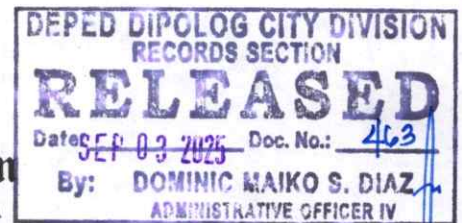




Republic of the Philippines
Department of Education
REGION IX – ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DIPOLOG CITY



September 3, 2025

DIVISION MEMORANDUM

No. 463, s. 2025.

**ADDENDUM AND CORRENDUM TO DIVISION MEMORANDUM NO. 367, S. 2025
TITLED: SEARCH FOR THE BEST KINDERGARTEN IMPLEMENTER**

- To: Assistant Schools Division Superintendent
Chief Education Supervisors (CID and SGOD)
Education Program Supervisors
Public Schools District Supervisors
Public Elementary School Heads
Public Elementary Kindergarten Teachers
All Others Concerned
1. In reference to Division Memorandum No. 367, s. 2025, titled *Search for the Best Kindergarten Implementer*, the DepEd Dipolog City Division Office, through the Curriculum Implementation Division (CID), hereby informs all concerned on the schedule for the preliminary evaluation and the revised evaluation tool for the said search.
 2. The following enclosures are attached for your reference:
Enclosure 1: Kindergarten Supervisory Plan
Enclosure 2: Kindergarten Evaluation Tool
Enclosure 3: List of Evaluators
 3. For further information and/or clarifications, please contact the following:
Amelinda D. Montero DM, CESE
CID Chief
amelinda.montero@depd.gov.ph
Edgar C. Dingal, EMD
Education Program Supervisor in Kindergarten
edgar.dingal001@depd.gov.ph
 4. Immediate and widest dissemination of this Memorandum is desired.

MA. LIZA R. TABILON EdD, CESO V
Schools Division Superintendent

Reference: DepEd Order No. 367, s. 2025
CID/EPS/CED/ED
September 3, 2025



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SUPERVISORY PLAN
SY: 2025-2026
For the month of **SEPTEMBER, 2025**

EAST DISTRICT

#	Name of School	Name of Teacher	Date	Time	Subject Taught	Grade & Section	Focus of Supervision
1	Estaka Central School	Tamayo, Mae Charity L.	9/25/25	8:30 – 9:15	Physical & Natural Environment (Circle Time 1)	Kinder - Hope	Instructional Delivery
2	Estaka Central School	Gapol, Danelyn C.	9/25/25	1:30 – 2:15	Physical & Natural Environment (Circle Time 1)	Kinder - Faith	Instructional Delivery
3	Estaka Central School	Mamba, Maria Leny Hessica M.	9/25/25	9:30 – 10:15	Physical & Natural Environment (Circle Time 2)	Kinder - Joy	Instructional Delivery
4	Upper Dicayas Integrated School	Olavides, May D.	9/15/25	8:30 – 9:30	Pagpapaunlad sa Kakayahang Emosyonal (Circle Time 1)	Kinder - Red	Instructional Delivery
5	St. John Elementary School	Maglangit, Richel L.	9/29/25	8:00 – 8:45	Literacy (Circle Time 1)	Kinder A	Instructional Delivery
6	Dicayas Elementary School	Samson, Mae D.	9/30/25	8:15 – 9:00	Literacy (Circle Time 1)	Kinder - Red	Instructional Delivery
7	Minaog Elementary School	Maylon, Lorna M.	9/24/25	8:05 – 9:05	Physical & Natural Environment (Circle Time 1)	Kinder - Blue	Instructional Delivery




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8	Minaog Elementary School	Josol, Maricar V.	9/24/25	9:30 – 10:30	Numeracy (Circle Time 2)	Kinder - Green	Instructional Delivery
9	Gulayon Integrated School	Regencia, Mechie Vanni J.	9/29/25	7:45 – 8:30	Literacy (Circle Time 1)	Kinder - Melon	Instructional Delivery
10	Gulayon Integrated School	Belarde, Millionor R.	9/29/25	8:30 – 9:15	Literacy (Circle Time 1)	Kinder - Mango	Instructional Delivery
11	Lugdungan Elementary School	Enoy, Mila V.	9/23/25	8:00 – 8:45	Literacy (Circle Time 1)	Kinder A	Instructional Delivery
12	Linabo Elementary School	Eguia, Jay Shjela L.	9/25/25	8:05 – 8:50	Literacy (Circle Time 1)	Kinder - Love	Instructional Delivery
13	Sto. Niño Elementary School	Langcamon, Cathyrine E.	9/26/25	9:10 – 9:50	Numeracy (Circle Time 1)	Kinder - Lily	Instructional Delivery
14	Turno Elementary School	Aleria, Jennie P.	9/18/25	9:05 – 9:50	Physical & Natural Environment (Circle Time 1)	Kinder - Pink	Instructional Delivery
15	Turno Elementary School	Dalman, Reah Ann Dear R.	9/18/25	8:15 – 9:05	Literacy (Circle Time 1)	Kinder - Green	Instructional Delivery

Prepared by:


EDGAR C. DINGAL
EPS – Kindergarten

Noted by:


AMELINDA D. MONTERO DM, CESE
CID Chief



Address: Government Center, Sta. Isabel, Dipolog City
Email: dipolog.city@deped.gov.ph
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SY: 2025-2026

For the month of **SEPTEMBER, 2025**

WEST DISTRICT

#	Name of School	Name of Teacher	Date	Time	Subject Taught	Grade & Section	Focus of Supervision
1	Miputak East Central School	Cuenca, Liezel K.	9/16/25	8:15 – 9:00	Literacy (Circle Time 1)	Kinder - Blue	Instructional Delivery
2	Miputak East Central School	Soliva, Katherine L.	9/16/25	1:15 – 2:00	Literacy (Circle Time 1)	Kinder - Green	Instructional Delivery
3	Miputak East Central School	Geronilla, Michelle P.	9/16/25	9:20 – 10:05	Numeracy (Circle Time 1)	Kinder - Pink	Instructional Delivery
4	Magsaysay Elementary School	Moro, Charyn S.	9/24/25	8:00 – 8:45	Literacy (Circle Time 1)	Kinder - Santan	Instructional Delivery
5	Sta. Filomena Integrated School	Jackson, Mary Ann A.	9/26/25	8:15 – 9:00	Literacy (Circle Time 1)	Kinder - Apple	Instructional Delivery
6	Sta. Filomena Integrated School	Cuenca, Chearryn	9/26/25	9:25 – 10:05	Numeracy (Circle Time 2)	Kinder - Cherry	Instructional Delivery
7	Sta. Isabel Elementary School	Fernandez, Alfy D.	9/18/25	8:15 – 9:00	Literacy (Circle Time 1)	Kinder - Love	Instructional Delivery
8	Sta. Isabel Elementary School	Tamayo, Ronelda B.	9/18/25	9:15 – 10:00	Numeracy (Circle Time 1)	Kinder - Hope	Instructional Delivery
9	Tubod Integrated School	Sulatre, Riza E.	9/22/25	7:45 – 8:25	Literacy (Circle Time 1)	Kinder - Red	Instructional Delivery
10	Galas Elementary School	Jimeno, Monette A	9/23/25	9:00 – 9:45	Literacy (Circle Time 1)	Kinder - Lilac	Instructional Delivery



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11	Galas Elementary School	Tumarong, Elizabeth D.	9/23/25	8:15 – 9:00	Literacy (Circle Time 1)	Kinder – Hosta	Instructional Delivery
12	Galas Elementary School	Gooc, Fay Ann T.	9/25/25	8:15 – 9:00	Numeracy (Circle Time 1)	Kinder – Peony	Instructional Delivery
13	Galas Elementary School	Ramirez, Rina P.	9/25/25	9:00 – 9:45	Numeracy (Circle Time 1)	Kinder – Malva	Instructional Delivery
14	Galas Elementary School	Almirol, Mary Mae C.	9/22/25	8:45 – 9:25	Numeracy (Circle Time 2)	Kinder – Amber	Instructional Delivery
15	Galas Elementary School	Hipos, Amme A.	9/22/25	9:30 – 10:10	Numeracy (Circle Time 2)	Kinder – Amber	Instructional Delivery

Prepared by:


EDGAR C. DINGAL
EPS – Kindergarten

Noted by:


AMELINDA D. MONTERO DM, CESE
CID Chief



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SUPERVISORY PLAN
SY: 2025-2026
For the month of **SEPTEMBER, 2025**

NORTH DISTRICT

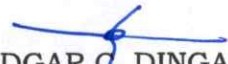
#	Name of School	Name of Teacher	Date	Time	Subject Taught	Grade & Section	Focus of Supervision
1	Dipolog Pilot Demonstration School	Dominguez, Daisy T.	9/25/25	1:25 – 2:10	Literacy (Circle Time 1)	Kinder – Mermaid	Instructional Delivery
2	Dipolog Pilot Demonstration School	Duran, Jessica A.	9/26/25	7:55 – 8:40	Literacy (Circle Time 1)	Kinder – Cinderella	Instructional Delivery
3	Dipolog Pilot Demonstration School	Valmoria, Maria Carina V.	9/26/25	2:35 – 3:15	Literacy (Circle Time 1)	Kinder – Snow White	Instructional Delivery
4	Dipolog SPED Center	Duterte, Engeline G.	9/29/25	8:15 – 9:00	Literacy (Circle Time 1)	Kinder – Beauty	Instructional Delivery
5	Sicayab Elementary School	Magadia, Menchie J.	9/30/25	8:15 – 9:00	Literacy (Circle Time 1)	Kinder – Japan 1	Instructional Delivery
6	Sicayab Elementary School	Oracoy, Cheryl M.	9/30/25	1:15 – 2:00	Literacy (Circle Time 1)	Kinder – China 2	Instructional Delivery
7	Sicayab Elementary School	Peñez, Maricel B.	9/30/25	8:15 – 9:00	Literacy (Circle Time 1)	Kinder – Singapore 1	Instructional Delivery



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8	Barra Elementary School	Cuizon, Dulcita S.	9/29/25	7:30 – 8:15	Literacy (Circle Time 1)	Kinder – Yellow	Instructional Delivery
9	Biasong Elementary School	Catipay, Medolyn	9/24/25	10:00 – 10:45	Literacy (Circle Time 2)	Kinder – St. Jude	Instructional Delivery

Prepared by:


EDGAR C. DINGAL
EPS – Kindergarten

Noted by:


AMELINDA D. MONTERO DM, CESE
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SUPERVISORY PLAN

SY: 2025-2026

For the month of **SEPTEMBER, 2025**

SOUTH DISTRICT

#	Name of School	Name of Teacher	Date	Time	Subject Taught	Grade & Section	Focus of Supervision
1	Laoy Olingan Elementary School	Conol, Elze P.	9/30/25	1:15 – 2:00	Literacy (Circle Time 1)	Kinder - Blue	Instructional Delivery
2	Olingan Elementary School	Canillas, Miraluna A.	9/30/25	8:15 – 9:00	Literacy (Circle Time 1)	Kinder – Love	Instructional Delivery
3	Olingan South Elementary School	Dela Cruz, Cecil M.	9/30/25	2:25 – 3:05	Numeracy (Circle Time 2)	Kinder – PM	Instructional Delivery
4	Sta. Cruz Elementary School	Mazarate, Eliza D.	9/26/25	8:45 – 9:30	Numeracy (Circle Time 2)	Kinder – Aster	Instructional Delivery
5	Sta. Cruz Elementary School	Pagay, Melannie Meg C.	9/26/25	8:00 – 8:45	Literacy (Circle Time 1)	Kinder – Rosal	Instructional Delivery
6	San Alfonso Elementary School	Molonias, Rynelle C.	9/29/25	8:30 – 8:55	Literacy (Circle Time 1)	Kinder – Industrious	Instructional Delivery
7	San Jose Elementary School	Icalina, Aida Mae G.	9/29/25	7:45 – 8:30	Literacy (Circle Time 1)	Kinder – Pink	Instructional Delivery
8	Sinaman Integrated School	Camasura, Jeniffer B.	9/24/25	7:45 – 8:30	Literacy (Circle Time 1)	Kinder – Sun	Instructional Delivery
9	Punta Central School	Austero, Jerahmae R.	9/30/25	8:15 – 9:00	Literacy (Circle Time 1)	Kinder – Pink	Instructional Delivery
10	Linay Elementary School	Mascardo, Sheila Mae W.	9/25/25	8:15 – 9:55	Literacy (Circle Time 1)	Kinder – Yakal	Instructional Delivery




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11	Virginia Elementary School	Calumba, Richel B.	9/17/25	9:15 – 9:55	Literacy (Circle Time 1)	Kinder – Kaliyag	Instructional Delivery
12	Kepiyaanan Elementary School	Bartolome, Greycy Mae L.	9/30/25	8:00 – 8:45	Literacy (Circle Time 1)	Kinder – Yakal	Instructional Delivery
13	Cayasan Integrated School	Randes, Belinda B.	9/30/25	8:00 – 8:45	Literacy (Circle Time 1)	Kinder – Yakal	Instructional Delivery
14	Guinsangaan Elementary School	Catipay, Nedelle J.	9/25/25	8:00 – 8:45	Literacy (Circle Time 1)	Kinder – Morning Glory	Instructional Delivery
15	Pamansalan Elementary School	Banua, Rubielyn U.	9/30/25	8:00 – 8:45	Literacy (Circle Time 1)	Kinder – Mahogany	Instructional Delivery
16	Diwan Elementary School	Vellijo, Peregrina T.	9/24/25	8:00 – 8:45	Literacy (Circle Time 1)	Kinder – Gumamela	Instructional Delivery
17	Cogon Elementary School	Bandiling, Marcelady O.	9/22/25	8:15 – 9:00	Literacy (Circle Time 1)	Kinder – Choco	Instructional Delivery
18	Sangkol Elementary School	Gregana, Elma S.	9/25/25	8:10 – 8:50	Literacy (Circle Time 1)	Kinder – Daisy	Instructional Delivery

Prepared by:


EDGAR C. DINGAL
EPS – Kindergarten

Noted by:


AMELINDA D. MONTERO DM, CESE
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Kindergarten Classroom Evaluation Tool

(Source: DepEd Order No. 47 Omnibus Policy on Kindergarten Education)

Name of the Teacher: _____
School: _____
Date Monitored: _____

Kindergarten Level/ Section: _____
District: _____

This tool is designed to check and gather feedback from the field on the implementation of kindergarten program in schools. This tool will help the administration meet the kindergarten classrooms' needs and ensure the program's smooth, quality, and appropriate implementation. After the first round of monitoring, all the areas that were not observed must be rechecked in the same school year.

Directions: Put a check (/) on the appropriate column/row and provide the needed information on the column for remarks.

A. Curriculum Alignment	Very Evident (5)	Evident (3)	Not Evident (1)	Remarks
<p>The teacher utilizes...</p> <p>1. CG/MELCs in the daily lesson preparation</p> <p>Rubrics:</p> <p>5 - Very Evident</p> <ul style="list-style-type: none"> - Printed or digital copies of CG & MELCs - DLLs/DLPs that use the kindergarten MELCs as reference. - Lesson exemplars that cite competencies from the kindergarten MELCs <p>3 - Evident</p> <ul style="list-style-type: none"> - One or two of the required Means of Verification (MOVs) mentioned above is/are not present. <p>1 - Not Evident</p> <ul style="list-style-type: none"> - None of the mentioned MOVs are presented. 				
<p>2. KTGs and applies the suggested methodologies and strategies appropriate to the local context</p> <p>Rubrics:</p> <p>5 - Very Evident</p> <ul style="list-style-type: none"> - Printed or digital copies of 				



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Kindergarten Teacher Guides (KTG) - DLLs/DLPs that use the KTGs as reference. - Lesson exemplars or lesson plans that show use of suggested methodologies (e.g., play-based learning, thematic instruction). - Lesson exemplars or lesson plans that include localized strategies (e.g., use of local stories, songs, materials) 3 - Evident - One or two of the required Means of Verification (MOVs) mentioned above is/are not present. 1 - Not Evident - None of the mentioned MOVs are presented.				
3. updated DLL/DLP Rubrics: 5 - Very Evident - The Daily Lesson Log (DLL) or Daily Lesson Plan (DLP) is consistently updated. - Content is complete, accurate, and aligned with CG/MELCs. - The Daily Lesson Log (DLL) or Daily Lesson Plan (DLP) shows evidence of reflection based on learner needs. 3 - Evident - DLL/DLP is present and generally updated. - DLL/DLP is partially incomplete or lacks alignment with CG/MELCs. - DLL/DLP lacks reflection or notes for improvement of teaching practice. 1 - Not Evident - DLL/DLP is missing, outdated, or incomplete. - DLL/DLP has no clear alignment with CG/MELCs. - DLL/DLP has no evidence of reflection or responsiveness to learner needs.				



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<p>4. Indigenized Learning Plans (only for kindergarten classes with IP learners) * Actual number of Indigenized Learning Plans utilized in a quarter (optional)</p> <p>Rubrics:</p> <p>5 - Very Evident</p> <ul style="list-style-type: none"> - More than 10 lesson plans that integrate Indigenous People (IP) culture, language, traditions, and values. - Lesson plans should be aligned with MELCs and adapted to the learner's cultural context. <p>3 - Evident</p> <ul style="list-style-type: none"> - Less than 10 lesson plans that integrate Indigenous People (IP) culture, language, traditions, and values. - Should be aligned with MELCs and adapted to the learner's cultural context. <p>1 - Not Evident</p> <ul style="list-style-type: none"> - No lesson plans that integrate Indigenous People (IP) culture, language, traditions, and values. 				
<p>5. Age-appropriate and relevant strategies and techniques in providing interventions and catch-up sessions to or those with special needs.</p> <p>Rubrics:</p> <p>5 - Very Evident</p> <ul style="list-style-type: none"> - 2 intervention plans that show specific strategies for learners with special needs. - Anecdotal records, checklists, or assessment forms showing learner progress during interventions. <p>3 - Evident</p> <ul style="list-style-type: none"> - 1 intervention plan 				



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that shows specific strategies for learners with special needs. - Anecdotal records, checklists, or assessment forms showing learner progress during interventions. 1 - Not Evident - No intervention plan				
B. Instruction (Teaching Methodologies)	Very Evident (5)	Evident (3)	Not Evident (1)	Remarks
1. Uses Filipino and English as the primary medium of instruction and regional languages (Sinugbuanong Binisaya) may be utilized as auxiliary languages to facilitate early learning. Rubrics: 5 - Very Evident - 86-100% language proficiency. 3 - Evident - 75-85% language proficiency. 1 - Not Evident - below 75% language proficiency.				
2. Organizes learning activities with thematic units or teaching themes (Knowing Who We Are and Our Families, Exploring Our Community, Appreciating Our Country, Caring for Our World) Rubrics: 5 - Very Evident - 86-100% mastery 3 - Evident - 75-85% mastery 1 - Not Evident - below 75% mastery				
3. Implement developmentally appropriate strategies and explicit instruction. Rubrics: 5 - Very Evident - 86-100% mastery				



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3 - Evident - 75-85% mastery 1 - Not Evident - below 75% mastery				
4. Follow blocks of time Rubrics: 5 - Very Evident - All blocks of time are followed as scheduled. 3 - Evident - 1 to 2 scheduled activities is/are not followed. 1 - Not Evident - Blocks of time are not followed.				
C. Learning Resources and Instructional Materials	Very Evident (5)	Evident (3)	Not Evident (1)	Remarks
1. Teacher-made activity sheets, Readiness Activity Sheets are created in English or Filipino. Rubrics: 5 - Very Evident - More than 10 teacher-made activity sheets are available and are written in either English or Filipino that aligned with lesson objectives, and culturally and linguistically appropriate for learners. 3 - Evident - Less than 10 teacher-made activity sheets are available and are written in either English or Filipino that aligned with lesson objectives, but may need improvement in structure or cultural appropriateness. 1 - Not Evident - No teacher-made activity sheets are available.				



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<p>2. Contextualized learning materials/Kindergarten Supplementary Learning Material (SLM) /Indigenous Materials are used.</p> <p>Rubrics:</p> <p>5 - Very Evident</p> <ul style="list-style-type: none">- More than 10 contextualized and age-appropriate materials are available and are clearly aligned with the learners' local culture, language, and environment. Content is well-structured, relevant, and supports meaningful learning experiences. <p>3 - Evident</p> <ul style="list-style-type: none">- Less than 10 contextualized and age-appropriate materials are available and show some connection to local culture, language, or environment with consistency or depth. Content is partially structured and moderately supports learning. <p>1 - Not Evident</p> <ul style="list-style-type: none">- No contextualized materials are available.				
<p>3. Educational Toys</p> <p>Rubrics:</p> <p>5 - Very Evident</p> <ul style="list-style-type: none">- More than 10 kinds of educational toys enough for their learners are available. Toys are age-appropriate, safe, and clearly support learning objectives (e.g., cognitive, motor, social, or language development). They are culturally relevant,				



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<p>engaging, and promote active, meaningful play.</p> <p>3 - Evident</p> <ul style="list-style-type: none">- Less than 10 kinds of educational toys enough for their learners are available. Toys are generally appropriate and support some learning objectives, and with alignment of or with developmental needs. Cultural relevance and engagement are partially evident. <p>1 - Not Evident</p> <ul style="list-style-type: none">- No educational toys are available.				
<p>4. Activity Cards/Board Games</p> <p>Rubrics:</p> <p>5 - Very Evident</p> <ul style="list-style-type: none">- More than 10 sets of activity cards or board games are available. Materials are age-appropriate, educational, and promote critical thinking, problem-solving, and collaborative play. Games are well-maintained, culturally relevant, and used regularly to support learning outcomes. <p>3 - Evident</p> <ul style="list-style-type: none">- Less than 10 sets of activity cards or board games are available. Materials are appropriate to support basic learning skills but occasional use is observed. <p>1 - Not Evident</p> <ul style="list-style-type: none">- No activity cards or board games are available.				



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<p>5. Books (read-aloud books, big books, etc.)</p> <p>Rubrics:</p> <p>5 - Very Evident</p> <ul style="list-style-type: none">- More than 10 books (including read-aloud books, big books, and storybooks) are available in the classroom.- Books are age-appropriate, culturally relevant, and support language development, comprehension, and engagement.- Materials are well-maintained, organized, and regularly used during instruction (e.g., reading sessions, DLL/DLP references). <p>3 - Evident</p> <ul style="list-style-type: none">- Less than 10 books are available.- Books are somewhat appropriate and used occasionally in instruction. <p>1 - Not Evident</p> <ul style="list-style-type: none">- No books (read-aloud, big books, etc.) are available or used in instruction.				
<p>6. Sensory Materials (e.g., sand, clay, dough etc.)</p> <p>Rubrics:</p> <p>5 - Very Evident</p> <ul style="list-style-type: none">- More than 5 types of sensory materials are available (e.g., sand, clay, dough, water beads, textured fabrics).- Materials are age-appropriate, safe, and promote exploration, creativity, and fine motor development.- Items are well-maintained, regularly used, and integrated into learning activities.				



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3 - Evident <ul style="list-style-type: none"> - Less than 5 types of sensory materials are available. - Materials are appropriate and used occasionally. - Limited variety of sensory materials are used in lesson delivery. 1- Not Evident <ul style="list-style-type: none"> - No sensory materials are available or used in instruction. 				
7. Multimedia and Computer-Aided Materials Rubrics: 5 - Very Evident <ul style="list-style-type: none"> - Multimedia or computer-aided materials are available and regularly used (e.g., educational videos, interactive software, digital storybooks, learning apps). - Materials are age-appropriate, interactive, and support varied learning styles. 3 - Evident <ul style="list-style-type: none"> - Multimedia or computer-aided materials are available. - Materials are somewhat appropriate and used occasionally. 1 - Not Evident <ul style="list-style-type: none"> - No multimedia or computer-aided materials are available or used in instruction. 				
D. Learning Space and Environment				
The following are visible in the classroom: ... 1. updated EBEIS Rubrics: 5 - Very Evident <ul style="list-style-type: none"> - All required documents (EBEIS, SF 1, SF 2, Learner's Profile, and Kindergarten Progress Report) are 				



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<p>complete, updated, and accurately filled out.</p> <ul style="list-style-type: none">- Documents are submitted on time, aligned with official guidelines, and readily available for validation.- Shows evidence of regular monitoring and data accuracy. <p>3 – Evident</p> <ul style="list-style-type: none">- Most documents are available and updated, but one or two may be incomplete or missing minor details.- Submission may be delayed or partially aligned with guidelines. <p>1 – Not Evident</p> <ul style="list-style-type: none">- None or only one of the required documents is available or updated.- Records are incomplete, inaccurate, or not submitted.				
<p>2. well-ventilated classroom</p> <p>Rubrics:</p> <p>5 – Very Evident</p> <ul style="list-style-type: none">- Windows are completely free from cabinets, shelves, or any obstructive materials.- Curtains are present, clean, and appropriately used for privacy without blocking airflow.- The setup promotes ventilation contributing to a healthy learning environment. <p>3 – Evident</p> <ul style="list-style-type: none">- Windows are mostly unobstructed, but some minor items may partially block them.				



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<ul style="list-style-type: none"> - Curtains are present but may slightly hinder airflow or are not consistently used for privacy. <p>1 – Not Evident</p> <ul style="list-style-type: none"> - Windows are covered or blocked by cabinets or other materials. 				
<p>3. proper and adequate lighting</p> <p>Rubrics:</p> <p>5 – Very Evident</p> <ul style="list-style-type: none"> - The classroom has sufficient natural and artificial lighting that ensures visibility and comfort for all learners. - Light sources are well-positioned, functional, and do not cause glare or shadows. - Lighting supports a positive learning environment and is consistently maintained. <p>3 – Evident</p> <ul style="list-style-type: none"> - Lighting is generally adequate, but may have minor issues such as uneven brightness or occasional malfunctioning bulbs. <p>1 – Not Evident</p> <ul style="list-style-type: none"> - Lighting is inadequate, with poor visibility in parts of the classroom. - Natural light is blocked or underutilized, and artificial lighting is insufficient or non-functional. 				
<p>4. chalkboards/white boards</p> <p>Rubrics:</p> <p>5 – Very Evident</p> <ul style="list-style-type: none"> - Chalkboards or whiteboards are clean, clearly visible, and appropriately positioned for all learners. - Writing surfaces are well-maintained, with no cracks, stains, or excessive wear. 				



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<ul style="list-style-type: none"> - Markers or chalk are available and functional, and the board is regularly used for instruction. <p>3 – Evident</p> <ul style="list-style-type: none"> - Chalkboards or whiteboards are present and usable, but may show minor issues such as fading, stains, or limited visibility from certain angles. - Writing tools are partially available or occasionally used. <p>1 – Not Evident</p> <ul style="list-style-type: none"> - Chalkboards or whiteboards are missing, damaged, or not used in instruction. 				
<p>5. seat plan</p> <p>Rubrics:</p> <p>5 – Very Evident</p> <ul style="list-style-type: none"> - A complete and updated seat plan is visibly placed on the teacher's table or demonstration table. - The plan reflects the actual seating arrangement of learners. - It is used to support classroom management, learner identification, and instructional planning. <p>3 – Evident</p> <ul style="list-style-type: none"> - A seat plan is available but not updated or not clearly visible on the teacher's table or demonstration table. - It reflects the seating arrangement with minor inconsistencies. <p>1 – Not Evident</p> <ul style="list-style-type: none"> - No seat plan is available. 				



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<p>6. shelves for learner's materials / belongings</p> <p>Rubrics:</p> <p>5 – Very Evident</p> <ul style="list-style-type: none">- Shelves are available, sufficient, and properly organized to store learners' materials and belongings.- Each learner has clearly designated space for their items.- Shelves are accessible, safe, and contribute to a tidy and organized classroom environment. <p>3 – Evident</p> <ul style="list-style-type: none">- Shelves are available but may be limited in number or capacity.- Organization is partially maintained, and not all learners may have designated space.- Shelves are functional but may show signs of wear or clutter. <p>1 – Not Evident</p> <ul style="list-style-type: none">- No shelves are available for learners' materials or belongings.- Items are stored improperly or scattered, affecting classroom organization.				
<p>7. clean comfort room (if available)</p> <p>Rubrics:</p> <p>5 – Very Evident</p> <ul style="list-style-type: none">- The comfort room is clean, well-maintained, and hygienic at all times.- It has functional fixtures (toilet, sink, flush, etc.), adequate ventilation, and essential supplies (soap, tissue, water).- It promotes health and safety for learners and staff. <p>3 – Evident</p> <ul style="list-style-type: none">- The comfort room is generally clean but may have minor issues such as				



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<p>occasional lack of supplies or minor maintenance concerns.</p> <ul style="list-style-type: none"> - Fixtures are mostly functional, and cleanliness is maintained with some inconsistencies. <p>1 – Not Evident</p> <ul style="list-style-type: none"> - The comfort room is unclean, poorly maintained, or lacking basic hygiene supplies. - Fixtures may be non-functional, and the space does not support a healthy environment. 				
<p>8. child-friendly classroom corners 8.1 Personal Care and Grooming 8.2 Language Arts /Literacy Corner 8.3 Sensory Perceptual and Numeracy Area 8.4 Work/Activity/Play Area</p> <p>Rubrics:</p> <p>5 – Very Evident</p> <ul style="list-style-type: none"> - The child-friendly classroom corner shows a well-defined and organized area that integrates all 4 sub-areas. - Materials are age-appropriate, safe, and clearly labeled for each learning domain and to the specific users (e.g., personal care and grooming kits for individual learners) - The corner is regularly used, promotes active engagement, and supports holistic development. - The space is clean, accessible, and reflects a child-friendly environment. <p>3 – Evident</p> <ul style="list-style-type: none"> - One classroom corner includes at least 3 sub-areas, but some may be incomplete, unutilized, or not clearly labeled. - Materials are partially appropriate or limited in variety. - The space is functional but may need improvement in organization or usage. 				



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1 – Not Evident <ul style="list-style-type: none"> - The classroom corner is poorly organized. - Materials are inappropriate or not used. - The space does not support a child-friendly or engaging learning environment. 				
9. Provision for health protocol Rubrics: 5 – Very Evident <ul style="list-style-type: none"> - A complete medical kit is present in the classroom, containing basic health supplies (e.g., bandages, antiseptic, alcohol, gloves, thermometer, etc.). - The kit is well-organized, accessible, and regularly checked or replenished. - Health protocols (e.g., hygiene practices, emergency procedures) are clearly posted and followed. 3 – Evident <ul style="list-style-type: none"> - A medical kit is available but may be incomplete or not regularly maintained. - Health protocols are partially implemented or not clearly posted. 1 – Not Evident <ul style="list-style-type: none"> - No medical kit is present in the classroom. - Health protocols are not observed or implemented. 				
E. Assessment				
The teacher tracks the learner's progress through... 1. ECCD Checklist (Pre-1st to 4th Week of July/Post Test – 1st to 4th Week of March) 1.1 Number of pupils that suggest significant delay in overall development				



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<p>Rubrics:</p> <p>5 – Very Evident</p> <ul style="list-style-type: none"> - All pupils are assessed using the ECCD Checklist during the Pre-Test (July)/Post-Test (March) periods. - Results are complete, accurate, and documented. - The number of pupils showing significant developmental delays is clearly identified, and follow-up interventions are planned or implemented. <p>3 – Evident</p> <ul style="list-style-type: none"> - Most pupils are assessed, but some were assessed after the designated Pre-Test/Post-Test period. - Documentation is partially complete, and identification of delays is present but limited. - Follow-up actions may be inconsistent or not clearly documented. <p>1 – Not Evident</p> <ul style="list-style-type: none"> - No pupils are assessed using the ECCD Checklist. 				
<p>2. pupils' portfolio</p> <p>Rubrics:</p> <p>5 – Very Evident</p> <ul style="list-style-type: none"> - All pupils have individual portfolios that are complete, updated, and well-organized. - Portfolios include samples of work, assessment results, progress records, and reflections. - Portfolios are accessible, used for monitoring learner progress, and support parent-teacher communication. <p>3 – Evident</p> <ul style="list-style-type: none"> - Most pupils have portfolios, but some may be incomplete, outdated, or not consistently organized. - Contents may be limited to basic work samples or assessments. - Portfolios are occasionally used for progress tracking. 				



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1 – Not Evident - No pupils' portfolios are organized or presented.				
3. Progress Report Rubrics: 5 – Very Evident - All pupils have updated progress reports that reflect their developmental milestones, academic performance, and behavioral observations. - Reports are complete, accurate, and aligned with the ECCD Checklist and other assessment tools. - Progress reports are shared with parents/guardians and used to guide instructional planning and interventions. 3 – Evident - Most pupils have progress reports, but some have incomplete information. - Reports are aligned with assessment tools and not all shared with parents. 1 – Not Evident - No progress reports are presented.				
4. Assessment tools on numeracy and literacy to check their performance on a. Identifying the letter names and sounds of alphabets Rubrics: 5 – Very Evident - Assessment tools are complete, age-appropriate, and regularly used to evaluate pupils' ability to identify letter names and sounds. - Tools include varied formats (e.g., flashcards, worksheets, digital apps, oral assessments) and are aligned with learning standards.				



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<ul style="list-style-type: none"> - Results are documented, used for instructional planning, and shared with parents/guardians. <p>3 – Evident</p> <ul style="list-style-type: none"> - Assessment tools are available but may be limited in variety or usage. - Tools are aligned with learning standards, but may not consistently assess both letter names and sounds. - Results are not documented. <p>1 – Not Evident</p> <ul style="list-style-type: none"> - No assessment tools in identifying letter names and sounds. 				
<p>b. Reading one to three syllable words</p> <p>Rubrics:</p> <p>5 – Very Evident</p> <ul style="list-style-type: none"> - All pupils are assessed using appropriate tools to read one to three syllable words. - Pupils can accurately decode and read words with fluency and comprehension. - Assessment tools are varied (e.g., flashcards, checklists, reading passages) and results are documented and used for instructional planning. <p>3 – Evident</p> <ul style="list-style-type: none"> - Most pupils are assessed, but tools may be limited or not consistently used. - Pupils show partial ability to read one to three syllable words, with some decoding or fluency challenges. - Assessment results are documented or not regularly used for planning. <p>1 – Not Evident</p> <ul style="list-style-type: none"> - No pupils are assessed in reading one to three syllable words. 				
<p>c. Identifying and counting numbers</p>				



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Rubrics:

5 – Very Evident

- All pupils are assessed using appropriate tools to identify and count numbers.
- Assessment tools are age-appropriate, varied (e.g., number cards, counting objects, worksheets, games), and aligned with learning standards.
- Pupils demonstrate accuracy and fluency in identifying and counting numbers.
- Results are documented and used to guide instructional planning and interventions.

3 – Evident

- Most pupils are assessed, but tools may be limited in variety or usage.
- Pupils show ability in identifying and counting numbers, with some errors or inconsistencies.
- Assessment results are documented and not consistently used for planning.

1 – Not Evident

- No pupils are assessed in identifying and counting numbers.
- No evidence of tools, documentation, or instructional follow-up.

F. Teachers' Qualifications

1. Degree (Masters/Doctorate)

Rubrics:

5 – Very Evident

- The teacher is a doctorate degree graduate with specialization in Early Childhood Education (ECE).

3 – Evident

- The teacher is a Master's degree holder or has doctorate units with specialization in Early Childhood Education (ECE).

1 – Not Evident



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<ul style="list-style-type: none"> - The teacher has not taken a post-graduate course on ECE. 				
2. Trainings Attended (related to ECE) Rubrics: 5 – Very Evident <ul style="list-style-type: none"> - The teacher has attended international or national-level trainings specifically related to Early Childhood Education (ECE). 3 – Evident <ul style="list-style-type: none"> - The teacher has attended regional or local-level trainings related to ECE. 1 – Not Evident <ul style="list-style-type: none"> - The teacher has not attended any trainings related to ECE. 				
3. Scholarships (if any) Rubrics: 5 – Very Evident <ul style="list-style-type: none"> - The teacher has a long-term scholarship (e.g., full degree program, extended study) related to ECE. 3 – Evident <ul style="list-style-type: none"> - The teacher has a short-term scholarship (e.g., certificate course, training program, workshop) related to ECE. 1 – Not Evident <ul style="list-style-type: none"> - The teacher has not taken any scholarship or a course related to ECE. 				
Score				

Note: Data reflected must be checked and validated by Kindergarten Supervisor

Monitored by:

 PSDS/EPS

Conformed:

 Teacher



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LIST OF EVALUATORS for the SEARCH OF BEST KINDERGARTEN IMPLEMENTER

District	Name	Position
North District	Lyn A. Carpio – Team Leader	PSDS
	Monina R. Antiquina	EPS
	Rosalyn Z. Montealto	PSDS
	Cherilyn R. Allen	EPS
	Melanie B. Bantilan	EPS
	Jesel B. Chiu	EPS II
East District	Olalio D. De los Santos – Team Leader	PSDS
	Edgardo S. Cabalida	EPS
	Serapino E. Estebat Jr.	EPS
	Maria Lisa E. Valdehueza	PSDS
	Jovencia M. Samante	PSDS
	Marie Antoinette F. Nazareth	Planning officer III
West District	Adrian G. Refugio – Team Leader	PSDS
	Cherry Mae B. Eltanal	EPS
	Jesse P. Samaniego	EPS
	Genevieve B. Miranda	PSDS
	Marjohn Yapac	SEPS
South District	Bernie P. Laranjo – Team Leader	PSDS
	Dexter A. Elumba	EPS
	Petrush G. Macute	PSDS
	Edgar C. Dingal	EPS
	Vilma C. Velasco	PSDS
	Riela Angela C. Josol	EPS
	Marie G. Refugio	SEPS

LIST OF EVALUATORS FOR FINAL ROUND OF EVALUATION

Name	Position
Lyn A. Carpio – Team Leader	PSDS
Olalio D. De los Santos	PSDS
Adrian G. Refugio	PSDS
Bernie P. Laranjo	PSDS
Edgardo S. Cabalida	EPS
Riela Angela P. Josol	EPS
Edgar C. Dingal	EPS