



Republic of the Philippines
Department of Education
Schools Division of Calbayog City
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DIVISION MEMORANDUM

No. 192 s. 2025

To : Assistant Schools Division Superintendent
CID/SGOD Chiefs
Education Program Supervisors
Public Schools District Supervisors
Secondary/Elem School Heads (Public & Private)
Guidance/Class Advisers /Subject Teachers
All Other Concerned

FROM :  **MARGARITO A. CADAYONA, JR. PhD, CESO VI**
OIC - Schools Division Superintendent



SUBJECT: **ASSESSMENT TOOLS ON THE IMPLEMENTATION OF HOMEROOM GUIDANCE (HGP) FOR KINDERGARTEN TO GRADE 12 LEARNERS SY 2024-2025**

DATE : **April 7, 2025**

1. Pursuant to DepEd Order No. 10, s. 2024 on Implementation of MATATAG Curriculum which reinforced the not less than 45 minutes per week implementation of Homeroom Guidance Program (HGP); attached are the **ASSESSMENT TOOLS ON THE IMPLEMENTATION OF HOMEROOM GUIDANCE PROGRAM (HGP) for Kindergarten to Grade 12 Learners** for SY 2024-2025 to be accomplished by the class advisers or the teacher handling HGP.
2. Every quarter, Class Adviser/s or HGP teacher shall accomplish and attach the *Learners Development Assessment Tool* (DM-OUCI-2021-346) to student's Form 138 (Report Card) representing students HGP performance then to be presented to parents/guardian during quarterly meetings. The assessment tool shall form part of the students Form 138 or Report Card and other student school records.
3. Expenses for the reproduction of HG modules/materials can be charged against School MOOE and other support funds subject to the existing accounting and auditing rules and regulations.
4. Immediate dissemination and strict compliance with this Memorandum are desired.



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Annex 5:

HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT

School Year: _____

KINDERGARTEN

Name of Learner: _____ Section: _____

Name of Section Adviser: _____ Learning Modality: _____

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

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

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



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

Name and Signature of Adviser:
 Name and Signature of Guidance Counselor/Designate:
 Name and Signature of School Head:
 Name and Signature of Parent/ Guardian:

* * * * *

Name of the student:

Date:

Grade/Section:

Teacher:

Parent/Guardian:

School Head:

Guidance Counselor/Designate:

Adviser:



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HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT

School Year: _____

GRADE 1 -3 (Primary Level)

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

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

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

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



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

Name and Signature of Adviser:

Name and Signature of Guidance Counselor/Designate:

Name and Signature of School Head:

Name and Signature of Parent/ Guardian:



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HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT

School Year: _____

GRADE 4-6 (Intermediate Level)

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

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

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

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



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

Name and Signature of Adviser:

Name and Signature of Guidance Counselor/Designate:

Name and Signature of School Head:

Name and Signature of Parent/ Guardian:



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HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT

School Year: _____

GRADE 7-10 (Junior High School)

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

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

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

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



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HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT

School Year: _____

GRADE 7-10 (Junior High School)

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

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

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

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



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

Name and Signature of Adviser:
 Name and Signature of Guidance Counselor/Designate:
 Name and Signature of School Head:
 Name and Signature of Parent/ Guardian:



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HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT

School Year: _____

GRADE 11-12 (Senior High School)

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

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

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

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



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Name and Signature of Adviser:
Name and Signature of Guidance Counselor/Designate:
Name and Signature of School Head:
Name and Signature of Parent/ Guardian:



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Annex 1: Homeroom Guidance Class Observation Tool

HOMEROOM GUIDANCE CLASS OBSERVATION TOOL
(For HG Teachers)

Grading _____ School Year _____

Name of Adviser: _____ Rating: _____
Date/Time: _____ Grade Level / Section: _____

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

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

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



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

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

Computation:

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

Verbal Description

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

Commendations:

Recommendations

This evaluation was shown and discussed to me:

 Adviser's signature over printed name

 Date



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

Homeroom Guidance School Implementation Tool

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

Total No. of Classes for 2022-2023	Total No. of Classes that Implemented Homeroom Guidance Program

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

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

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



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