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UNNUMBERED MEMORANDUM

TO: Concerned Public Schools District Supervisors, School Head of Claro M. Recto Memorial Elementary School, Tiaong I District and Hondagua National High School Lopez West District

FROM: MERTHEL M. EVARDOME, CESO V
Schools Division Superintendent

SUBJECT: Guidelines on the Implementation of Regional Curriculum Matrix (RCM) for CALABARZON - SY 2019-2020

DATE : June 21, 2019

Attached herewith is the Regional Memorandum No. 305 s. 2019 titled Guidelines on the Implementation of Regional Curriculum Matrix (RCM) for CALABARZON - SY 2018-2020.

For immediate and widest dissemination.

cid-ims/lsw/rqn/08/20/2019

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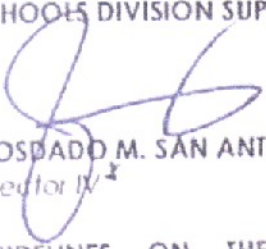


REPUBLIC OF THE PHILIPPINES
Department of Education
REGION IV-A CALABARZON
Gate 2 Karangalan Village
1900 Cainta, Rizal



DS #239172

TO : SCHOOLS DIVISION SUPERINTENDENTS

FROM :  DIOSDADO M. SAN ANTONIO
Director IV

SUBJECT : GUIDELINES ON THE IMPLEMENTATION OF REGIONAL CURRICULUM MATRIX (RCM) FOR CALABARZON - SY 2019-2020

DATE : May 10, 2019



1. With reference to Paragraph 3 Section 5 of the Enhanced Basic Act of 2013 and RM 628, s. 2018 re: LSFL, Effective SY 2019-2020, the K to 12 Curriculum Guide with RCM Code shall be implemented and used by all public schools in the region. The Curriculum Guide with RCM Code can be downloaded at depedcalabarzon.ph.
2. As a standard of learning for learners, the Regional Curriculum Matrix (RCM) is a list or set of standards and learning outcomes per key stage. They are defined sets of knowledge, skills, values, mindsets or expectations at a certain age. The well defined set of standards per key stage direct and give a strong sense of purpose to teachers and learners while creating a culture of accountability for learning to all types of learners.
3. To effectively implement the RCM in the teaching learning process and to strengthen the philosophy of total learner development, teachers are encouraged to use the lesson design and format in Enclosure No. 2. Only learning competencies in all learning areas with RCM Codes shall follow the lesson design and format presented in the enclosure. All other learning competencies in the K to 12 Curriculum Guide shall follow the guidelines stated in DO No. 42, s. 2017.
4. Education Program Supervisors and Principals as curriculum managers and learning leaders are encouraged to peruse the attached guidelines for proper monitoring and evaluation in the implementation of this curricular program in all public schools. Quarterly M&E report prepared by CID Chiefs shall be forwarded to clmd.calabarzon@deped.gov.ph using the template in Enclosure No. 3.



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5. For more details or queries, you may call **Mr. Job S. Zape, Jr.** RCM Lead, Office of the Curriculum and Learning Management Division (CLMD) at (02) **647-4914/ 682-5773 local 110.**
6. Widest dissemination of and strict compliance to this Memorandum is directed.

IMPLEMENTING GUIDELINES ON THE USE OF THE REGIONAL CURRICULUM MATRIX

I. Rationale

1. To achieve quality learning outcomes, learners need to see why and understand that their learning matters (Department of Education and Training, NSW, 2003). It is unrealistic to expect learners to be engaged about learning if they can not see the purpose and use of it. Learners need to see that the things they are learning are relevant and significant to their understanding of his /her immediate environment and to the world as a whole. If teachers can not establish this relevance, learners will not bother to take much interest in whatever lesson/ experience teachers are trying to teach especially that nowadays learning happens anytime in any learning spaces and contexts.
2. Taking into account the Basic Education Assessment in CALABARZON for Learners (BEAC) conducted in 2018 and 2019, results revealed that 75 % of the learners perform satisfactorily in just one assessment strand (Strand 1: Knowledge with Understanding) out of the three strands. This is supported by another set of data from the 2019 Survey on the level of difficulty and ease of using DLL or DLP to 5,000 elementary and secondary teachers of CALABARZON, where only 50 % of the teachers preferred the procedures in DO 42, s. 2015. These results were utilized by CLMD as relevant data in crafting indicators for achieving quality in teaching regardless of the expertise and experience of teachers as facilitators of learning.
3. Guided by the provisions of RA 10533 Section 5 and Rule II Section 10 of DepEd Order No.43 s. 2013, the region through the CLMD takes an initiative in making the curriculum learner-centered, inclusive, developmentally appropriate, relevant, responsive, research-based, culture sensitive, contextualized, global, constructivist, reflective, collaborative and inquiry-based to ensure the holistic development of learners knowledge, skills and attitude from Kindergarten to Grade 10 putting highest premium on quality.
4. The K to 12 Curriculum being the core curriculum was articulated through a review process which directly addresses the concerns on quality particularly learners' performance and achievement in the attainment of the learning outcomes indicated in the Regional Core Benchmarks.
5. The curriculum review as a core process uses constructive alignment for a series of evaluation and review of curricular documents, learning activities and practices to produce the benchmarks for each grade level and key stage. The list of benchmarks produced at the end of the process is an articulated curriculum known as the Regional Curriculum Matrix (RCM) composed of 100 Learning Competencies taken from the thousands of LCs in the K to 12 Curriculum.



6. The RCM Version 1.0 (RCM V1.0) as an articulated curriculum establishes the minimum key stage standards for the three key stages (Key Stages 1-3). The RCM Version 2.0 (RCM V2.0), which is underway, includes the RCM for ALS, SPED, IPED, ALIVE, MADRASAH and SHS (Key Stage 4).
7. The design of the RCM is influenced by various philosophical and psychological principles focusing on the following:
 - the nature of the learner
 - what and how learners shall learn
 - how learners shall use the KSAs in their immediate environment and relevant contexts

4.a Principles and Purposes

Principle 1: Learners have the desire to learn. Their knowledge, skills, values and ideas affect their learning.

Principle 2: Learners need to be given various learning opportunities and exposure to differentiated learning spaces to maximize learning.

Principle 3: Learners need clear, encouraging and timely feedback for their learning.

Principle 4: Learners' self-regulation assists learning. Self-regulatory skills can be taught.

Principle 5: Learners' creativity can be fostered.

Principle 6: Learners become accountable in meeting the target learning outcomes when given an opportunity to learn and be motivated.

Principle 7: Learners see targets and goals that are short term, specific and moderately challenging to further enhance their motivation.

Principle 8: Learners reflect on their experiences or engagement, use analytical skills to contextualize them and make decisions to solve complex problems.

Principle 9: Learners' responses drive lessons in shifting instructional strategies and interventions.

Principle 10: Learners' KSAs are best measured with assessment and evaluation processes grounded on psychological science with well-defined standards for quality and fairness.

8. The RCM articulation is the result of blending the essentials of the three basic curriculum designs: learner-centered, subject-centered and problem-centered design. To draw the standards for each key stage, all learning competencies are converted to a benchmark that spells/suggests a learning outcome using the 10 elements of the RCM for Quality Outcomes; thus, a learning competency in any learning area with RCM Code has an equivalent benchmark.
9. Vertical-horizontal articulation was employed in the review process to develop the key stage standards. Vertical articulation for RCM refers to the way in which contents are organized as to the sequence of continuity of learning experiences while horizontal articulation is the integration of curricular contents of different learning areas and domains (Fabrikat & Wachowitz, 2007). The latter was given an emphasis by segregating the skills and content similar in logic or subject matter through correlation, blending, integration and interconnection of key stage-appropriate knowledge, values and experiences.
10. The RCM is a forward leaning curriculum devoid of overlapping and overloaded cognitive skills, paper and pencil tests and traditional approaches in managing an inclusive class. It promotes the context of one learning competency binding the three learning domains into one learning outcome. It is age-appropriate providing learners with more opportunities for developing oneself, strengthening one's moral fiber and sense of values, enhancing nationalism and patriotism, solving issues and problems, and promoting collaboration, independence and self-discovery as part of lifelong learning framework.
11. The learning outcomes in every key stage assure the Department that learners at their age possess appropriate KSAs, show commitment to personal and social responsibility, exemplify ability to synthesize and apply authentic learning skills to solve real-world problems in their immediate environment.

II. Scope of the Regional Policy

12. These guidelines shall be used by all public elementary and secondary schools in the region in meeting the expected learning outcomes per key stage. The implementation begins on 12 August 2019, the 1st week of the Second Quarter of the School Calendar as per DepEd Order No. 07, s. 2019. All schools are encouraged to implement the contents of this Memorandum together with the identified lead schools of the region.

RCM LEAD SCHOOLS : ELEMENTARY and SECONDARY SCHOOLS

The RCM Lead Schools are the pilot implementing schools in the region who shall be given technical assistance by the CLMD in terms of delivery and assessment of the program.

Bacoor City : Habay Elem School / Bacoor National High School Villa Maria
 Lipa City : Bagong Pook Elem School / Lumbang Integrated School
 Batangas : San Isidro Labac ES / Malakim Pook NHS
 Cavite : Naic Elem School / Amadeo National High School
 Quezon : Claro M. Recto Central School / Hondagua NHS
 Antipolo City : Mambungan Elem School / San Isidro NHS
 Rizal : Simeon R. Bendana Memorial ES / FP Felix NHS
 Tayabas City : Tayabas East Central School / Luis Palad integrated School
 Tanauan City: Tanauan North Central School/ Banjo Laurel NHS
 Laguna : Sta. Cruz Central Elem School/ P. Guevarra MNHS
 Sta. Rosa : Sta. Rosa ES Central 1/ Pulong Sta. Cruz NHS
 San Pablo : Del Remedio ES / San Vicente NHS
 Calamba : Jose Rizal Memorial School/ Camp V. Lim Integrated School
 Binan City : Binan Elem School / Binan Integrated National High School
 Lucena : Gulang-Gulang ES/ Dalahican NHS
 Imus City : Imus Pilot Elem School/ Gen. Emilio. Aguinaldo NHS
 Batangas City: Batangas City East Elem School/ Banaba West NHS
 GenTriasCity : Gregorio S. Alona Sr. MES/ Gen Trias Main NHS
 Cavite City : Ladislao Diwa ES/ Cavite National High School
 Dasmariñas : Dasmariñas Elem School / F. E. Barzaga Integrated School
 Cabuyao : Cabuyao Central School/ Pulo National HS

All RCM Lead Schools and other implementing schools shall log in quarterly at this link <http://tinyurl.com/RCMMonthlyReport> to submit observations and report in excel format. In generating the status report, the principal shall review and sign the RCM DLL.

III. Definition of Terms

13. For the purpose of this policy, the following terms are operationally defined:

- a. **Constructive Alignment** refers to the linking of learning outcomes to various curriculum elements like essential skills map, competencies, pedagogy, assessment and other essential elements that foster better learner achievement and performance.
- b. **Essential Learning Competencies** are the standards in each key stage needed by each learner to learn, understand, use and apply in an environment/ situation of varying contexts. These are also the standards that shall be taught and assessed by teachers.
- c. **Key Stage** refers to stages of basic education in the Philippines. These are Key Stage 1 - Kindergarten to Grade 3, Key Stage 2 - Grade 4 to 6, Key Stage 3 - Grades 7 to 10 and Key Stage 4 - Grades 11 to 12.
- d. **Learner** refers to a pupil or student enrolled in basic education of the Department of Education.
- e. **Learner- Centered** refers to a methodology that puts learners interest first, acknowledging learners' ability, interest and values central to the learning experience. It puts premium in placing responsibility in the hands of the learner by sharing the skills and concepts in a given time in an appropriate learning opportunity. At the end of the learning engagement, learners are accountable in constructing meaning from new information and prior experiences.
- f. **Learning Areas** refers to the subjects in the basic education curriculum like English, Filipino, Mathematics, Science, Araling Panlipunan (AP), Music Arts Physical Education and Health (MAPEH), Edukasyon sa Pagpapakatao (EsP) and Technology and Livelihood Education (TLE).
- g. **Learning Outcomes** refer to a statement or standard that describe the KSAs of learners acquired at the end of the particular learning experience. They are comprehensive set of goals or targets that are fostered and developed across to learners' entire educational experience.
- h. **Life Skills** are skills or behaviors that enable individuals to adapt and deal effectively with the demands and challenges they encounter in life.
- i. **RCM Standards** are minimum learning standards for every learner in a certain key stage. These set the standard and accountability for learning and are to be taught and needed to be measured.
- j. **Regional Core Benchmarks** are set of essential regional expectations for each learner.

IV. Policy Statement

14. DepEd CALABARZON issues these guidelines to ensure effective use and implementation of the RCM in public elementary and secondary schools of the region. The SDOs, through the Curriculum Implementation Division (CID), shall oversee the implementation of these guidelines in all schools under their jurisdiction.

V. RCM Framework, Curriculum Delivery Process and other Related Issuances



Fig. 1: The RCM Framework

15. The RCM Framework embodies the principles promoted and prescribed in the K to 12 Curriculum Framework (DO 43, s. 2013), BEAC (RM No. 170, s. 2019), Learning-Focused School Leadership or LFSL (RM 268, s.218), Philippine Professional Standards for Teachers or PPST (DO 42, s. 2017), School-Based Management or SBM (DO 45, s. 2015), Authentic Literacy, Core Values, Global Citizenship, Life Skills, Post Modern Pedagogy, the New General Education framework and other essential players and drivers in education.
16. To deliver the RCM in all classrooms, teachers, principals and supervisors shall be guided by the process flow indicated in Enclosure 3.
17. For teachers to implement the RCM with ease, learning competency **WITH RCM Code** shall follow the format indicated in the succeeding pages. Learning Competencies **WITHOUT RCM Codes** shall strictly follow DO 42, s. 2016 (Policy Guidelines on Daily Lesson Plan Preparation for the K to 12 Curriculum).

Table 1. DLL/DLP Format of Learning Competency with and without RCM Codes

DO 42, s. 2016	RM 19-305
I. Objectives a. Content Standard b. Performance Standards c. Learning Competencies or Objectives	I. Objectives a. Content Standard b. Performance Standards c. Learning Competency d. RCM for the LC and Code
II. Content	II. Content and Core Content
III. Learning Resources A. References a. Teacher's Guide Pages b. Learner's Material Pages c. Textbook Pages d. Additional Materials from Learning Resource B. Other Learning Resources	III. Learning Resources A. References a. Teacher's Guide Pages b. Learner's Material Pages c. Textbook Pages d. Additional Learning Resources B. List of Learning Resources for Development and Engagement Activities
IV. Procedures a. Lesson Review b. Purpose of the Lesson c. Presentation of Samples d. Discussion e. Mastery Development f. Application g. Generalization and Abstraction h. Evaluation i. Additional Activities or Remediation	IV. Procedures a. Introduction How will you present the lesson to all types of learners? b. Development How will you develop the pre-requisite skills and the foundational skills? How will you develop learners' mastery on a given competency? c. Engagement What appropriate pedagogical or real-world tasks and learning opportunities will be presented and implemented for all learners to learn? d. Assimilation What are the ideas or contexts that will be processed so that learners can assimilate and refine their knowledge, skills, attitudes and values ?
V. Remarks	V. Reflection on the type of Formative Assessment used for this particular lesson.
VI. Reflection	VI. RCM Report Card of Teachers

***The ones in bold letters reflect the refinement of the DLL format for RCM.

18. In preparing a DLL or DLP for LCs with RCM codes, teachers shall develop or write only one (1) teaching objective that embeds the cognitive, affective and psychomotor domains of learning. Using the RCM Budget of Work (BOW), teachers shall implement the RCM Lesson Plan in any of the days for a learning competency as per code given in the K to 12 CG. See Enclosure 4.

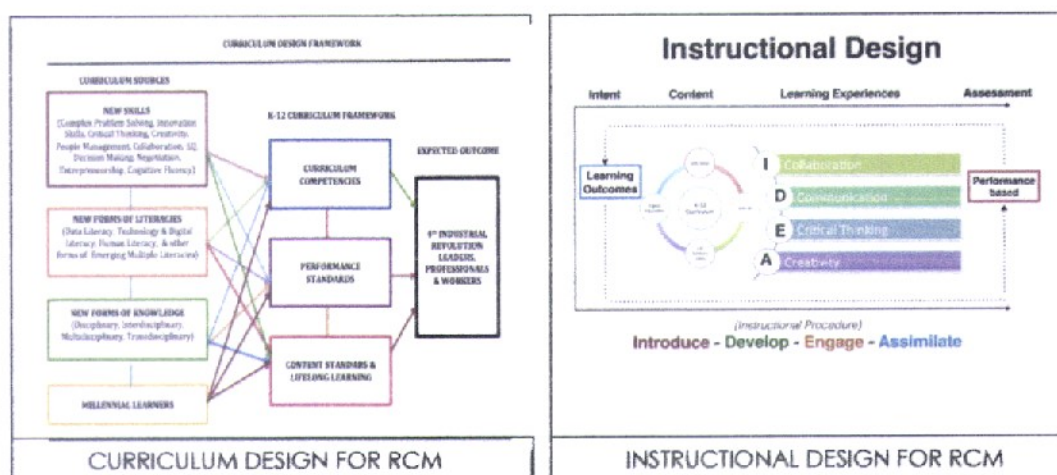


Figure 2. The Curriculum Design and Instructional Design of the RCM

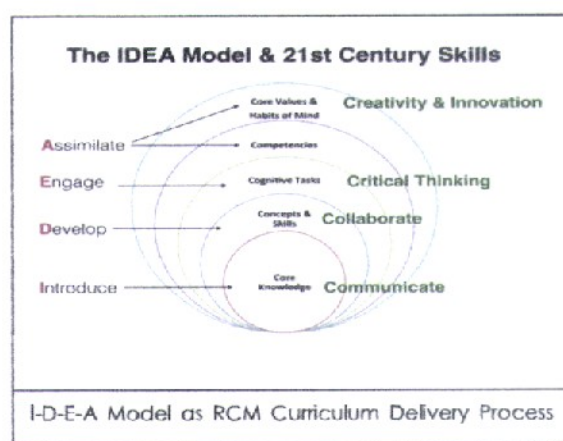


Figure 3. The RCM Instructional Design & the Embedded 21st Century Skills

19. The curriculum process delivery of RCM follows four main teaching learning phases with the teacher as a facilitator of learning using **the I-D-E-A model** for a 40 minute or one hour lesson: **Introduction:** the I phase, **Development:** the D phase, **Engagement:** the E phase and **Assimilation:** the A phase.

- 19.1 In the **I Phase**, the teacher utilizes appropriate strategies in presenting the learning competency and the learning outcomes of the day, expound on previous experiences and core knowledge of the learners, purpose of the lesson, core content and relevant samples. This allows teachers to maximize learners' awareness of their own knowledge as regards to the content and skills required for the day.

- 19.2 In the **D Phase**, the teacher presents activities, tasks and contents of value and interest to the learners. Most of these activities and tasks must simply and directly revolved around the concepts and skills to develop and master the skills or the competency.
- 19.3 In the **E Phase**, the teacher allows the learners to be engaged in various tasks and opportunities in building their KSAs to meaningfully connect their learnings. This further requires teachers to engage and expose all learners to real life situations that will ignite their interests to meet the expectations, make their performance satisfactory or produce a product or performance.
- 19.4 In the **A Phase**, the teacher brings the learners to a process where they develop ideas, interpretations, mindset or values and create pieces of information that will form part of their knowledge in reflecting, relating or using it effectively in any situation or context. This also requires teachers to encourage learners in creating conceptual structures giving them the avenue to integrate new and old learnings.

RCM TEACHING LEARNING PROCESS	FOCUS	RCM ADJUSTMENTS 4 R
INTRODUCTION	Learning Competency Learning Outcomes	Recall
PANIMULA DEVELOPMENT	Core Content & Values Concepts and Basic Skills Developmental Activities	Remediation
PAGPAPAUNLAD ENGAGEMENT	Learning Opportunities Hands on Engaging Activities Learning Points	Reflection
PAKIKIPAGPALIHAN ASSIMILATION	Performance or Output New Skills/New Knowledge/Idea Habits of Minds	Relearning
PAGLALAPAT	Life Skills	

Figure 4. RCM Teaching & Learning Adjustments to accommodate Diverse Learners

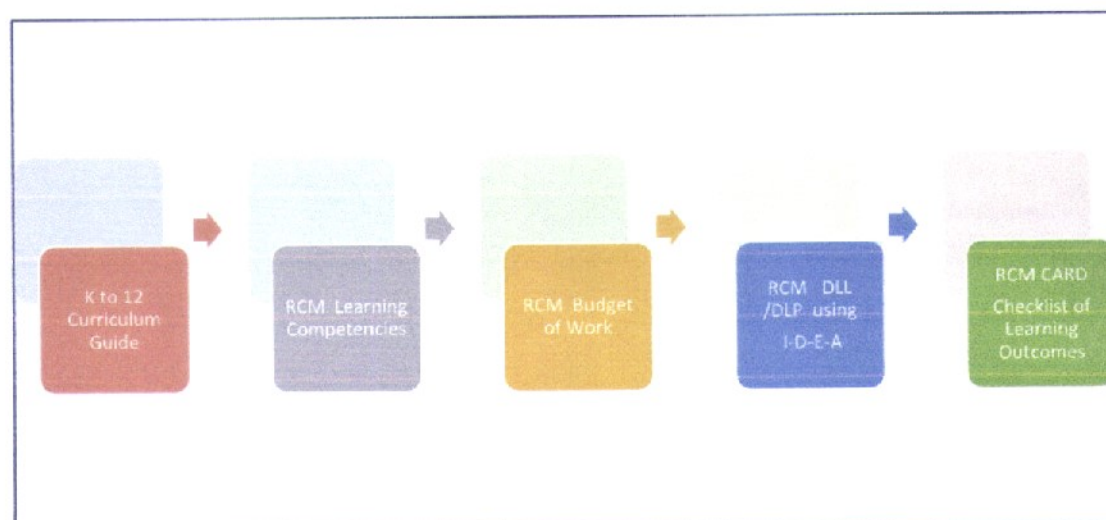


Figure 5. Process Flow for the Effective Implementation of RCM using the Basic Curriculum Materials

20. The preparation of the DLL /DLP with RCM Codes shall be part of the performance assessment of those who are in the Teacher I-III and Master Teacher I-IV positions through the RPMS. Compliance in making a DLL/DLP with RCM shall be based on RPMS and PPST procedures. All other contents of the RCM shall form part of the priority contents for SLAC.

VII. Assessment of Learners and Learning Outcomes

21. With reference to DO 8, s. 2015, all approaches and types of classroom assessment, activities, criteria, guides and recording methods are to be used in all RCM DLL/DLP. Teachers are encouraged to utilize the four common ways on finding out what learners know and understand and what they can do through observation, interview, evaluation of learners output and use of formative assessment tests. Varied formative assessment and performance tasks are highly encouraged to maximize the attainment of learning outcomes. Assignment or Agreement is not an essential part of an RCM lesson.

VIII. Monitoring and Evaluation

22. To monitor and evaluate the delivery and effective implementation of schools, School Heads and Public Schools District Supervisors shall peruse the RCM Budget of Work per learning area per grade level, RCM Flow Chart and the Learning-Focused School Leadership (LFSL) Implementing Guidelines – Domain 3. They shall check and sign the monthly RCM Status Report prepared by teachers in each school.

23. The CLMD and the CID shall monitor the full compliance of lead schools on the provisions of these guidelines. RCM Monitoring and Evaluation Form accomplished by the school principals shall be evaluated by the CID Education Program Supervisors. The consolidated M&E Report shall be submitted to CLMD on the last week of each quarter of the school year. See Enclosure 6.

V. REFLECTION

- a. No. of learners who meet the expectation for the day**
- b. No. of learners who require additional activities for development/ remediation**
- c. No. of learners who need more engagement tasks**
- d. No. of learners who exceeded the expectations**
- e. No. of learners who did not meet the minimum expectations**
- g. No. and kinds of materials use to optimize learning of all learners**

Fig 6. Part of the RCM DLL/DLP for M & E Report

VIII. Effectivity

24. This regional memorandum provides direction and guidance to all public elementary and secondary teachers in all schools in the region relative to its use and implementation. This shall take effect immediately upon its publication.

IX. Enclosures

1. RCM 2019 Implementing Guidelines
2. RCM Regional Curriculum Benchmarks / Key Stage Standards
3. RCM Process Guide for Teachers, Principals and Supervisors
4. RCM K to 12 CG with RCM Codes and Budget of Work
5. RCM Teachers Guide using the I-D-E-A Model
DLL/DLP Sample Format
6. RCM M & E Tools

X. References

a. DepED Issuances and Resources

A Manual on the Assessment of School-Based Management Practices. DepEd, 2009.

Classroom Assessment Resource Book : Kindergarten to Grade 10. DepEd, 2018.

DepEd Order No. 42, s. 2016: Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program

DepEd Order No. 42, s. 2017: National Adoption and Implementation of the Philippine Professional Standards for Teachers

DepEd Order No. 007, s. 2019: School Calendar for School Year 2019-2020

Dep Ed Order No. 8 s. 2015 : Policy Guidelines on Classroom Assessment for the K12 BEP

Dep Ed Order 35. 2016: The LAC as the K to 12 BEP School Based CPD Strategy

DepEd Order 32, s. 2012 : The IRR of RA 10057

DepEd Order 43, s. 2013: The IRR of the K to 12 Basic Education Program

RA 10533 : Enhanced Basic Education Act of 2013

RM 023, s. 2016: Implementation of the Pedagogical Approaches by RA 10533

RM 268, s. 2018: Learning Focused School Leadership Framework (LFSL)

b. Resources and Readings

Childrens Thinking. Bjurklund D. F. 2012.

How to Integrate the Curricula. Fogarty R. 2005.

How to Assess Authentic Learning. Burke K. 2003.

Learning How to Learn: Oakley B, et.al . 2018 .

Outcome Based Education: Critical Issues & Concerns . Spady, W.G. 1994.

Pavlovs Children: Performance Based Education. Wilson B. A. 2018 .

Theories of Developmental Psychology. Miller P.H. 2011 .

The Cultural Native of Human Development. Roguff L. B. 2003.

The 4th Education Revolution. Seldon A. 2018

The Regional Curriculum Matrix (RCM)

Version 1, 2019.

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CLMD OIC Chief	: Job S. Zape Jr.

For inquiries and feedback, please log in, email or call us at :

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Snail Mail : Department of Education Region IVA
Gate 2 Karangalan Drive Cainta Rizal Philippines

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Enclosure No. 3

PROCESS FLOW / GENERAL GUIDE TO IMPLEMENT/ USE THE RCM



SIMPLE STEPS TO IMPLEMENT THE RCM

Enclosure No. 4

BUDGET OF WORK PER LEARNING AREA PER GRADE LEVEL
(SOFT COPY IS DOWNLOADABLE AT THE WEBSITE)

TEACHERS' GUIDE IN USING THE RCM I-D-E-A MODEL

I	<p>Teachers shall utilize various strategies in presenting the learning competency, purpose of the lesson and the learning outcomes of the day, underscore previous experiences of the learners, the core ideas and relevant examples.</p> <p>He/ she shall maximize this part on making the learners aware of their own knowledge on the contents and skills required for the day.</p>
D	<p>Teachers shall present activities, tasks and contents of value and interests to the learners needs and styles. These activities and tasks must simply and directly revolved around the core contents and skills of the learning competency.</p> <p>He / She shall introduce scaffolding activities to support the learning process of all learners, maximize the time so that learners can determine how far they can go, build and master the content and skills required in the learning competency.</p>
E	<p>Teachers shall allow learners to be engaged in various tasks and opportunities that shall build their KSAs for them to meaningfully connect their learnings using varied, relevant and up to date teaching and learning resources or support instructional materials.</p> <p>He / She shall expose learners to real life situations that will heighten their interest to meet the expectations, make their performance satisfactory and present or produce an output or product.</p>
A	<p>Teachers shall bring the learners to a process where they can develop ideas or interpretations, refine their mindset or values and create pieces of information that will form part of learners knowledge in reflecting, relating or using it effectively in any situation or context.</p> <p>He / She shall encourage learners to create conceptual structures which shall give them the avenue to integrate and adapt new and old learnings.</p>

Enclosure No. 5


DLL/DLP FORMAT USING THE IDEA MODEL FOR LEARNING COMPETENCIES WITH RCM CODES

DLL/ DLP FORMAT WITH RCM CODE FOR KINDERGARTEN

KINDERGARTEN DAILY LESSON LOG	School		Grade Level	
	Teacher		Learning Area	
	Teaching Dates and Time		Quarter	


PROCEDURES (BLOCKS OF TIME)	OBJECTIVES Indicate the following: Learning Competency Code (LCC) RCM Code	CONTENT				
		I	D	E	A	A
ARRIVAL TIME	Developmental Domain(s)					
	Content Standard					
	Performance Standard					
	Learning Competency Code					
	Regional Curriculum Matrix					
MEETING TIME 1	Developmental Domain(s)					
	Content Standard					
	Performance Standard					
	Learning Competency Code					
	Regional Curriculum Matrix					
WORK PERIOD 1	Developmental Domain(s)					
	Content Standard					
	Performance Standard					
	Learning Competency Code					
	Regional Curriculum Matrix					
MEETING TIME 2	Developmental Domain(s)					
	Content Standard					
	Performance Standard					
	Learning Competency Code					
	Regional Curriculum Matrix					
NAP TIME						
SUPERVISED RECESS	Developmental Domain(s)					
	Content Standard					
	Performance Standard					
	Learning Competency Code					
	Regional Curriculum Matrix					
STORY	Developmental Domain(s)					
	Content Standard					
	Performance Standard					
	Learning Competency Code					
	Regional Curriculum Matrix					
WORK PERIOD 2	Developmental Domain(s)					
	Content Standard					
	Performance Standard					
	Learning Competency Code					
	Regional Curriculum Matrix					
INDOOR/ OUTDOOR	Developmental Domain(s)					
	Content Standard					
	Performance Standard					
	Learning Competency Code					
	Regional Curriculum Matrix					
MEETING TIME 3	DISMISSAL ROUTINE					

DLL FORMAT WITH RCM CODE FOR GRADES 1 TO 10

 DAILY LESSON LOG	School		Grade Level	
	Teacher		Learning Area	
	Teaching Dates and Time		Quarter	

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards					
B. Performance Standards					
C. Learning Competencies (Write the LC Code.)					
D. Regional Curriculum Matrix (Write the RCM Code.)					
II. CONTENT/ CORE CONTENTS					
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide Pages					
2. Learner's Materials Pages					
3. Textbook Pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources					
IV. PROCEDURES					
A. Introduction					
B. Development					
C. Engagement					
D. Assimilation					
V. REFLECTION					
a. No. of learners who meet the expectation for the day					
b. No. of learners who require additional activities for remediation					
c. No. of learners who need more engagement tasks					
d. No. of learners who exceeded the expectations					
e. No. of learners who did not meet the minimum expectations					
g. No. and kinds of materials used to optimize learning of all learners					

PORMAT NG DLL/DLP NA NAGLALAMAN NG RCM CODE PARA SA BAITANG 1 TO 10

 PANG-ARAW ARAW NA TALA SA PAGTUTURO	Paaralan		Baitang	
	Guro		Antas	
	Petsa at Oras		Markahan	

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
I. LAYUNIN					
A. Pamantayang Pangnilalaman					
B. Pamantayan sa Pagganap					
C. Mga Kasanayan sa Pagkatuto (Isulat and code sa bawat kasanayan.)					
D. Regional Curriculum Matrix (Isulat and code sa bawat kasanayan.)					
II. NILALAMAN					
III. KAGAMITANG PANTURO					
A. Sanggunian					
1. Mga Pahina sa Gabay ng Guro					
2. Mga Pahina sa Kagamitang Pangmag-aaral					
3. Mga Pahina sa Teksbuk					
4. Karagdagang Kagamitan mula sa Portal ng Learning Resource					
B. Iba Pang Kagamitang Panturo					
IV. PAMAMARAAN					
A. Panimula					
B. Pagpapaunlad					
C. Pakikipagpalihan					
D. Paglalapat					
V. Pagninilay					
a. Bilang ng mga mag-aaral na nakapagtamo ng inaasahang bunga para sa nasabing araw					
b. Bilang ng mga mag-aaral na nangangailangan bigyan ng karagdagang gawain para makapagtamo ng inaasahang bunga					
c. Bilang ng mga mag-aaral na nangangailangan ng karagdagang gawain sa pakikilahok					
d. Bilang ng mga mag-aaral na nakahigit pa sa inaasahang bunga					
e. Bilang ng mga mag-aaral na hindi nakapagtamo ng minimum na inaasahang bunga					
f. Bilang ng mga kagamitang pampagkatuto na ginamit sa pagpapaigting ng pagkatuto					

Enclosure No. 6

MONITORING AND EVALUATION TOOLS FOR SDOs, DISTRICTS & SCHOOL RCM REPORT

SCHOOL M&E REPORT FOR RCM						
SCHOOLS:			NO. OF LEARNERS			
QUARTER:			GRADE:			
LEARNING AREAS	No. of learners who meet the expectation for the day	No. of learners who require additional activities for remediation	No. of learners who need more engagement tasks	No. of learners who exceeded the expectation	No. of learners who did not meet the minimum expectation	No. and kinds of materials that I used in the lesson to optimize learning
ENGLISH						
FILIPINO						
SCIENCE						
MATH						
AP						
EPP/TLE						
ESP						
MAPEH						

 SCHOOL HEAD/ PRINCIPAL

DISTRICT M&E REPORT FOR RCM						
DISTRICT:			NO. OF SCHOOLS IN THE DISTRICT:			
QUARTER:						
SCHOOLS	No. of learners who meet the expectation for the day	No. of learners who require additional activities for remediation	No. of learners who need more engagement tasks	No. of learners who exceeded the expectation	No. of learners who did not meet the minimum expectation	No. and kinds of materials that I used to optimize learning

PSDS

SDO M&E REPORT FOR RCM						
SCHOOLS DIVISION OFFICE			NO. OF DISTRICTS			
QUARTER:						
DISTRICTS	No. of learners who meet the expectation for the day	No. of learners who require additional activities for remediation	No. of learners who need more engagement tasks	No. of learners who exceeded the expectation	No. of learners who did not meet the minimum expectation	No. and kinds of materials that I used to optimize learning

CID CHIEF

SCHOOL M&E REPORT FOR RCM							
SCHOOLS:						NO. OF LEARNERS	
QUARTER:						GRADE:	
GRADE	LEARNING AREAS	No. of learners who meet the expectation for the day	No. of learners who require additional activities for remediation	No. of learners who need more engagement tasks	No. of learners who exceeded the expectation	No. of learners who did not meet the minimum expectation	No. and kinds of materials that I used in the lesson to optimize learning
GRADE 1							
	ENGLISH						
	FILIPINO						
	SCIENCE						
	MATH						
	AP						
	EPP/TLE						
	ESP						
	MAPEH						
GRADE 2							
	ENGLISH						
	FILIPINO						
	SCIENCE						
	MATH						
	AP						
	EPP/TLE						
	ESP						
	MAPEH						
GRADE 3							
	ENGLISH						
	FILIPINO						
	SCIENCE						
	MATH						
	AP						
	EPP/TLE						
	ESP						
	MAPEH						

SCHOOL HEAD/ PRINCIPAL

SCHOOL M&E REPORT FOR RCM							
SCHOOLS:						NO. OF LEARNERS	
QUARTER:						GRADE:	
GRADE	LEARNING AREAS	No. of learners who meet the expectation for the day	No. of learners who require additional activities for remediation	No. of learners who need more engagement tasks	No. of learners who exceeded the expectation	No. of learners who did not meet the minimum expectation	No. and kinds of materials that I used in the lesson to optimize learning
GRADE 4							
	ENGLISH						
	FILIPINO						
	SCIENCE						
	MATH						
	AP						
	EPP/TLE						
	ESP						
	MAPEH						
GRADE 5							
	ENGLISH						
	FILIPINO						
	SCIENCE						
	MATH						
	AP						
	EPP/TLE						
	ESP						
	MAPEH						
GRADE 6							
	ENGLISH						
	FILIPINO						
	SCIENCE						
	MATH						
	AP						
	EPP/TLE						
	ESP						
	MAPEH						

SCHOOL HEAD/ PRINCIPAL _____

SCHOOL M&E REPORT FOR RCM							
SCHOOLS:					NO. OF LEARNERS		
QUARTER:					GRADE:		
GRADE	LEARNING AREAS	No. of learners who meet the expectation for the day	No. of learners who require additional activities for remediation	No. of learners who need more engagement tasks	No. of learners who exceeded the expectation	No. of learners who did not meet the minimum expectation	No. and kinds of materials that I used in the lesson to optimize learning
GRADE 7							
	ENGLISH						
	FILIPINO						
	SCIENCE						
	MATH						
	AP						
	EPP/TLE						
	ESP						
	MAPEH						
GRADE 8							
	ENGLISH						
	FILIPINO						
	SCIENCE						
	MATH						
	AP						
	EPP/TLE						
	ESP						
	MAPEH						
GRADE 9							
	ENGLISH						
	FILIPINO						
	SCIENCE						
	MATH						
	AP						
	EPP/TLE						
	ESP						
	MAPEH						
GRADE 10							
	ENGLISH						
	FILIPINO						
	SCIENCE						
	MATH						
	AP						
	EPP/TLE						
	ESP						
	MAPEH						

SCHOOL HEAD/
PRINCIPAL