersion.*	4	3	2	1	0	NA
5. The school provides a class schedule of work immersion activities that is consistent with the declared delivery model's number of required hours, flexible and appropriate for the student's learning of a track's competencies.*	4	3	2	1	0	NA
6. The school assesses the interests and readiness of the students for work immersion and provides adequate orientation to students regarding the conditions and demands of work immersion and its system of performance evaluation.*	4	3	2	1	0	NA
7. Parents undergo an orientation program regarding the work immersion program and their consent for the students' participation in the program is formally obtained.	4	3	2	1	0	NA
8. The work immersion sites and facilities are accessible to students and focal persons.*	4	3	2	1	0	NA
9. Relevant materials and equipment are provided for or made available in the work immersion site for the students and teachers' use.	4	3	2	1	0	NA

10. The school publishes and disseminates guidelines and protocols that ensure the safety of students in workplace immersion sites and compliance with pertinent legal requirements.*	4	3	2	1	0	NA
11. The school assigns qualified coordinators as focal persons and other personnel and lists their specific duties and responsibilities in relation to the monitoring and evaluation of students' performance in workplace immersion sites.*	4	3	2	1	0	NA
12. The school implements a program of activities that engages the community and concerned stakeholders in supporting and sustaining work immersion arrangements.	4	3	2	1	0	NA
13. The school conducts a periodic review of the school and community, tertiary or industry partners' fulfillment of their particular obligations in documented agreements.*	4	3	2	1	0	NA
14. The program provides materials and documents containing policies, guidelines and learning modules on work immersion for the teachers and students' use.*	4	3	2	1	0	NA
15. Work immersion experiences are integrated in lessons of related subjects	4	3	2	1	0	NA
16. The program monitors and obtains evidence of students' learning and skills development in work immersion sites (e.g., journals, portfolios, certificates, workplace supervisor's evaluation).*	4	3	2	1	0	NA
17. The school gathers feedback on and obtains validation from industry or tertiary partners regarding its work immersion program.*	4	3	2	1	0	NA
<u>CULMINATING ACTIVITY:</u>						
18. The culminating activity is aligned with the standards and competencies of a particular track.*	4	3	2	1	0	NA
19. The culminating activity in the different tracks provides opportunities for students to do independent learning (e.g., determine the topic, establish the research design, relate the study to industry trends or social issues).*	4	3	2	1	0	NA
20. The school provides materials and documents containing policies, guidelines and learning modules on the culminating activity for the teachers and students' use.*	4	3	2	1	0	NA
21. Students' accomplishment of the culminating activity is scaffolded and supported by a feedback system at each stage of development.	4	3	2	1	0	NA
22. The school provides opportunities for students to present their culminating activity in public or professional gatherings or settings (e.g., forum, conference, gallery, trade fair, industry expo). In turn, students receive feedback from practitioners or industry professionals regarding the quality and value of their work.*	4	3	2	1	0	NA
23. The school obtains students' reflection on and evaluation of their performance in the culminating activity.*	4	3	2	1	0	NA
24. Criteria used in the assessment of students' works in the culminating activity are aligned with the track's core competencies.*	4	3	2	1	0	NA
25. The program gathers feedback and obtains validation from industry or tertiary partners on the quality of the students' outputs in the culminating activity.*	4	3	2	1	0	NA
26. The school conducts a comprehensive evaluation of the culminating activity in terms of its design, relevance, instruction, supervision, and outputs.*	4	3	2	1	0	NA

AREA RATING:**Comments:****Examples of Compliance Evidences:**Work Immersion:

- Manual or Handbook of the School's Work Immersion Program
- Descriptions of school's work immersion program in communications sent to industry partners
- Student Handbook
- Curriculum Maps
- School's MOUs, MOAs and the like
- Manual or Handbook of the School's Work Immersion Program
- Descriptions of school's work immersion program in communications sent to industry partners
- Communications sent by industry partners to school regarding the nature and scope of students' immersion
- Official memo of appointment of work immersion coordinator
- Class Schedule of Work Immersion Activities
- Records of students' attendance in work immersion sites
- Orientation for Students on Work Immersion Program
- Results of Diagnostic Tests or Occupational Interest surveys
- Career Guidance Program
- Parental Consent Form
- Students' evaluation of work immersion program
- Locator map of work immersion sites
- Students' journals or portfolios of activities and outputs in work immersion sites
- Pictures of students' areas in work immersion site
- Appointment papers of Work Immersion Program Coordinator
- Organizational Chart
- System of tracking students' attendance and performance in worksite
- Duties and Responsibilities of Work Immersion Program Coordinator
- Minutes of meetings of school with community partners and stakeholders regarding work immersion program's sustainability
- Strategic Plan
- Minutes of meetings of stakeholders' associations (e.g., Parents' Association, Alumni Association) Activities in school linkage programs that show school efforts to engage technical centers or community/industry partners in supporting the school's work immersion program
- Minutes of meetings by the school with partners regarding terms of agreements for work immersion program
- Reports by Work Immersion Program Coordinator
- Curriculum Maps on Work Immersion
- LP or modules on Work Immersion or in subjects related to Work Immersion
- Students' journals or portfolios of activities and outputs in work immersion sites

- System of tracking and monitoring students' performance in work immersion sites
- Evaluations by workplace supervisor or testing center
- Work Immersion Program Coordinator's report on students' performance
- Manual or Handbook of the School's Work Immersion Program
- Minutes of meetings of school with community partners and stakeholders regarding work immersion program's effectiveness
- Communications sent by industry partners to school regarding the nature and scope of students' immersion
- Evaluation forms of work immersion by external evaluators from tertiary level or industry

Culminating Activity:

- Manual or Handbook of Culminating Activities in different tracks
- Curriculum Map
- LP or modules on Culminating Activities
- Samples of students' outputs in culminating activity
- Student Handbook guidelines on culminating activity
- Curriculum Maps on Culminating Activities
- System of tracking and monitoring students' performance in culminating activities
- Pictures and other publications/materials of public presentations of students' outputs in Culminating Activity
- Reactors' comments form
- Students' journals or portfolios of activities and outputs in culminating activities
- Samples of rubrics or checklists or similar assessment tools used in examining student outputs in culminating activities
- Activities in school linkage programs that show school efforts to engage tertiary partners in supporting the school's culminating activity program
- Evaluation forms of culminating activity by external evaluators from practitioners, tertiary level or industry partners
- School evaluation of the Culminating Activities of different tracks

D. INSTRUCTIONAL LEADERSHIP AND SUPERVISION

Description

As the designated leader of the school, the principal works to ensure that the learning goals of the Kto12 standards-based curriculum and objectives of the Senior High School program are achieved. The principal is therefore primarily an instructional leader who continuously seeks ways to improve the school's teaching-learning processes and environments and improve student performance. In the Senior High School, the principal focuses on the students' acquisition of competencies related to college and career readiness and actively provides opportunities or students to gain, practice and demonstrate these competencies in real world settings.

Basis of Evaluation

The principal effectively functions as an instructional leader in a number of significant activities. The principal communicates to all sectors and stakeholders the directions of the school's Vision and Mission, the desired learning outcomes of the Kto12 standards-based curriculum program and the specific objectives of the Senior High School program. In collaboration with designated academic supervisors, the principal designs and implements a system for aligning the different school operations and departments with the school Vision and Mission and the learning outcomes of the Senior High School's various tracks. The principal supervises the faculty's delivery of instruction and initiates changes in instructional and assessment practices to make learning more relevant, meaningful and evident for all students. The principal with the assistance of academic supervisors actively monitors and provides feedback to different sectors on their implementation of and contributions to the accomplishment of the track's learning outcomes. The principal supports the professional growth of the faculty and staff and encourages them to adopt a growth mindset and become lifelong learners in the understanding and practice of relevant 21st century pedagogies. The principal provides time for teachers to collaborate on analyzing data on student performance and planning interventions for higher student achievement. The principal also manages the school's resources and funds to provide the needed instructional facilities and materials for successful teaching.

Standards of Compliance:

1. The school prepares a schedule of class meetings and learning activities that gives sufficient time for students in the different subject areas to accomplish subject standards and competencies.*	4	3	2	1	0	
2. The school provides guidance and feedback to the faculty on the preparation of curriculum maps, learning plans and assessments.*	4	3	2	1	0	
3. The principal ensures the preparation and alignment of learning plans with program standards and track competencies.*	4	3	2	1	0	
4. The principal conducts faculty meetings on the articulation and integration of the school curriculum with tertiary level content and/or industry standards relevant to a particular track.*	4	3	2	1	0	
5. The principal ensures the alignment of learning plans with the school's philosophy, vision, mission, goals and objectives.*	4	3	2	1	0	
6. The principal conducts periodic classroom observations of the teachers' performance and students' learning experiences.*	4	3	2	1	0	
7. The principal holds varied post classroom observation conferences or interviews with teachers and dialogues with them on the effectiveness of the teaching strategies they employed.*	4	3	2	1	0	
8. The school establishes a system for gathering and reporting data and evidences on students' progress and achievement of subject standards and performance in college/university admissions exams or vocational/technical certifications.*	4	3	2	1	0	
The principal... 9.1 (For Academic Tracks) ...utilizes results of students' performance in college or university entrance or admissions exams for continuous curriculum development and improvement of teaching and learning.*	4	3	2	1	0	NA

9.2 (For TVL Track) ...utilizes results of certification of students' performance for continuous curriculum development and improvement of teaching and learning.*	4	3	2	1	0	NA
9.3 (For Special Track) ...utilizes the results of students' apprenticeship or its equivalent for continuous curriculum development and improvement of teaching and learning.*	4	3	2	1	0	NA
10. The school gathers reports from teachers on the accomplishment of curriculum topics, standards and requirements.	4	3	2	1	0	
11. The school obtains formative and/or summative reports from teachers on the progress and achievement of students.*	4	3	2	1	0	
12. The school organizes teachers into professional learning communities and schedules their meetings where they discuss student performance, recommend appropriate interventions and suggest opportunities for exposure to or immersion in industry or professional practices.*	4	3	2	1	0	
13. The school oversees the proper implementation of the grading system.*	4	3	2	1	0	
14. The school provides coaching to faculty in techniques on effective teaching strategies and classroom management.	4	3	2	1	0	
15. The school recognizes exemplary faculty performance in classroom teaching and/or professional practice in disciplines related to one's track.	4	3	2	1	0	
16. The school establishes and implements a system of incentives for teachers' performance, promotion and professional growth.	4	3	2	1	0	
17. The school provides varied professional development activities for teachers to be updated with the latest research techniques, trends in teaching and learning and industry and professional practice.*	4	3	2	1	0	
18. The principal elicits suggestions from teachers and support services for the improvement of teaching and student learning.	4	3	2	1	0	
19. The school makes available for teachers a system of obtaining learning resources and materials pertinent to one's subject.*	4	3	2	1	0	
20. The school initiates and establishes linkages with relevant tertiary or industry partners or institutions to develop the faculty's competence and students' skills.*	4	3	2	1	0	
AREA RATING:						
Comments:						
Examples of Compliance Evidences:						
<ul style="list-style-type: none"> - Master school schedule - Curriculum Maps - Learning plans - Administrators' Manual - Faculty Manual - Guidelines for preparation of curriculum maps, learning plans and assessments - Minutes of Professional Learning Community (PLC) meetings - Minutes of departmental meetings - Records of consultation by faculty with department coordinators - Minutes of meeting of Academic Council or Subject Coordinators' Council or department meetings - SSIP Area in Curriculum, Assessment and Instruction 						

- SSIP Performance Report in Area of Curriculum, Assessment and Instruction
- Curriculum evaluation and Recommendations
- Principal's schedule of classroom observations
- Records of classroom observations done by principal, subject coordinators and other academic supervisors
- Instructional Supervisory Program
- Minutes of year level PLC meetings
- Records of post-classroom observation conference by principal or subject coordinator with teacher
- Annual interview by principal of teacher
- Faculty Professional Development Program and seminars-workshops involving coaching and mentoring
- Records of post-classroom observation conference by principal or subject coordinator with teacher
- Subject Reports on Student Performance of Program Standards and Competencies
- Data on student achievement of program standards and competencies
- Data on student performance in college/university admissions exams or vocational/technical certifications
- System of or procedures for Curriculum Development and Updating
- Results of standards-based achievement tests
- Protocols for utilization of data on students' performance in college or university entrance or admissions exams
- Intervention plans in response to the results of students' performance in college or university entrance or admissions exams
- Protocols for utilization of data on students' performance in certification exams or proficiency tests
- Intervention plans in response to the results of students' performance in in certification exams or proficiency tests -
- Protocols for utilization of data on students' performance in students' apprenticeship
- Intervention plans in response to the results of students' performance in students' apprenticeship
- Reports submitted by teachers regarding the accomplishment of curriculum topics, standards and requirements
- Evaluation of curriculum
- School Schedule of PLC meetings
- Minutes of PLC meetings showing discussion of data on student learning and effectiveness of interventions
- Minutes of PLC meetings showing discussion of relevant exposure or immersion activities
- Policies and guidelines on the proper implementation of the grading system
- Coaching and mentoring program for faculty in faculty development program
- SSIP Area on Instructional Leadership
- Faculty Development seminars and workshops on effective teaching strategies and classroom management
- Salary Scale
- Faculty Recognition programs
- Faculty Development Program
- School Budget
- Certificates of faculty attendance in professional development seminars-workshops
- Support for faculty's advanced or graduate studies
- Minutes of Principal's meeting with the faculty
- Principal's annual interviews with teachers
- School Budget for instructional materials or learning resources
- Library policies and system for selection of instructional materials and learning resources
- School linkage program with external partners
- Provision of opportunities for faculty and student development in the said program
- Minutes of meetings of school with external partners

E. FACULTY

Description

The school recruits, hires and maintains faculty who are licensed, qualified, competent, and sufficient in number to effectively enable the school and the specific educational programs offered to accomplish their purposes. Faculty assignments are such that faculty members are able to carry out their duties effectively. Faculty members have adequate time to prepare and provide effective instruction, advice and evaluate students, continue professional growth and participate in service activities expected by the school. The student-faculty ratio is consistent with the size, scope, goals, and the specific purposes and requirements of the programs offered. All faculty members are able to guide student learning and to communicate personal knowledge and experience effectively.

Basis of Evaluation

Feedback on the faculty's performance is given in different ways. The school regularly conducts annual faculty performance appraisals and clinical supervision to help faculty assess themselves and improve on their performance. The school also offers varied professional development opportunities to upgrade the faculty's competence and deepen their understanding of their particular functions. The design of the professional development program is guided by the school's philosophy/mission and aligned with the 2017 Philippine Professional Standards for Teachers. Due to the nature of the Senior High School curriculum and varied exit outcomes, the Senior High School faculty's practice of disciplines related to a particular strand is valued and serves as the source of the faculty's mentoring of the student in college or career work. Thus, there has to be evidence of the faculty's continuous professional practice in his or her area of expertise.

Standards of Compliance

1. The school for its faculty ensures the following:						
1.1 recruitment, screening and hiring of licensed and qualified teachers*	4	3	2	1	0	
1.2 assignment of teachers' loads compliant with their qualifications and other DepEd requirements*	4	3	2	1	0	
1.3 dissemination of latest DepEd, TESDA and PRC memos, circulars and orders.	4	3	2	1	0	
2. The Faculty Manual:						
2.1 defines faculty functions, duties and responsibilities, benefits and privileges*	4	3	2	1	0	
2.2 is accepted, published and well-disseminated*	4	3	2	1	0	
3. The Faculty Development plan is designed to:						
3.1 help teachers achieve professional growth in the seven domains and meet the standards of the 2017 Philippine Professional Standards for Teachers*	4	3	2	1	0	
3.2 assist teachers in acquiring required credentials	4	3	2	1	0	
3.3 enable teachers to organize and participate in Professional Learning Communities for collaborative work, peer observation and improved student learning*	4	3	2	1	0	
3.4 recognize and reward outstanding teacher performance, initiative and creativity	4	3	2	1	0	
4. The faculty in their preparation of learning plans show the following:						
4.1 updated knowledge of the subjects they are teaching.*	4	3	2	1	0	
4.2 (in specialized subjects) integration of industry standards and professional practices	4	3	2	1	0	
5. Faculty performance appraisal:						
5.1 is used as a basis for the faculty's retention, promotion and clinical supervision*	4	3	2	1	0	

5.2 is regularly and systematically done. *	4	3	2	1	0	
5.3 assesses the teachers' performance in classroom teaching and the delivery of the K12 program*	4	3	2	1	0	
5.4 covers the teachers' attendance and participation in professional development activities*	4	3	2	1	0	
6. Faculty teaching in specialized subjects are members of professional organizations related to their area of expertise.	4	3	2	1	0	
7. Faculty conduct, engage or participate in research projects or professional activities in line with their area of expertise.	4	3	2	1	0	
AREA RATING:						
Comments:						
Examples of Compliance Evidences:						
<ul style="list-style-type: none"> - Recruitment, Selection, Hiring/Placement Policies and Procedures - Notarized Teachers' Contracts - Administration Manual - Teachers' Profile - Teacher's 201 File - Teachers' Program - Summary Faculty Loads and Assignments - Teachers Contract - Minutes of Faculty/ Personnel assemblies and meetings showing announcements of DepEd orders, etc - Faculty Manual - Minutes of the Faculty Meetings where the contents of the Faculty Manual were discussed - Faculty Development Plan - Faculty Development Plan Evaluation Instruments, Results and Summaries - List of PLC Activities - Minutes of the PLC meetings - Attendance Sheets during the PLC meetings - Faculty Evaluation reports by Peers - Faculty Awards and Recognition Package/Documentation - List of Recipients of Faculty Awards - Faculty performance appraisal instruments and results - Subject learning plans - Curriculum Maps - Policies and Guidelines on the development of learning plans - Policies and guidelines on the selection of references, instructional materials or learning resources 						

- Summary of Faculty Performance Appraisal results
- Promotion Policies
- Salary Scale
- Supervisory Plan/Clinical Supervision Plan
- Records of Classroom Observations
- Minutes of meeting of department coordinators with faculty
- Classroom Observation Form
- Annual Faculty Performance Evaluation form in Faculty Manual
- Faculty Development plan or program
- List of faculty's memberships in professional organizations
- Faculty Development plan or program
- Certificates of attendance in assemblies, meeting, forums or seminars-workshops conducted by professional organization
- List of faculty research projects and status of completion
- List of faculty's professional activities related to one's area of expertise
- Certificates of completion of research or presentation of research in various conferences and forums
- Portfolio of faculty's professional activities related to one's area of expertise

F. ACADEMIC SUPPORT AND STUDENT DEVELOPMENT SERVICES

Description

Academic Support Services and Student Development services work together to accomplish the school's curriculum goals and assist in its evaluation and enhancement. These service units are measures of quality facilitate the effective delivery of classroom instruction: Registrar's Office, Library-IMC and Laboratories. The admission policy should be consistent with the PVMGO of the school and its effectiveness is in its predictive ability of the learner's academic potentials.

The Library- Instructional Media Center is the principal educational-print, non-print and digital-materials repository of the school. The Library-IMC is designed to facilitate active and inquiry-based learning, individual study and research and leisurely reading.

The Laboratories include the Sciences Laboratories: (Biology, Chemistry and Physics), Computer Laboratories and the Technology and Livelihood Education Laboratories. They are venues that promote inquiry, discovery and research, and application of theories and principles covered in the different tracks and strands.

Student Development Services assist in the growth and development of the school community. The Career Guidance and Counseling, Student Discipline, Health and Nutrition Programs promote the social welfare and the total development of the learner. The Guidance and Counseling Program assists the learners in their personal and interpersonal relations through the admission services, guidance: orientation, individual inventory, testing and research, counseling, career guidance development and placement and follow-up services.

Basis of Evaluation

Recording of student admission, progress and achievement and preparations of transcripts of records, certificates and diplomas and organization of students' academic data are done in the Registrar's Office. Adequacy, accessibility and confidentiality of these data are measures of quality.

The Library- Instructional Media Center serves as an integral part of every learners' educational experience. Accessibility and adequacy in scope, quantity, timeliness and relevance are measures of quality.

The provisions of the Laboratories are adequate to meet DepEd requirements defined by the enrolment and programs/tracks/strands offered by the school: space, number, appropriate and recent. The Laboratories are functional, well-kept and safe. There are evidences of systematic operations management and continuing improvement.

Career Guidance and Counseling includes orientation for students to usher them to the school and its various programs and offerings, individual student inventory of personal and pertinent psychological information necessary for self- knowledge and self-development, testing and research efficient towards assessment and analyses of individual and institutional growth needs, individual and group counseling in the learners' effective understanding of the themselves, developmental career guidance so learners may be assisted in making career choices, and placement and follow-up procedures to ensure instructional differentiation and learner assistance.

The Health and Nutrition Services provide for primary medical and dental procedures and proper nutrition essential for the well-being of the learners while they are in school.

Student Discipline covers matters on student decorum, behavior formation and disciplinary measures when called for. It is implemented by a Discipline Officer.

Standards of Compliance

General

F.1. Registrar's Office

1.1 Established policies and procedures for safekeeping, retrieval, retention and disposal of students' records according to the Data Privacy Act*	4	3	2	1	0	
1.2 Admission and enrollment procedure is well-disseminated and consistently Implemented	4	3	2	1	0	
F.2. Library-IMC						
2.1 Adequate space, holding, fixtures and operational dynamics that comply with established Library- IMC management standards*	4	3	2	1	0	
2.2 Varied and accessible Library services that support classroom instruction and research*	4	3	2	1	0	
2.3 Wide and balanced collection of students' references and professional books in the different subjects and disciplines and their other print and non-print instructional materials collaboratively selected by the students, teachers & academic teams.*	4	3	2	1	0	
F.3. Laboratories and Specialized Rooms						
3.1 Laboratory instructional activities that support the tracks/strands/specializations offered in:						
3.1.1 GAS*	4	3	2	1	0	
3.1.2 HUMSS*	4	3	2	1	0	
3.1.3 ABM*	4	3	2	1	0	
3.1.4 STEM*	4	3	2	1	0	
3.1.5 Pre-Baccalaureate Maritime*	4	3	2	1	0	NA
3.1.6 TVL Agri-Fishery Arts*	4	3	2	1	0	NA
3.6.1. TVL Home Economics*	4	3	2	1	0	NA
3.6.2. TVL-Maritime*	4	3	2	1	0	NA
3.6.3. Information and Communication Technology*	4	3	2	1	0	NA
3.1.7 Sports*	4	3	2	1	0	
3.1.8 Arts and Design*	4	3	2	1	0	
3.1.9 Others	4	3	2	1	0	
3.2 Policies and procedures on the systematic management of materials and equipment of the laboratories towards efficient and effective operational delivery such as: requisition, procurement, inventory, storing, labeling and display, dispensing, repair, maintenance, etc.						
3.2.1 Biology	4	3	2	1	0	
3.2.2 Chemistry	4	3	2	1	0	
3.2.3 Physics	4	3	2	1	0	
3.2.4 TVL Laboratories	4	3	2	1	0	NA
3.2.5 Computer Laboratories	4	3	2	1	0	
3.2.6 Others	4	3	2	1	0	
F.4. Career Guidance						
4.1. A responsive and developmental career guidance program that:						
4.1.1 Addresses the students' aptitudes and guides students towards						

becoming productive and contributing individuals through informed career choices and potential careers*	4	3	2	1	0	
4.1.2 Provides students with adequate knowledge and experience about life and work*	4	3	2	1	0	
4.1.3 Equips the students with life skills and work	4	3	2	1	0	
4.1.4 Organizes career advocacy activities that involve career information and exposure, advising, coordinating and making referrals * and	4	3	2	1	0	
4.1.5 Delegates career advocates and peer facilitators who have undergone appropriate capability-building programs to conduct career advocacy activities.	4	3	2	1	0	
4.2. Career advocacy activities that pursue career information and exposure, advising, coordinating and making referrals which may include, but not limit to, career talks, career and job fairs, parents' orientations and seminar-workshops on career decision-making*	4	3	2	1	0	
<u>F.5. Health</u>						
5.1. Annual medical and dental check-ups*	4	3	2	1	0	
5.2. Adequate and immediate emergency care*	4	3	2	1	0	
<u>F.6. Student Discipline</u>						
6.1. A Student Handbook stipulating students' rights, responsibilities, decorum, school provisions and discipline policies that is published, distributed and well-disseminated*	4	3	2	1	0	
6.2. Restorative discipline and welfare policies according to Children Protection Policy and Anti – Bullying Act.	4	3	2	1	0	
6.3 Disciplinary records that are complete, kept secure and confidential according to Data Privacy Act*	4	3	2	1	0	
AREA RATING:						
Comments:						
Examples of Compliance Evidences:						
<ul style="list-style-type: none"> - Registrar's Office SOPs/Handbook/Manual - Data Privacy Policies and Protocols - Announcements and Bulletin Board postings of. Registrar's Office Admission and Enrollment SOPs - Admission and Enrollment Brochures/Flyers - Admission and Enrollment flowchart, etc. - Updated and current MIS - School Forms 						

- Library – IMC Development Program
- Library-IMC Accession and Inventory Records-
- SSIP
- Library Budget
- Annual School Budget
- Calendar of Activities of the Library
- Library Activities for Students and Teachers
- Library Schedule
- List of Library services and programs
- Library Floor Plan
- Accession Record and Inventory List
- Actual number of seats
- Library Collection Program
- Number of Titles per area per copyright date
- IMC and Digital collection list
- Library Committee membership, functions, schedule of meetings and minutes
- Inventory list per laboratory
- List of Laboratory Activities per subject
- List of Laboratory Experiments/Activities
- Laboratory Handbook/Manual/SOPs
- Laboratory Orientation Program
- Minutes of laboratory Orientation
- Laboratory Calendar of Activities
- Career Advocates and Peer Facilitators Program
- Career Guidance Program, Mechanics, Activities and Calendar
- Career Aptitude Test Result
- Career Aptitude Dissemination Conferences
- Conference Schedules
- Orientation/Exposure Activities
- Schedule of Orientation/Exposure Activities
- Development Activities of Career Skills
- Career Talks and Lectures
- Career and Job Fairs
- Career Development Program
- Schedule of Work of Career Advocates
- Rules and Responsibilities of Career Advocates
- Parents Orientations
- Attendance Sheets
- List of Career Advocates
- Training Certificates

- Student Individual Inventory Records/Student Cumulative Records
- Student Information and Records Management SOPs
- Guidance Center Handbook/Manual
- Schedule of medical and dental check – ups
- Student Health records
- Assigned staff to provide emergency care
- Trainings of assigned staff
- Emergency Care SOPs/Clinic
- Student Handbook/Manual
- First aid and emergency care SOPs
- Student Discipline policies
- Disciplinary measures and interventions
- Disciplinary processes and protocols
- Minutes of discipline Committee meetings
- Discipline Committee Membership
- Child Protection Policy
- Social Media Policy
- Student Records Management Policies and protocols
- Student Disciplinary Records and Files

G. PHYSICAL PLANT AND INSTRUCTIONAL SUPPORT FACILITIES

Description

The physical plant comprises the educational environment covering land, building and building fixtures, classroom, work immersion and other learning spaces providing for a conducive atmosphere. It is appropriate and adequate to attain the DepEd Kto12 requirements and the school vision-mission and program goals and objectives.

Instructional facilities, equipment and materials are relevant and appropriate to programs, tracks and strands offered towards student skill proficiency and adequate career preparation.

Basis of Evaluation

The physical environment supports robust teaching and promotes optimal student learning and growth. The physical plant facilities and buildings must conform with DepEd requirements and the National Building Code requisites. It clearly provides for the needs of the size and scope of school offerings while upholding their well-being such as health, safety and security, sanitation and hygiene. The campus facilities are adequate for learning activities. School buildings and classrooms are appropriate for educational purposes. Work immersion and exposure spaces provide career experience and promote student well-being. Inspections to ensure health and safety code requirements are regularly conducted.

Instructional facilities, equipment and materials are adequate to deliver the curriculum of the tracks and strands offered.

Standards of Compliance

A. Physical Plant

1. A system that ensures the design, development, construction and maintenance of different school buildings and facilities in line the regulatory and statutory requirements like the National Building Code standards for size, safety and security, environment protection, etc.*	4	3	2	1	0
2. Accessible and adequate classroom spaces with due consideration for maximum class size, total population and school operation requirements	4	3	2	1	0
3. A school Facilities Development Plan/Campus Development and Landscaping Plan that lays out provisions for different learning spaces, addresses varied needs of students and tracks/strands/specialization needs*	4	3	2	1	0
4. Adequate space and basic equipment and supplies necessary for the conduct of annual medical and dental check-ups and delivery of emergency services*	4	3	2	1	0
5. A system that ensures the health and well-being of the school community through:					
5.1 Available potable water for drinking and water for cleaning*	4	3	2	1	0
5.2 Healthy and nutritious food in the canteen or nutrition center*	4	3	2	1	0
5.3 Sanitation and hygiene in the canteen, drinking stations, comfort rooms, school grounds, buildings, classrooms and other ancillary learning areas*	4	3	2	1	0
5.4 Safety fixtures, devices and signages wherever needed*	4	3	2	1	0
6. Disaster and risk reduction requirements such as:					
6.1. emergency exits*	4	3	2	1	0
6.2. emergency evacuation plan*	4	3	2	1	0
6.3. disaster management plan and	4	3	2	1	0
6.4. regular conduct of fire and earthquake drills*	4	3	2	1	0
7. Hazard-free environment sufficiently far from gaming dens, recreation centers, funeral parlors and cemeteries, alcohol drinks-serving alleys, etc	4	3	2	1	0

B. Program Learning Spaces						
1. Provisions for adequate space, and appropriate structures and fixtures in:						
1.1. Classrooms/instructional rooms*	4	3	2	1	0	
1.2. Laboratories/Workshops/ Studios/Computer*	4	3	2	1	0	
1.3. Immersion Centers	4	3	2	1	0	NA
1.4. Library/ IMC*	4	3	2	1	0	
1.5. Athletic Facilities	4	3	2	1	0	
1.6. Ancillary Service Units	4	3	2	1	0	
1.7. School Grounds	4	3	2	1	0	
2. Safe and conducive environment for learning activities and responsive to the cultural context and the geographical conditions of the community it serves.	4	3	2	1	0	NA
C. Instructional Facilities and Equipment						
1. Prescribed equipment, tools and materials, and appropriate fixtures (demonstration tables, electrical and water fittings, fume hoods where needed, first-aid kit, shower, internet connections etc.) which conform to the minimum requirements of DepEd and the needs of subjects under the tracks/strands/ specializations offered in the following:						
1.1 Biology*	4	3	2	1	0	
1.2. Chemistry*	4	3	2	1	0	
1.3. Physics*	4	3	2	1	0	
1.4 Pre-Baccalaureate Maritime*	4	3	2	1	0	NA
1.5. Agri-Fishery*	4	3	2	1	0	NA
1.6. Home Economics*	4	3	2	1	0	NA
1.7. Industrial Arts*	4	3	2	1	0	NA
1.8. Computer*	4	3	2	1	0	
1.9. Speech*	4	3	2	1	0	
1.10. Sports*	4	3	2	1	0	
1.11. Music*	4	3	2	1	0	NA
1.12. Dance*	4	3	2	1	0	NA
1.13. Studios/Workshops*	4	3	2	1	0	NA
1.14 Others	4	3	2	1	0	
2. Adequate number of equipment, tools and materials with due consideration for maximum class size and total population requirements*	4	3	2	1	0	
3. Adequate, appropriate and up-to-date technology and equipment in the industry immersion centers	4	3	2	1	0	
4. Others	4	3	2	1	0	
Area Rating:						

COMMENTS:**Examples of Compliance Evidences:**

- Approved As-Built Plan
- Approved School Electrical Plan
- Local Engineering Unit Inspection Visit Results
- Energy Management Board Clearance Certificate
- Fire Department Clearance Certificate
- Calibrated school map
- Size of Program Learning Support Spaces
- Fixtures and Facilities Provisions for Program Learning Support Spaces
- Building Safety Fixtures and Services
- Safety School Structures
- Number of classrooms for student population
- Number of seats per classroom
- Size of classrooms
- Size of laboratories and specialized rooms
- Inventory list per Laboratory, Library and Specialized Rooms
- List of Equipment, Tools and Materials in Immersion Centers
- List of Acquisition in the last 3 years
- Updated Inventory List of Equipment Tools and Materials
- Class Size for Laboratory Subjects
- Number of Equipment/Tools of Required Items in the Curriculum Guide
- Number of Equipment/Tools available in the Immersion/Practicum Centers
- List of Technologies used in the Immersion/Practicum Centers
- Physical Plant Development Plan
- Clinic Equipment Tools/Materials Annual Inventory
- Clinic Annual Acquisition List of Equipment /Tools/Materials
- Clinic Emergency and First Aid Materials and Equipment
- Emergency Care Policies and Procedures
- Current Health Certificates of Food Handlers
- Certificate of Water Potability/Results
- Maintenance and sanitation SOPs
- Number of maintenance personnel assigned
- Preventive Maintenance Plan
- Fire and Earthquake Drill SOPs
- Floor plans

- Security personnel list
- Disaster and Risk-reduction Management Plan and SOPs
- Fire/Earthquake/Bomb Threat Evacuation plan
- Fire and Earthquake Compliance Certificates
- First-Aid Kits
- Building lay out
- Vicinity Map
- Site plan

H. ADMINISTRATION AND GOVERNANCE

Description

Administration and governance commits to the attainment of DepEd Kto12 standards and requirements and the school's philosophy vision, mission, goals, objectives and core values through its various programs and services. Its administrative organization (1) establishes policies, structures and processes to ensure effectiveness and efficiency of day-to-day operations and long-range planning, (2) implements resource management systems to strengthen operational stability and program sustainability, (3) fosters relevant and conducive learning climate towards productive professional and student development, and (4) cultivates collegial, collaborative and dynamic relationships with its stakeholders and the wider community supportive of quality student learning.

The Senior High School, in educating students toward preparation for collegiate career programs, business opportunities and gainful employment, recognizes the role of the community in the wholistic formation. A school that is grounded on the realities of the community and optimizes its resources provides responsive and functional delivery of the programs, tracks and strands it offers. Linkage with the community shows the students community expectations and industry perspectives in their discernment of life career options.

Basis of Evaluation

The school's Senior High School Program must have been granted Permit to Operate by the Department of Education. Its administrative organization is responsible for compliance with DepEd and other legislated requirements towards attaining its Recognition. Its governing policies and system mechanisms are defined in a published and well-disseminated Manual of Operations or Administrative Manual. Administrative leadership is manifest in the areas of operations management, human resource development, resource management and program sustainability and community extension. The school climate is characterized by positive culture and harmonious relationships among the members of the school community. There are collaborative structures which allow stakeholder participation in school management and decision-making, stakeholder participation in school management and decision-making.

Productive partnership with the community is evident in the structures and forms of support agreed between the school and the community. Community support is manifested in availability for collaboration and consultation, technical support in exposure and immersion activities and career education.

Standards of Compliance

A. Operations Management

1. A rationalized and functional organizational chart and system that clearly shows the different positions their areas of responsibilities and accountabilities and relationship of offices with each other.	4	3	2	1	0
2. Qualified School Principal/Coordinator with:	4	3	2	1	0
2.1 An MA Degree in Education* and a	4	3	2	1	0
2.2 Professional License*	4	3	2	1	0
3. A system of compliance with DepEd, SEC, DOLE, BIR, BOA, PRC and other legislated requirements and established policies, processes and procedures towards effective and efficient school management and operations.*	4	3	2	1	0
4. Accessible and retrievable records of the required application and recognition-supporting documents such as:	4	3	2	1	0
4.1. SHS Certificate of Permit to Operate/ Recognition/ Accreditation*	4	3	2	1	0
4.2. Annual Budget and Expenditures*	4	3	2	1	0
4.3. Tuition Fees and Other Fees*	4	3	2	1	0
4.4. Curricular Guides of Tracks / Strands / Specializations offered*	4	3	2	1	0
4.5. Profile of Academic and Non-Academic Personnel, including educational qualifications (TOR, Diploma and PRC license / TESDA Cert), job descriptions, teaching loads, working hours per week, etc*	4	3	2	1	0
4.6. Inventory of Instructional Tools and Equipments according to track/ strand /					

specializations*	4	3	2	1	0	
4.7. Memoranda of Agreements/ Memorandum of Understandings with Program Implementation Partners which includes engagement dynamics, laboratories- workshop equipments, work immersion SOPs, career guidance, etc *	4	3	2	1	0	
4.8. Documents of ownership of school sites under the school*	4	3	2	1	0	
4.9. Articles of Incorporation*	4	3	2	1	0	
4.10. Audited Financial Statements*	4	3	2	1	0	
4.11. Board resolution indicating purpose, school year of intended operation and SHS curriculum offered*	4	3	2	1	0	
4.12. School calendar*	4	3	2	1	0	
4.13. Class Program*	4	3	2	1	0	
4.14 <i>For Unique/ Special Tracks:</i> Recent studies relative to the proposed program citing job opportunities, social demands, trends and issues, potential enrollees and the 5Cs (community, child interest, curriculum, culture and commercial viability), identified partners and experts, MOU / MOC / MOA, potential resources (manpower, references, equipment and tools, financial sustainability and availability of funds) and written curriculum*	4	3	2	1	0	
5. A system of records-keeping built around a set of policies, processes and procedures that ensure confidentiality, security, accessibility and retrievability of school data, records, and documents according to Data Privacy Act	4	3	2	1	0	
6. An Administration Manual on school policies, processes and procedures that is accepted, published and well-disseminated	4	3	2	1	0	
B. Resource Management						
1. A professional development plan for school leaders and administrators that provides for their academic upgrading and development of their management Skills development*	4	3	2	1	0	
2. Established policies, processes and procedures that ensure:						
2.1 smooth transfer of responsibilities, properties and documents during changes in management	4	3	2	1	0	
2.2 confidentiality, security, accessibility and retrievability of school data, records and documents according to Data Privacy Act*	4	3	2	1	0	
2.3 stewardship through wise and proper use of human and material resources	4	3	2	1	0	
3. A compensation policy that provides salaries and benefits compliant with existing labor laws and recent legislations and promulgations such as Regional Wage Orders, Magna Carta for Women, Leave for Victims of Violence Against Women and their Children, etc.*	4	3	2	1	0	
4. A Plan of Succession and preparation for future school leaders and administrators	4	3	2	1	0	
C. Community Linkages						
1. A system that provides structures and opportunities for consultation and collaboration with internal and external stakeholders and the wider community towards informed decision-making, significant community support and attainment of the PVMGO*	4	3	2	1	0	
2. Consultations and agreements with government agencies but not limited to, DOLE, PRC, CHED, TESDA, MARINA, Chambers of Commerce and other industry						

associations on curriculum implementation and relevant partnerships*	4	3	2	1	0	
3. MOA/MOU/MOCs that define partnership arrangements on:						
3.1. Stakeholder engagement in localization of the curriculum*	4	3	2	1	0	
3.2. Work immersion*	4	3	2	1	0	NA
3.3. Apprenticeship*	4	3	2	1	0	NA
3.4. Facilities, equipment, materials and technology use *	4	3	2	1	0	
3.5. Career guidance and youth formation activities*	4	3	2	1	0	
3.6. Student safety and security*	4	3	2	1	0	
3.7. Student Immersion Performance evaluation*	4	3	2	1	0	NA
AREA RATING:						
Comments:						
Examples of Compliance Evidences:						
<ul style="list-style-type: none"> - SHS Certificate of Permit to Operate/ Recognition/ Accreditation - Annual Budget and Expenditures - Tuition Fees and Other Fees - Curricular Guides of Tracks / Strands / Specializations offered - Profile of Academic and Non-Academic Personnel, including educational qualifications (TOR, Diploma and PRC license /TESDA Cert), job descriptions, teaching loads, working hours per week, etc. - Inventory of Instructional Tools and Equipment's according to track/strand / Specializations - Memoranda of Agreements/ Memorandum of Understandings with Program Implementation Partners which includes engagement dynamics, laboratories- workshop equipments, work immersion SOPs, career guidance, etc - Documents of ownership of school sites under the school - Articles of Incorporation - Audited Financial Statements - Board resolution indicating purpose, school year of intended operation and SHS curriculum offered* - School Calendar* - Class Program* - <i>For Unique/ Special Tracks:</i> Recent studies relative to the proposed program citing job opportunities, social demands, trends and issues, potential enrollees and the 5Cs (community, child interest, curriculum, culture and commercial viability), 						

- identified partners and experts, MOU / MOC / MOA, potential resources (manpower, references, equipment and tools, financial sustainability and availability of funds) and written curriculum*
- School Organizational Chart
- 201 File of the Principal
- OTR of the Principal & Notarized Contract
- DepEd Recognition, DepEd –approved Schedule of Fees, Student Forms (SF 1-9), School Calendar, e-BEIs, etc
- GIS and Updated SEC Registration
- Audited Financial Statements
- Alpha List, etc.
- SSS, Phil Health, Pag-Ibig monthly Reports
- Others: PRC licenses of teachers, etc.
- School Calendar of Activities
- Minutes of General Assemblies and Council meetings, Ad Hoc and Standing Committee meetings
- List of Standing and Ad Hoc Committees and their Membership
- Minutes of Consultation Meetings with Stakeholders
- Minutes of Planning and Evaluation meetings with stakeholders
- Administration Manual
- Registrations Office Manual
- Rules and Guidelines on Record Keeping
- Minutes of Consultation Conference
- MOAs and MOUs between Schools and Government and /or Industry
- Collaboration structures/dynamics
- Collaboration partnership specifics
- Contracts
- Student Immersion performance Evaluation Forms
- Career Guidance Programs
- Minutes of the General Assemblies on discussions of the Administration Manual
- Records of Distribution of the Administration Manual
- Professional Development Plan for Administrators
- (Proposed) List of Upgrading Activities for Administrators
- Provisions/Assistance for Administrators' Upgrading
- Turn-Over SOPs
- Personnel Clearance Forms
- Data Management SOPs
- Minutes of BOT meeting
- Resource Management policies and SOPs
- Faculty Manual
- Financial School Sustainability Policies and Measures
- Salary Scale
- Pay Roll
- Benefit Package
- Feasibility Studies on Unique Tracks/Strands
- Community Survey of Needs
- Community Profile
- List of Industry Linkages and Partners
- Structures and Minutes of Project/Activity Collaboration of Teachers, Students and Industry Partners

- MOAs/MOUs/MOCs with Industry Partners
- Directory/List of Partners
- Profiles of Partners
- Minutes of Consultation Meetings with Partners
- Calendar of Meetings with Industry Partners
- Minutes/Reports of Evaluation Meetings with Partners

I. BUDGET AND FINANCE

Description

Financial management involves budgeting, procurement, disbursement, accounting and auditing processes and procedures which follow prescribed principles and legislated requirements. The business practices of the school seek to manage its fiscal and material resources to attain its philosophy, vision, mission, goals and objectives, needs of program/tracks/strands and school size.

Basis of Evaluation

The school operates on a school budget. Budget allocations for personnel, space, equipment and operations are appropriate and sufficient to sustain its programs and continued improvement plans. Budget control mechanisms are evidently established.

School finances are adequate to sustain effective and efficient delivery of programs and services. Income from tuition, fees and resource mobilization is appropriately spent for their intended purposes. There is evidence of financial stability to ensure the continued operations of the school and its programs in accordance with DepEd standards. The school maintains accurate records of financial transactions according to legal and ethical standards of accounting practice.

Standards of Compliance

1. A school financial policy and procedures manual that sets the appropriate fiscal and accounting policies and systematic procedures that ensure the effective and efficient delivery of varied services*	4	3	2	1	0
2. An annual budget approved by the Board of Trustees that is:					
2.1 collaboratively prepared by the various offices and responsibility centers	4	3	2	1	0
2.2 regularly monitored through the quarter budget performance reports and disseminated according to policy guidelines*	4	3	2	1	0
2.3 reflective and supportive of the Standards-based School Improvement Plan*	4	3	2	1	0
3. Systematic requisition, selection and procurement protocols that are well-disseminated, implemented and properly documented	4	3	2	1	0
4. A system for ensuring that all incomes from tuition and all other fees, and donations are properly utilized according to the purposes they are collected*	4	3	2	1	0
5. A system for generating revenue and raising funds from school and outside school sources for sustainability	4	3	2	1	0
6. A system of:					
6.1 supervision and management of resources for optimum operational efficiency*	4	3	2	1	0
6.2 establishment of internal control systems in budget implementation and*	4	3	2	1	0
6.3 designing financial strategies for sustainability*	4	3	2	1	0

AREA RATING:

Comments:

Examples of Compliance Evidences:

- Financial policy and procedures Manual
- Accounting Manual
- Administration Manual
- Department budget proposals and requests

- Minutes of department budget hearings
- Consolidated School Budget
- BOT-approved budget
- Quarter Budget Performance Reports
- Quarter Cash Flow Statements
- Minutes of Orientation-Dissemination meetings of the Quarter Budget Performance
- Distribution of Quarter Budget Performance Reports to the responsibility centers
- Minutes of Orientation-Dissemination meetings
- Annual Budget
- Budget performance reports
- Administrative Manual/Operations Manual, Department Manuals or SOPs
- Procurement and Construction Flow Chart
- Selection, Procurement and Construction Committee, its membership and minutes of their meetings
- Minutes of Orientation meetings
- Minutes of Evaluation meetings
- Statement of Income and Expenditures
- Income Generating Centers/Structures
- Deed of Donations/List of Donations
- Supervisory plan
- Supervisory Reports
- Department Evaluation Results
- Internal and External Audit calendars
- Internal and external Audit results
- Audited Financial Statements
- Cash Flow Management System
- Auditing System
- Internal Control Policies
- Financial policy and procedures manual
- SSIP
- Minutes of BOT/Administrative meetings
- Savings and investment portfolio
- Statement of other incomes

J. INSTITUTIONAL PLANNING AND DEVELOPMENT

Description

The school purposively lays down specific interventions for improvement of access, quality and governance with the help of the community and other stakeholders, through a systematic and continuous cycle of assessment, planning and implementation defined in a strategic three-year Standards – based School Improvement Plan (SSIP) and Annual Operational Plan. It assesses and communicates progress towards achieving the objectives for the continuing improvement of its educational programs and services which informs administrative decision- making.

Basis of Evaluation

The school is successful in meeting this standard when it implements a collaborative and on-going process for improvement that aligns the school's philosophy, vision-mission, goals and objectives and DepEd Kto12 goals with its size, function, community expectations and student career options.

Standards of Compliance

1. A system of on – going process for improvement that:						
1.1 is aligned with the school vision – mission and curriculum goals*	4	3	2	1	0	
1.2 responds to the school's size, function and stakeholder expectations for student learning*	4	3	2	1	0	
1.3 uphold student career development	4	3	2	1	0	
2. An annual operational plan drawn from the three-year SSIP*						
3. A system that utilizes school and student performance indicators as bases for school planning such as:						
3.1 Retention rate	4	3	2	1	0	
3.2 Completion rate	4	3	2	1	0	
3.3 National Achievement Test results*	4	3	2	1	0	
3.4 Teacher profiles*	4	3	2	1	0	
3.5 Learning facilities availability and adequacy*	4	3	2	1	0	
4. A system for collaboratively monitoring and evaluating the Annual Operational Plan and the Standards –based School Improvement Plan*						
5. A system for communicating the content and over-all effectiveness and impact results of the Standards-based School Improvement Planning						
AREA RATING:						

Comments:

Examples of Compliance Evidences:

- SSIP
- Department plans for improvement
- Minutes of department planning meetings
- Minutes of Administrative meetings/ BOT meetings
- E-BEIS
- Inventory of program and community needs
- Survey of parents'/community/ stakeholders' expectations
- Minutes SSIP planning meetings
- SSIP Monitoring and Evaluation Reports
- AOP Monitoring and Evaluation Reports
- School Performance Indicators
- Annual Operational Plan
- Survey of student's expectation
- Career Development Program

Certification-Compliance Rules

The use of a Decision Rule based on ratings in Power and Support Standard items.

Area Rating is based on the following Decision Rule:

- 4 --- For a mode of 4 in the Power Standards and rating of at least 3 in the Support Standards
- 3 --- For a mode of 3 in the Power Standards and rating of at least 2 in the Support Standards
- 2 --- For a mode of 2 in the Power Standards
- 1 --- For a mode of 1 in the Power Standards
- 0 --- For a mode of 0 in Power Standards

The Certification Overall Rating based on a Decision Rule is as follows:

- 4 – For a rating of 4 in all Core Areas and 3 or higher in Support Areas
- 3 – For a rating of 3 in all Core Areas and 2 or higher in Support Areas
- 2 – For a rating of 2 in all Core Areas and 2 or higher in the Support Areas
- 1 – For a rating of 1 in all Core Areas and 1 or higher in the Support Areas
- 0 – For a rating of 0 in all Core Area

ANNEX / RE-CERTIFICATION/REVISIT / CERTIFICATION

School: _____ I. D. Number: _____

Areas		Area Rating
I.	Philosophy, Vision, Mission, Goals and Objectives	N.A.
II.	Core Areas: Curriculum, Assessment and Instruction	
	Work Immersion and Culminating Activity	
	Instructional Leadership	
	Faculty	
	Administration and Governance	
III.	Support Areas: Academic Support and Student Development Services	
	Physical Plant and Instructional Support Facilities	
	School Budget and Finances	
	Institutional Planning and Development	
	General Rating	

CLASSROOM OBSERVATION FORM

Name of School:						
Region:						
Address:						
Name of Teacher:						
Subject of Instruction:				Grade Level/Section:		
Name of Observer:				Date of Observation:		
RATING SCALE:						
4 - Performance of this item is innovatively done.						
3 - Performance of this item is satisfactorily done.						
2 - Performance of this item is partially done due to some omissions.						
1 - Performance of this item is partially done due to serious errors and misconceptions.						
0 - Performance of this item is not observed at all.						
A. TEACHER ACTIONS						
1.	The teacher communicates clear expectations of student performance in line with the unit standards and competencies	4	3	2	1	0
2.	The teacher utilizes various learning materials, resources and strategies to enable all students to learn and achieve the unit standards and competencies and learning goals.	4	3	2	1	0
3.	The teacher monitors and checks on students' learning and attainment of the unit standards and competencies by conducting varied forms of assessments during class discussion.	4	3	2	1	0
4.	The teacher provides appropriate feedback or interventions to enable students in attaining the unit standards and competencies.	4	3	2	1	0
5.	The teacher manages the classroom environment and time in a way that supports student learning and the achievement of the unit standards and competencies.	4	3	2	1	0
6.	The teacher processes students' understanding by asking clarifying or critical thinking questions related to the unit standards or competencies.	4	3	2	1	0
B. STUDENT LEARNING ACTIONS						
7.	The students are active and engaged with the different learning tasks aimed at accomplishing the unit standards and competencies.	4	3	2	1	0
8.	The students use different learning materials and resources including technology to achieve the learning goals of the unit standards and competencies.	4	3	2	1	0
9.	The students share their ideas, reflections or solutions to thought-provoking questions and real life challenges or problems related to the unit standards and competencies.	4	3	2	1	0
10.	The students collaborate, plan together and have meaningful interactions	4	3	2	1	0

	with each other to meet the unit standards and competencies.					
11.	The students are able to explain how their ideas, outputs or performances accomplish the unit standards and competencies.	4	3	2	1	0
12.	The students, when encouraged or on their own, ask questions to clarify or deepen their understanding of the unit standards and competencies.	4	3	2	1	0
13.	The students are able to relate or transfer their learning to daily life and real world situations.	4	3	2	1	0
14.	The students are able to integrate 21 st century skills in their achievement of the unit standards and competencies.	4	3	2	1	0
15.	The students are able to reflect on and connect their learning with the school's PVMGO.	4	3	2	1	0
	TOTAL					
	AVERAGE					