

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF)
MID – YEAR REVIEW FORM

Name of Employee: **Ms. Rosemary T. Bernal** | Position: **Teacher I** | Division Office: **SOCCSKSARGEN** | Review Period: **Aug 2022-January 2023** | Name of Supervisor: **Mrs. Maribel C. Ubesa** | Position: **Supervisor** | Date of Review: **January 9, 2023**

SARVs	SARVs	Objectives	Timeline	Weight per SARV	MORV	Performance Target	Mid-Year Review Rating				Mid-Year Review Results
							Rating (Exceeded)		Rating (Met)		
							Rating	Remarks	Rating	Remarks	
Basic Instructional Delivery	Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas.	June 2022 to March 2023	20.0%	1. Class room assessment tool (COT) using a least a set/for one module/learning materials form about knowledge of content within and across curriculum teaching areas. 2. Lesson plans/lesson plan (LP) developed highlighting using set/for one of content of knowledge within and across subject areas. 3. Instructional materials highlighting using set/for one of content and its integration in other subject areas. 4. Performance task/lesson materials (LP) highlighting using set/for one of content of knowledge within and across subject areas. 5. Other (Please specify and provide attachments).	Very Satisfactory (VS)	4.00	VS	4.00	VS	
		2. Used a range of teaching strategies that enhance learner's active participation and learning.			1. Class room assessment tool (COT) using a least a set/for one module/learning materials form about teaching strategies that enhance learner's active participation in the day and number days a week. 2. Lesson plans/lesson plan (LP) used in teaching highlighting using set/for one of content of knowledge within and across subject areas. 3. Instructional materials highlighting using set/for one of content and its integration in other subject areas. 4. Performance task/lesson materials (LP) used in teaching highlighting using set/for one of content of knowledge within and across subject areas. 5. Other (Please specify and provide attachments).	Very Satisfactory (VS)	4.00	VS	4.00	VS	

					1. Class room assessment tool (COT) using a least a set/for one module/learning materials form about teaching strategies that enhance learner's active participation in the day and number days a week. 2. Lesson plans/lesson plan (LP) used in teaching highlighting using set/for one of content of knowledge within and across subject areas. 3. Instructional materials highlighting using set/for one of content and its integration in other subject areas. 4. Performance task/lesson materials (LP) used in the day and teaching.						
		2. Applied a range of teaching strategies that enhance learner's active participation and creative thinking, to utilize appropriate learning tools.			1. Class room assessment tool (COT) using a least a set/for one module/learning materials form about teaching strategies that enhance learner's active participation and creative thinking, to utilize appropriate learning tools. 2. Lesson plans/lesson plan (LP) used in teaching highlighting using a different teaching strategies that enhance learner's active participation and creative thinking in other subject areas. 3. Instructional materials highlighting using set/for one of content and its integration in other subject areas. 4. Performance task/lesson materials (LP) used in the day and teaching.	Very Satisfactory (VS)	4.00	VS	4.00	VS	
Instructional Materials	2. Learning Materials (Learner's Copy) and Activities	4. Managed class room activities to engage learners, and facilitate learning through an appropriate and effective activities within a range.			1. Class room assessment tool (COT) using a least a set/for one module/learning materials form about managing a class room structure that engage learners in various activities. 2. Lesson plans/lesson plan (LP) highlighting using a class room management/controlling in the appropriate learning activities that enhance learner's active participation in the day and teaching.	Very Satisfactory (VS)	4.00	VS	4.00	VS	

					Class room assessment tool (COT) using a least a set/for one module/learning materials form about managing a class room structure that engage learners in various activities.	Very Satisfactory (VS)	4.00	VS	4.00	VS	
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Grade 1setswana Mid Year Sample

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Grade 1setswana Mid Year Sample:

New Language Bearings in Africa Margaret Jepkirui Muthwii, Angelina Nduku Kioko, 2004-01-01 The collection of papers in this special volume discuss issues and challenges that are pertinent in understanding present day moves and tendencies in the use of languages in the African contexts The volume s major asset lies in the diversity of topics the range of languages and the African geographical areas covered Not only do the contributors come from different nations in Africa but also many of them are established scholars who interact with and interpret the unique situations in their nations on a daily basis

African Languages in Basic Education Karsten Legère, 1996 The Oxford Guide to the Bantu Languages Lutz Marten, Ellen Hurst-Harosh, Nancy C. Kula, Jochen Zeller, 2025 This volume brings together leading scholars from the African continent and beyond to provide a detailed account of the languages of the Bantu family The book will be an essential resource for students and researchers specializing in the Bantu languages and for typologists and comparative linguists more broadly

Botswana Herman M. Batibo, Birgit Smieja, 2000 The need of the national language Setswana to participate actively in society politics and democratisation as both national language and lingua franca of Botswana has caused language domination and suffocation on the part of the 25 or so minority languages As a result these languages are now going through a process of language shift and death Consequently their cultures too suffer great losses in order to keep pace with the mainstream society The aim of the book is threefold a to inform the large public both local and international about the sociolinguistic and related issues regarding the minority languages of Botswana b to provide facts about the state and future trends of the minority languages in order to sensitise the public and the relevant authorities about the issues involved and c to present ideas and insights in order to stimulate academic debates on the minority languages Linguists from Botswana as well as from Europe and U S A present their latest field research findings to shed light on the present situation of the minority languages

The National Language Lydia Nyati-Ramahobo, 1999 *Education Statistics*, 2000 Lifestyle. Biological Risk Factors for Non-Communicable Diseases in the Midst of Social Inequalities and COVID-19 Kotsedi Monyeki, Andre Pascal Kengne, Benedicta Ngwenchi Nkeh-Chungag, Han C. G. Kemper, 2023-07-31 A Supplement to the Oxford English Dictionary R. W. Burchfield, 1972 These volumes replace the 1933 Supplement to the OED The vocabulary treated is that which came into use during the publication of the successive sections of the main Dictionary that is between 1884 when the first fascicle of the letter A was published and 1928 when the final section of the Dictionary appeared together with accessions to the English language in Britain and abroad from 1928 to the present day Nearly all the material in the 1933 Supplement has been retained here though in revised form Preface

Imagining Multilingual Schools Ofelia García, Tove Skutnabb-Kangas, Maria E. Torres-Guzmán, 2006 This book brings together visions and realities of multilingual schools throughout the world in order to examine the pedagogical socioeducational and sociopolitical issues that impact on their development and success The chapters describe and analyze pedagogical instructional and policy efforts to develop

multilingualism through school with different targeted populations immigrant students indigenous peoples traditional minorities majorities and multiethnic multilingual groups Each contribution many written by well known scholars in the field of bilingual and multilingual education affirms the desirability of multilingualism as a societal resource and as a right of individuals while acknowledging the social economic and political differences that make the acquisition of multilingualism easy for some and difficult for others And yet the book focuses on the school as a place of promise and resistance having the potential to preserve recover and expand the world s linguistic diversity The introduction written by the co editors identifies the conceptual threads that are developed throughout the chapters But the chapters themselves remind us of the importance of local conditions despite the global pressures of the 21st century in imagining and creating multilingual educational spaces

Southern African Linguistics and Applied Language Studies ,2009 Journal of Psychology in Africa ,2010

Resources in Education ,1983 **Botswana** ,1990 **Report of the National Education Commission**

Bophuthatswana (South Africa). National Education Commission,1978 *Linguistics and Language Behavior Abstracts* ,2006 Africa Guide Richard Synge,1983 Environmental Education for Sustainable Development EEASA. International Conference 2001,2001 **Kagisano Ka Thuto** Botswana. National Commission on Education,1977 **Religious and Theological Abstracts** ,1999 *The American Heritage College Dictionary* Houghton Mifflin Company,1993 Please see the new edition of this book ISBN 0395671612

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