

#### Republic of the Philippines

# DEPARTMENT OF EDUCATION FL SALVADOR CITY-RECORDS SECTION RELEASE NOV 17 7777 Time: 1/12 CBy: Control #;

# Department of Education REGION X - NORTHERN MINDANAO SCHOOLS DIVISION OF EL SALVADOR CITY

November 5, 2024

DIVISION MEMORANDUM No. 448 , s. 2024

> SEMINAR-WORKSHOP ON THE EVALUATION AND SELECTION PROCESS OF READING RESOURCES AND OTHER INSTRUCTIONAL MATERIALS ACROSS LEARNING AREAS

To: Assistant Schools Division Superintendent

Chiefs of CID and SGOD

**Education Program Supervisors** 

All Public Elementary and Secondary School Heads

All Public Elementary and Secondary School Teachers

All Others concerned

- 1. In reference to DepEd Memorandum No. 064, s. 2023 re Screening and Evaluation Tools for the Evaluation and Selection of Reading Resources for the National Reading Program, and Regional Memorandum No. 0647, s. 2024 re Training on Teaching Reading Across Learning Areas for Secondary School Teachers and Convergence of Curriculum and Instructional Leaders, this Office initiates the conduct of Seminar-Workshop on the Evaluation and Selection Process of Reading Resources and other Instructional Materials Across Learning Areas at the Conference Room, Diamond Building, DepEd El Salvador City, Zone 3, Poblacion, El Salvador City, on November 14-15.
- 2. The activity aims to
  - a. capacitate school heads, and teachers in establishing standardized criteria and guidelines to ensure the quality of reading resources that will enhance the effectiveness of the program and promote the development of strong reading skills among target learners,
  - b. provide clear guidance to streamline the evaluation process ensuring consistency and fairness in the selection of reading resources across learning areas in the Division and in all schools, and
  - c. provide technical assistance in the development of contextualized and interesting learning resources appropriate to the grade level.
- 3. Participants to this activity are all public elementary and secondary school heads, education program supervisors, members of the working committees and other division personnel.
- Each school head participant is expected to secure a/an
  - a. copy of at least two instructional/reading resources per learning area and per school,
  - accomplished evaluation tools duly signed by the members of the schoolbased LR evaluation committees,







- c. inventory of reading resources and instructional materials, and
- d. school reading data for the last three years.
- 5. Matrix of activities, copies of evaluation tools, and other references are attached for guidance.
- 6. A prework activity shall be conducted at the Conference Room, Diamond Building, DepEd El Salvador City Division, Zone 3, Poblacion, El Salvador City on November 8, 2024 at 9:00 a.m. to discuss the details of the seminar-workshop activity. Participants to this prework are the school heads and other members of the working committees.
- 7. This Office shall adhere to Equal Opportunity Principle (EOP) in receiving the General Plan of Activities and Attending to clarification/queries relative to the abovementioned activity. Hence, all decisions and actions shall be based on guidelines set forth, with no discrimination on the account of age, gender, identity, sexual orientation, civil status, disability, religion, ethnicity or political affiliation.
- 8. This Office directs the immediate and wide dissemination of this Memorandum.

RANDOLPH B. TORTOLA Schools Division Superintendent

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ATCH: As stated Reference:

DM 064, s. 2023 RM 0647, s. 2024

To be indicated in the <u>Perpetual Index</u> Under the following subjects:

CURRICULUM

TRAININGS

LEARNING RESOURCES

RE: Seminar-Workshop on the Evaluation and Selection Process of Reading Resources and Other Instructional Materials Across Learning Areas"

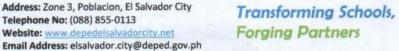
CID/mrv

#### SEMINAR-WORKSHOP ON THE EVALUATION AND SELECTION PROCESS OF READING RESOURCES AND OTHER INSTRUCTIONAL MATERIALS ACROSS LEARNING AREAS

November 14-15, 2024 Conference Room, Diamond Building, El Salvador City Division

#### **ACTIVITY MATRIX**

Date	Time	Activity	Venue
November 14, 2024	7:30 - 8:30 a.m.	Arrival and Registration	Conference Room,
11, 2021	8:30 - 9:30 a.m.	Opening Program and Statement of Purpose	Diamond
	9:30 – 11:00 a.m.	Revisit on the Evaluation Process of Learning Resources by Glenn John O. Isiderio, PDO II	Building, El Salvador City
	11:00 a.m. – 12:00 p.m.	Orientation on the Evaluation Tools by Roque R. Sabasaje, EPS-EPP/TLE/TVL	Division
	1:00 – 2:00 p.m.	Presentation of teacher-made stories and PISA-like assessments for evaluation process	
	2:00 – 4:30 p.m.	Workshop 1: Evaluation of teacher-made stories and PISA-like assessments	
	4:30 – 5:00 p.m.	Open Forum	
November	7:30 - 8:30 a.m.	Arrival and Preliminaries	
15, 2024	8:30 a.m. – 12:00 p.m.	Workshop 2: Evaluation of Instructional Materials across Learning Areas	
	1:00 – 4:00 p.m.	Presentation of Outputs and Critiquing	
	4:00 – 5:00 p.m.	Closing Ceremonies	





#### SEMINAR-WORKSHOP ON THE EVALUATION AND SELECTION PROCESS OF READING RESOURCES AND OTHER INSTRUCTIONAL MATERIALS ACROSS LEARNING AREAS

November 14-15, 2024 Conference Room, Diamond Building, El Salvador City Division

#### **Learning Resources Evaluation Tools**

A. LR Evaluation Tool for Charts, Posters, Drill / Flash Cards

Evaluation Template 6.5 Refer to Guidelines and P	nocember:	Tor LEMID	Assessme	ett and Evalu
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Copyright Year:			No. of	Pages:
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Address: Zone 3, Poblacion, El Salvador City Telephone No: (088) 855-0113 Website: www.depedelsalvadorcity.net

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Email Address: elsalvador.city@deped.gov.ph





#### LR Evaluation Tool for Charts, Posters, Drill / Flash Cards

Evaluation Template 6.5 limin to Guidelmer, and Pro 1.1.1 Descriptors for Factors A to C of the Evaluation Rating Sheet for Charts, Posters, Drill / Flash Cards and Manipulatives Important: These descriptors will guide you in giving an objective and quantifiable score for each critision does in the raing sheet. For raings of 3 and below, your written comments in the rating sheet should inticide specific your and time descriptions of inodespaces in the material. If a criterion is not applicable, give if a rating of 3. Factor A. Content Content reinforces: enriches, and/or leads to the mastery of certain learning competencies for the subject and grade/year level it was intended. Descriptor. Material supports, complements achievement of learning competencies of the subject area and godie; your level for which it is intended. 2. Material is likely to promote interest of the target users. <u>Oescriptor</u>:
The material is prevented in such a way that it is stimulate interest in the subject multiplication of the processing devices are invited such as use of symbols, high color confusions or emphasis. 3. Facts are accurate 3. Fescriptor:
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Historical order dischall curetors is accurate and up-to-date. Descriptor:
What is said or written closely responds to what is shown.
Captions are clear and relievent.
Placement of shaults supports the content of the test and does not interfere with reading or viewing. 6. Visuals are suitable to the age level and interests of the target user. usals are clear and adequately convey the message of the subject or topic.

Evaluation Template 6.5 Note: to Guidelines and Processes for LRMDS Assessment and English B. Typographic layout / design facilitate understanding of concepts presented. <u>Descriptor:</u>
First size and type and specing enhance readability for the intended use of the material.
There is adequate contrast between all elements on the page. 9. Size of the material is appropriate for use in school. Descriptor: Easy to handle Rolatively light 10. Material is easy to use and durable. Descriptor: Factor B. Other Findings Descriptor: No conceptual Obscriptor.
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No caudated information, improper use at fatilistics, inaccurate graphs, over simplified models or examples. Descriptor. No grammatical error found 4. Other errors  $\tilde{u}.e$  , computational errors, obsolete information, errors in the visuals, etc.) Descriptor.
No error found
No outdated information – maps, inaccutate graphs, diagrams or pictures. 1. Adequate support material is provided. the muturial sibouid be packaged with stadent and teacher support material

Evaluation Template 6.5 Refer to Guidelines and Processes for LRMDS Assessment and Evaluation

Instructional absorbses clearly stated.

Target activities and sequence are clearly identified and opportunities to extend activities are provided.

3. Suggested activities support innovative pedagogy.

#### Descriptor:

Materials should actively involve target users in exploring, testing and applying ideas. Materials should invite repeated use over an extended period of time.

#### Technical Design

4. Manipulative is safe to use

#### Descriptor:

- sharp edges.
- . is heavy and ankward to handle,
- is made of potentially toxic substances
- . Fragile and easily broken or breakable.

5. Size and composition of the manipulative is appropriate for the intended audience.

Descriptor:
Consider the manual deatenty and strength of the intended user Consider whether the material is durable enough to withstand repeated use.

Are there many small pieces that can be easily lost?

Can missing pieces be easily replaced or substituted? Suggested manual tasks within the activities are compatible with the motor skills of the intended users

Descriptor:

Consider the manual dextority and strength of the intended user.



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#### Attachment to Division Memorandum No. 448, s. 2024

#### **Learning Resources Evaluation Tools**

#### B. LR Evaluation Tool for Print Resources

Evaluation Rating Sheet for PRINT Re-	sourc	es		
ISBN				
Author(s):	But	zrator(s):_		
Publisher/Distributor(s):				
Copyright Year. Number of Pages	_			
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Factor 2: Format	4	S/NA 3	Poor 2	Not Satisfactory
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1.2 Spaces between letters and words facilities reading				
1.3 First is easy to read.				
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2.3 Properly labelled or captured (4 applicable)			1	
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2.5 Attractive and approxing				
2.6 Calturally relevant				
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\$2.5 mplo i.e. stors not distract the attention of the reader)				
3.3 Adequate Busication in relation to livel.				
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<ol> <li>Typographical and other minor errors (e.g., mappropriate or unclear distribution, mosning labels, whiteg captions, sec.).</li> </ol>	
Total Paints	
Note: Persoance must scare 24 out of a maximum 24 gents to pass this critimon. Person put a check mark on the appropriate Sox	Passed  Failed- All issues must be documented in the comments section.
Other Community	
Please with your comments and recommendations on the sheet if recovery.	e material net cophyred in Factors 1.4. Use additional
Recommendation	
Note: Any material that fails factor 4 must schools until the identified issues hu	not be recommended for use in public are been fixed.
Any material that fails in at least one of the for not be recommended for possible use it	
(Please put a check mark ( * ) in the appropriate bea	4
that the corrections I revisions included in the	terial for possible use in public schools provided support are made. If or commercial resources must implement all recommended corrections / to.)
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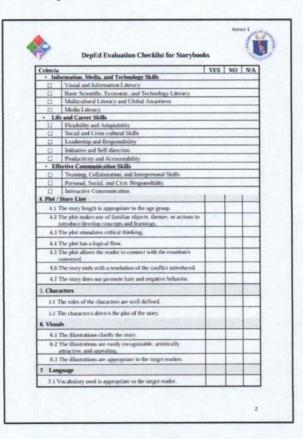
Website: <a href="www.depedelsalvador.city.net">www.depedelsalvador.city.net</a> Email Address: elsalvador.city@deped.gov.ph

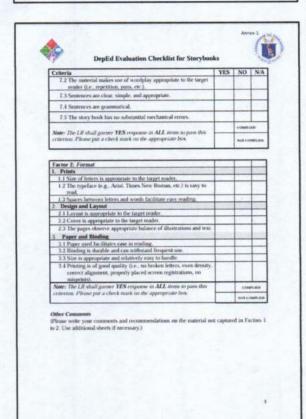




#### C. LR Evaluation Tool for Storybooks

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7	DepEd Evaluation Checklist for Storybook	ks		3
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Copyright	Year: Language Used:	No. 0	l Pages	-
1. Check 2. For a Summ 3. If an er	ons: Examine the LR carefully and rate it along each evaluate the appropriate column (YES or NO) for your assessment guit NO response, write your comments/justifications/finding vary of Findings, Attach extra sheets if necessary, obstation criterion is Nor Applicable (NA), check the column typort must be completed in ink. Please write legibly.	ded by the	se indic	atri
Criteria		YES	NO	
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The th	semen's iscare engaging, appropriate, and relevant to the		-	П
target	reader.			Г
2. Socio-	ultural sensitivity			L
Guid (Pr	ie LR is consistent with the DepEd Social Content ellius. At a clock mark on the box of the Social Content theme's Vare violated.)			
- 0	The Philippine Nation and Society			
D	Citizenship and Social Responsibility			
- 0	Individuals and Social Identity			Π
- 0	Social Institutions			
- 95	Gentler			
- bd	Media, Technology, and Communication			
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3.1 Develo	Safety and Security ponential aspect.  The story considers the developmental needs of the target reader in 21° Century Skills such as: (Pot a check mark only to the applicable values and trains.)  ruing and Innovation.  Higher Crief Thinking Skills and Sound Rousoning.		NO	









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D. LR Evaluation Tool for Reading Resources

(Enclosure No. 1 to DepEd Memorandum No. 064, s. 2023)

Screening Tool for Level 1 Evaluation or Screening







#### DepEd Screening Tool for Reading Resources

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Title/Series Title:
author(s):
Publisher(s):
Distributor(s):
SBN(s):
Reading Resource is part of a set or package (if applicable): [ ] Yes [ ] No f Yes, specify all items included in the package.
Total No. of Pages: (if applicable)
nstructions: Examine the Reading Resource (RR) carefully and check the applicable

criterion. Your report must be completed in ink. Please write legibly.

	CRITERIA	YES	NO
1.	The RR supports the National Reading Program (NRP) of the Department of Education (DepEd).		
2.	The RR conforms to the type of RRs to be procured based on the guidelines issued by the DepEd.  LRs for remediation LRs for enrichment		
3.	The RR is appropriate for Key Stage 1. Check the appropriate grade level.		
	Grade 1 Grade 2 Grade 3		
4.	The RR binding is sturdy and can withstand frequent use.  (Note: If the RR is a set/package, consider the sturdiness of all the components.)		
5.	The RR uses paper that is durable.  (Note: If the RR is a set/package, consider the durability of the applicable components.)		
6.	The RR observes the appropriate size of letters and the typeface is easy to read.		
7.	The printing of the RR is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registrations, and no misprints).		
8.	The RR has a visual design that is clear, interesting, and appropriate.		
	The RR uses language that is appropriate for the intended learner.		
-	The RR promotes the development of literacy.		1

Other Comments/Findings: (Please write your comments and findings on the RR not captured in Items 1 to 10.)



Address: Zone 3, Poblacion, El Salvador City Telephone No: (088) 855-0113 Website: www.depedelsalvadorcity.net Email Address: elsalvador.city@deped.gov.ph

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LR Evaluation Tool for Reading Resources

RECOMMENDATION:  Recommended for Level 2 or Content Evaluation (If Items 1 to 10 are checked YES.)  Not Recommended for Level 2 or Content Evaluation (If NO to at least one of the items.)			
Accomplished by:			
Signature Over Printed Name		Signature Over Printed Name	
Date:			





Website: <a href="www.depedelsalvadorcity.net">www.depedelsalvadorcity.net</a> Email Address: elsalvador.city@deped.gov.ph





LR Evaluation Tool for Reading Resources

(Enclosure No. 2 to DepEd Memorandum No. 064, s. 2023)

DepEd Evaluation Sheet for Level 2 Evaluation or Content Evaluation





#### DepEd Evaluation Sheet for Reading Resources



Author(s):			
Illustrator(s):			
Publisher/Distributor(s):			
ISBN(s): Language Used: N	o. of Pa	ages:	
Instructions: Examine the Reading Resource (RR) carefully and rate criterion. Do the following:	it along	g each	evaluati
<ol> <li>Check the appropriate column [YES or NO] for your associations.</li> <li>For a NO response, write your comments/justifications/fine Summary of Findings. Attach extra sheets if necessary.</li> <li>If an evaluation criterion is Not Applicable (NA), check the column of the complete of the column of the complete of the column of the</li></ol>	dings t	y filli	
Criteria	YES	NO	N/A
Factor 1: Content			
The RR is/are appropriate for the learner's reading ability level.     Grade 1 Grade 2 Grade 3			
The RR is appropriate for the intended Reading Profile. (Refer to NRP Policy Guidelines)     Full Refresher    Moderate Refresher    Light Refresher			
3. The RR purposively promotes literacy.			
4. The RR is consistent with the DepEd social content guidelines. (If NO, check the box of the social content theme/s that is/are violated.)			



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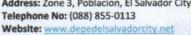
Transforming Schools, Forging Partners



#### LR Evaluation Tool for Reading Resources

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#### LR Evaluation Tool for Reading Resources

Factor 2: Format and Technical Design/Specifications	YES	NO	N/A
For Print RRs:			
1. Prints			
1.1 Size of letter is appropriate to the target reader.	T		
1.2 The typeface (e.g., Alfabeto or Century Gothic) is easy read. Spaces between letters and words facilitate ear reading.			
2. Design and Layout			
2.1 Layout is appropriate to the target reader.	T		
2.2 Cover is appropriate to the target reader.	178		
2.3 The pages observe appropriate balance of illustrations are text.	d		
3. Paper and Binding			
3.1 Paper used facilitates ease in reading.			
3.2 Binding is durable and can withstand frequent use.			
3.3 Size of the RR is appropriate and relatively easy to handle			
3.4 Printing is of good quality (i.e., no broken letters, eve density, correct alignment, properly placed screen registration, no misprints).			
For Non-Print RRs:			
<ol> <li>Volume and quality of sound is appropriate.</li> </ol>			
<ol><li>Pacing is effective and appropriate to instructional purposes.</li></ol>			
<ol> <li>Audio-visual effects (music, sound, graphics, etc.) are appropriate and effective for instructional purposes.</li> </ol>			
Note: The RR shall garner a YES response in at least 7 items for		PAS	SED
print to pass this criterion.  The RR shall garner a YES to ALL items for non-print to pass this criterion.  Please put a check mark on the appropriate box.		FA	ILED
Factor 3: Presentation and Organization	YES	NO	N//
<ol> <li>Presentation is engaging, interesting, and understandable by the intended readers.</li> </ol>			
<ol><li>There is logical and smooth flow of ideas.</li></ol>			
3. The RR is/are aligned with the guidelines issued by the DepE	d in term	s of:	
3.1Readability Index			
3.2Language used			
3.3 Text types/structure/organization			1







Email Address: elsalvador.city@deped.gov.ph





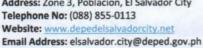
#### LR Evaluation Tool for Reading Resources

4 For Non-Print RRs, length of the video recording is appropriate to the attention span of the target learner.			
Note: The RR shall garner a YES response in at least 4 items for		PAS	SED
print to pass this criterion.  The RR shall garner a YES response at least 5 items for non-print to pass this criterion.  Please put a check mark on the appropriate box.		FAI	LED
Factor 4: Accuracy and Recency of Information	YES	NO	N/A
The RR is free from:			
1. Conceptual errors			
2. Factual errors			
3. Grammatical errors			
4. Computational errors			
5. Obsolete information			
6. Substantial mechanical errors			
Note: The RR shall garner a YES response in ALL applicable items		PAS	SED
to pass this criterion. Please put a check mark on the appropriate box.		FAII	LED

#### Other Comments

Please write your comments and recommendations on the material not captured in Factors 1 to 4. Use additional sheets if necessary.





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#### LR Evaluation Tool for Reading Resources

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<b>Note:</b> The RR shall NOT be recommended for poor of the four factors.	ossible use in the NRP if it lails in any
(Please put a checkmark (/) in the appropriate b	ox.)
I / We <b>recommend</b> the approval of this R schools.	R for possible use in public basic educa
I / We do not recommend the approval education schools for the reasons states (Please use a separate sheet if necessary.	d below or cited in this evaluation rep
(Please sign below and at the back of each page.	
I/We certify that this evaluation report and recormade without any undue influence from others.	
PRINTED NAME/S of Evaluator/s	Signature/s
Date:	



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#### Republic of the Philippines Department of Education

OCT 2 3 2023

DepEd MEMORANDUM

#### SCREENING AND EVALUATION TOOLS FOR THE EVALUATION AND SELECTION OF READING RESOURCES FOR THE NATIONAL READING PROGRAM

To: Undersecretaries

Assistant Secretaries

Minister, Basic, Higher, and Technical Education, BARMM

Bureau and Service Directors

Regional Directors

Schools Division Superintendents

Public Elementary and Secondary School Heads

All Others Concerned

- The Department of Education (DepEd), through the Bureau of Learning Resources (BLR) issues the enclosed Screening and Evaluation Tools for the Evaluation and Selection of Reading Resources for the National Reading Program to serve as reference in the evaluation and selection of reading resources for use in public schools.
- This issuance aims to establish standardized criteria and guidelines ensuring the quality of reading resources that will enhance the effectiveness of the program and promote the development of strong reading skills among the target learners. It provides clear guidance to streamline the evaluation process ensuring consistency and fairness in the selection of reading resources across all governance levels of DepEd.
- In support of the MATATAG Agenda, the National Reading Program (NRP), as stated in DepEd Order No. 013, s. 2023 or the Adoption of the National Learning Recovery Program in the Department of Education, contributes in continuously innovating ways to provide quality and relevant learning resources that will strengthen the production of learners who are competent and job-ready, active, and responsible citizens. This is a program that harmonizes all reading programs implemented in the schools. Given the learning standards relevant to reading literacy, the reading teachers are expected to transfer the skills to learners using evidence-based and innovative pedagogies and these include the use of supplementary learning resources in reading also called the reading resources.
- Each classroom for every organized class shall be provided with a set of reading resources so that the teachers and learners will have an engaging love for reading. This set of reading resources must have undergone quality assurance for it to be responsive, relevant, and meaningful in the development of foundational skills in reading.
- 5. The Bureau of Learning Resources-Quality Assurance Division (BLR-QAD) with the help of the National Reading Program-Technical Working Group (NRP-TWG)/Sub-TWG shall facilitate the evaluation process of all submitted reading resources from the publishers, suppliers, or distributors to qualify for the intended procurement in the NRP.

- 6. The NRP-TWG/Sub-TWG are ad hoc committees comprising of educational leaders, specialists, and field implementers across all governance levels of DepEd.
- 7. The NRP-TWG/Sub-TWG and identified Learning Resource Evaluators (LREs) shall use the DepEd Screening Tool for Reading Resources (Enclosure No. 1) for the preliminary examination of reading resources if these comply with the requirements to undergo the content evaluation. Consequently, the DepEd Evaluation Rating Sheet (Enclosure No. 2) shall be used for the content evaluation to assess the suitability of reading resources for use in classrooms and to ensure the quality of reading resources in terms of format, content, presentation and organization, and accuracy and recency of information.
- 8. The NRP-TWG/Sub-TWG and LREs shall summarize the content evaluation results, process the copies of reading resources and reports, and prepare the list of passed reading resources. Evaluation rating sheets and summaries of findings shall be processed by the BLR immediately after the evaluation activity.
- 9. All reading resources that passed the evaluation process shall be considered for procurement and shall be subjected to procurement planning activities in accordance with Republic Act No. 9184 or the Government Procurement Reform Act and its Revised Implementing Rules and Regulations (IRR).
- 10. In case of downloaded funds, the regional offices shall facilitate the evaluation and selection of submitted and identified reading resources from the conduct of various scoping activities.
- 11. The timeline for each evaluation stage in the evaluation and selection of reading resources for the NRP shall be set by the committees. The committees shall establish a clear timeline at the outset of the evaluation process ensuring that each stage, from submission up to the selection, adheres to specific timeframes.
- 12. This issuance is effective for a specific period subject to the availability of funds for the submission and evaluation of reading resources. It applies to all governance levels of DepEd ensuring a standardized and comprehensive approach to the evaluation and selection process to enhance the quality and diversity of reading resources to be utilized across the NRP.
- 13. For inquiries, please contact the **Bureau of Learning Resources-Quality Assurance Division (BLR-QAD)**, Ground floor, Bonifacio Building, DepEd Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at blr.lrqad@deped.gov.ph or at telephone numbers (02) 8634-1054 and (02) 8631-9294.

14. Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:

GINA O. GONONG

Undersecretary, -01

ecz



Encls.:

As stated

Reference:

DepEd Order (No. 013, s. 2023)

To be indicated in the <u>Perpetual Index</u> under the following subjects:

BASIC EDUCATION
COMMITTEES
EVALUATION
POLICY
PROGRAMS
PROJECTS
SCHOOLS
SELECTION

MCDJ, APA, MPC, DM Screening and Evaluation for the National Reading Program 0580 – September 20,  $2023\,$ 

(Enclosure No. 1 to DepEd Memorandum No. 064, s. 2023)

Screening Tool for Level 1 Evaluation or Screening





#### DepEd Screening Tool for Reading Resources



Title/Series Title:		
Author(s):		
Publisher(s):		
Distributor(s):		
SBN(s):		
Reading Resource is part of a set or package (if applicable): [ ] Yes [ ] No if Yes, specify all items included in the package.		
Total No. of Pages: (if applicable)		
Instructions: Examine the Reading Resource (RR) carefully and check criterion. Your report must be completed in ink. Please write legibly.	the a	pplica
CRITERIA	YES	NO
<ol> <li>The RR supports the National Reading Program (NRP) of the Department of Education (DepEd).</li> </ol>	t	
<ol> <li>The RR conforms to the type of RRs to be procured based on the guidelines issued by the DepEd.         LRs for remediation         LRs for enrichment     </li> </ol>	>	
<ol><li>The RR is appropriate for Key Stage 1. Check the appropriate grade level.</li></ol>		
Grade 1 Grade 2 Grade 3		
<ol> <li>The RR binding is sturdy and can withstand frequent use. (Note: If the RR is a set/package, consider the sturdiness of all the components.)</li> </ol>		
<ol> <li>The RR uses paper that is durable. (Note: If the RR is a set/package, consider the durability of the applicable components.)</li> </ol>	В	
<ol><li>The RR observes the appropriate size of letters and the typeface is easy to read.</li></ol>		
<ol> <li>The printing of the RR is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registrations, and no misprints).</li> </ol>		
8. The RR has a visual design that is clear, interesting, and appropriate.		
9. The RR uses language that is appropriate for the intended learner.		
10. The RR promotes the development of literacy.		

Other Comments/Findings: (Please write your comments and findings on the RR not captured in Items 1 to 10.)

RECOMMENDATION:	
Recommended for Level 2 or Cont YES.)	tent Evaluation (If Items 1 to 10 are checked
Not Recommended for Level 2 or items.)	Content Evaluation (If <b>NO</b> to at least one of the
Accomplished by:	
Signature Over Printed Name	Signature Over Printed Name
Date:	

DepEd Evaluation Sheet for Level 2 Evaluation or Content Evaluation





#### DepEd Evaluation Sheet for Reading Resources



Publisher/Distribu	ıtor(s):				
SBN(s):	Language Used:	No.	o. of Pa	ages:	
nstructions: Example riterion. Do the fo	mine the Reading Resource (RR) care ollowing:	fully and rate i	t along	geach	evalua
indicators.  2. For a NO re Summary of 3. If an evalua	appropriate column [YES or NO] esponse, write your comments/just f Findings. Attach extra sheets if net tion criterion is Not Applicable (NA), must be completed in ink. Please w	tifications/find cessary. check the colu	ings b	y filli	
Criteria			YES	NO	N/A
Factor 1: Conten	ıt				n.
1. The RR is/are level.  ☐ Grade 1	appropriate for the learner's readin  Grade 2 Grade 3	g ability			
to NRP Policy	ropriate for the intended Reading Pr Guidelines) ther Moderate Refresher Lig				
3. The RR purpo	sively promotes literacy.				
	sistent with the DepEd social content box of the social content theme/				
☐ Citizenshi ☐ Individua	opine Nation and Society ip and Social Responsibility ls and Social Identity	Gender Social Institut Health, Nutrit Environment		d We	llness

	an	e RR enhances the development of desirable values, traits, d skills such as:  S, check the applicable values, traits, and skills.)					
	a.	Love for Reading					
		☐ Adaptability, Managing Complexity, and Self-direction ☐ The Philippine Nation and Society					
	b.	Information, Media, and Technology Skills					
		☐ Visual and Information Literacy ☐ Media Lite ☐ Multicultural Literacy and Global Awareness	eracy	acy			
	c.	Life and Career Skills  Flexibility and Adaptability Social and Cross-cultural Skills Initiative and Self-direction  Leadership and Productivity and					
	d.	Effective Communication Skills					
		<ul> <li>☐ Teaming, Collaboration, and Interpersonal Skills</li> <li>☐ Personal, Social, and Civic Responsibility</li> <li>☐ Interactive Communication</li> </ul>					
6.	Th	e plot/story line/reading selection/article:					
		6.1 is appropriate to the intended readers.					
		6.2 makes use of familiar objects, themes, or actions to introduce/develop concepts and learnings.					
		6.3 stimulates critical thinking.					
		6.4 has a logical flow.					
		6.5 allows the reader to reconnect with the emotion/s conveyed.					
		6.6 ends with a resolution of the conflict introduced and emphasizes the moral of the lesson.					
7.	Th	ne visuals:					
		<ul><li>7.1 clarify the story.</li><li>7.2 are easily recognizable, attractive, and appealing.</li><li>7.3 are appropriate to the target readers.</li></ul>					
8.		dequate warning/cautionary notes are provided in topics and ctivities where safety and health are of concern.	- 1				
No	ote:	The RR shall garner a YES response in ALL applicable items		PAS	SED		
to	-	ss this criterion. Please put a check mark on the appropriate		FAI	LED		

ik

Factor 2: Format and Technical Design/Specifications	YES	NO	N/A
For Print RRs:			
1. Prints			
1.1 Size of letter is appropriate to the target reader.			
1.2 The typeface (e.g., Alfabeto or Century Gothic) is easy read. Spaces between letters and words facilitate ea- reading.			
2. Design and Layout			
2.1 Layout is appropriate to the target reader.			T
2.2 Cover is appropriate to the target reader.			
2.3 The pages observe appropriate balance of illustrations are text.	nd		
3. Paper and Binding			
3.1 Paper used facilitates ease in reading.			
3.2 Binding is durable and can withstand frequent use.			
3.3 Size of the RR is appropriate and relatively easy to handle	е.		
3.4 Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screening registration, no misprints).			
For Non-Print RRs:			
Volume and quality of sound is appropriate.			
2. Pacing is effective and appropriate to instructional purposes.			
<ol> <li>Audio-visual effects (music, sound, graphics, etc.) are appropriate and effective for instructional purposes.</li> </ol>			
Note: The RR shall garner a YES response in at least 7 items for		PAS	SSED
print to pass this criterion. The RR shall garner a YES to ALL items for non-print to pass this criterion. Please put a check mark on the appropriate box.		FA	ILED
Factor 3: Presentation and Organization	YES	NO	N/A
<ol> <li>Presentation is engaging, interesting, and understandable by the intended readers.</li> </ol>			
<ol><li>There is logical and smooth flow of ideas.</li></ol>			
3. The RR is/are aligned with the guidelines issued by the DepE	d in term	s of:	
3.1Readability Index			
3.2Language used			
3.3 Text types/structure/organization			

4 For Non-Print RRs, length of the video recording is appropriate to the attention span of the target learner.			
Note: The RR shall garner a YES response in at least 4 items for		PAS	SED
print to pass this criterion. The RR shall garner a YES response at least 5 items for non-print to pass this criterion. Please put a check mark on the appropriate box.		FAI	LED
Factor 4: Accuracy and Recency of Information	YES	NO	N/A
The RR is free from:			
1. Conceptual errors			
2. Factual errors			
3. Grammatical errors			
4. Computational errors			
5. Obsolete information			
6. Substantial mechanical errors			
Note: The RR shall garner a YES response in ALL applicable items		PAS	SED
to pass this criterion. Please put a check mark on the appropriate box.		FAII	LED

#### Other Comments

Please write your comments and recommendations on the material not captured in Factors 1 to 4. Use additional sheets if necessary.

# Note: The RR shall NOT be recommended for possible use in the NRP if it fails in any of the four factors. (Please put a checkmark (/) in the appropriate box.) I / We recommend the approval of this RR for possible use in public basic education schools. I / We do not recommend the approval of this RR for possible use in public basic education schools for the reasons stated below or cited in this evaluation report. (Please use a separate sheet if necessary. (Please sign below and at the back of each page.) I/We certify that this evaluation report and recommendation are my/our own and have been made without any undue influence from others. PRINTED NAME/S of Evaluator/s Signature/s

Recommendation

Date:

# 1.1 Evaluation Rating Sheet for Charts, Posters, Drill / Flash Cards and Manipulative.

Title:		
Type:		
Intended for:	Grade/Year level(s):	Subject area(s):
Author(s):		
Publisher		Distributor / Supplier:
Copyright Year:		No. of Pages:

Instructions: Examine the material carefully and for each evaluation criterion consider the extent to which the resource meets the criteria. Check the appropriate number [with 4 being Very Satisfactory (VS); 3 - Satisfactory (S); 2 - Poor, and 1 - Not Satisfactory]. For a rating below 4, write your comments/justifications on each evaluation criterion. If an evaluation criterion is Not Applicable (NA), the material is rated 3 on said criterion. (Not Applicable means that the criteria is not relevant to the resource being evaluated. It is given the score of 3 so that the evaluation score for each factor reflects only the performance against criteria that are relevant to the nature of the resource being evaluated). Attach extra sheets if necessary. Your report may be completed in soft or hardcopy. Please write legibly if completing in hardcopy

Factor A. Content	VS 4	S/NA 3	Poor 2	Not Satisfactory
Content reinforces, enriches, and / or leads to the mastery of certain learning competencies for the level and subject it was intended.				
Material has the potential to arouse interest of the target users.				
3 Facts are accurate.				
Information provided is up-to-date.				
5. Visuals are relevant to the text.				
6. Visuals are suitable to the age level and interests of the target user.				
7. Visuals are clear and adequately convey the message of the subject or topic.				
Typographic layout / design facilitates understanding of concepts presented.				

Size of the material is appropriate for use in school.	
10. Material is easy to use and durable.	
Total Points	
Note: Resource must score at least 30 points out of a maximum 40 points to pass this criterion.	Passed
Please put a check mark on the appropriate box	Failed

Factor B. Other Findings  Note down observations about the information contained in the material, citing specific pages where the following errors are found:	Not Present 4	Present but very minor & must be fixed	Present & requires major redevelopment 2	Poor Do not evaluate further	
Conceptual errors.					
2. Factual errors.					
Grammatical and/or typographical errors.					
Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.)					
Total Points					
Note: Resource must score at least 16 points out of a maximum 16 points to pass this criterion. Please put a check mark on the appropriate box		Passed			
			Il issues must be ited in the Comme	ents	

#### Manipulative

Complete Evaluation for Factor A and B above as well as Factor C

Factor C. Additional requirements for Manipulative	VS 4	S/NA 3	Poor 2	Not Satisfactory
Instructional Design  1. Adequate support material is provided.				
Activities are summarised; extension activities are provided.				

3 Suggested activities support innovative pedagogy.	
Technical Design	
Manipulative is safe to use.	
Size and composition of manipulative is appropriate for intended audience.	
Suggested manual tasks within the activities are compatible with the motor skills of the intended users.	
Total Points	
Note: Resource must score at least 18 points out of a maximum 24 points to pass this criterion. Please	Passed
put a check mark on the appropriate box	Failed

#### **Other Comments**

#### Recommendation

Note: Any material that fails Factor B must not be recommended for use in public schools until the identified issues have been fixed.

(Please put a check mark ( ♥) in the appropriate box.)

- i. 

  I / We recommend the approval of this material for possible use in public schools provided that the corrections / revisions included in this report are made. (For commercial resources (non-DepED owned resources) the Publisher must implement all recommended corrections / revisions in their next printing or provide errata.)
- ii. 

  I / We do not recommend the approval of this material for possible use in public schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.)

(Please sign below and at the back of each page.)

I/We certify that this evaluation report and recommendation are my / our own and have been made without any undue influence from others.						
Evaluator(s):(Please print your full name)	Signature(s):					
Date:						

### 1.1.1 Descriptors for Factors A to C of the Evaluation Rating Sheet for Charts, Posters, Drill / Flash Cards and Manipulatives

**Important:** These descriptors will guide you in giving an objective and quantifiable score for each criterion item in the rating sheet. For ratings of 3 and below, your written comments in the rating sheet should indicate <u>specific part and brief descriptions</u> of inadequacies in the material. If a criterion is not applicable, give it a rating of 3.

#### Factor A. Content

 Content reinforces, enriches, and/or leads to the mastery of certain learning competencies for the subject and grade/year level it was intended.

#### Descriptor:

Very satisfactorily reinforces, enriches, and/or leads to mastery of certain learning competencies

Material supports, compliments achievement of learning competencies of the subject area and grade / year level for which it is intended.

2. Material is likely to promote interest of the target users.

#### Descriptor:

The material is presented in such a way that it is stimulate interest in the subject matter. Focussing techniques and cueing devices are evident such as use of symbols, highlighting, color contrasting or emphasis.

3. Facts are accurate.

#### Descriptor:

All facts are accurate.

Presentation of factual content is accurate and up-to-date.

No outdated information, improper use of figures, inaccurate graphs; over simplified models or diagrams.

4. Information provided is up-to-date.

#### Descriptor:

All information provided is up-to-date.

No outdated information, improper use of figures, inaccurate graphs; over simplified models or diagrams.

5. Visuals are relevant to the text.

#### Descriptor:

What is said or written clearly responds to what is shown.

Captions are clear and relevant

Placement of visuals supports the content of the text and does not interfere with reading or viewing.

6. Visuals are suitable to the age level and interests of the target user.

#### Descriptor:

Design, layout, complexity of information contained in visuals is appropriate for the age level.

7. Visuals are clear and adequately convey the message of the subject or topic.

#### Descriptor:

All visuals are clear and adequately convey the message of the subject or topic.

Visuals are used to enhance understanding of the content.

8. Typographic layout / design facilitate understanding of concepts presented.

#### Descriptor:

Font size and type and spacing enhance readability for the intended use of the material. There is adequate contrast between all elements on the page.

9. Size of the material is appropriate for use in school.

#### Descriptor:

Easy to handle

Relatively light

10. Material is easy to use and durable.

#### Descriptor:

The material is easy to use and durable.

#### Factor B. Other Findings

Conceptual errors

#### Descriptor:

No conceptual error found

Presentation of content will not lead to the development of misconceptions or misunderstanding.

2. Factual errors

#### Descriptor.

No factual error found

Presentation of factual content is accurate and up-to-date

No outdated information, improper use of statistics; inaccurate graphs; over simplified models or examples.

3. Grammatical and / or typographical errors

#### Descriptor:

No grammatical error found

No spelling errors

4. Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.)

#### Descriptor:

No error found

No outdated information - maps; inaccurate graphs, diagrams or pictures.

#### Factor C. Manipulative

#### Instructional Design

1. Adequate support material is provided.

#### Descriptor:

The material should be packaged with student and teacher support material.

Clear instructions

Instructional objectives clearly stated.

Activities are summarized; extension activities are provided.

#### Descriptor:

Target activities and sequence are clearly identified and opportunities to extend activities are provided.

3. Suggested activities support innovative pedagogy.

#### Descriptor:

Materials should actively involve target users in exploring, testing and applying ideas.

Materials should invite repeated use over an extended period of time.

#### **Technical Design**

4. Manipulative is safe to use.

#### Descriptor:

Consider whether the manipulative has:

- sharp edges,
- · is heavy and awkward to handle,
- · is made of potentially toxic substances
- Fragile and easily broken or breakable.
- 5. Size and composition of the manipulative is appropriate for the intended audience.

#### Descriptor:

Consider the manual dexterity and strength of the intended user

Consider whether the material is durable enough to withstand repeated use.

Are there many small pieces that can be easily lost?

Can missing pieces be easily replaced or substituted?

Suggested manual tasks within the activities are compatible with the motor skills of the intended users

#### Descriptor:

Consider the manual dexterity and strength of the intended user.

#### **Evaluation Rating Sheet for PRINT Resources** Title: ISBN: Author(s):\_\_\_\_\_\_Illustrator(s):\_\_\_\_\_ Publisher/Distributor(s):\_\_\_\_\_ Copyright Year: \_\_\_\_\_Number of Pages\_\_\_\_\_ Subject: Intended for (Please check): Elem. (Primary) Elem. (Intermediate) ☐ High School Instructions: Examine the material carefully and for each evaluation criterion consider the extent to which the resource meets the criteria. Check the appropriate number [with 4 being Very Satisfactory (VS); 3 - Satisfactory (S); 2 - Poor, and 1 - Not Satisfactory]. For a rating below 4, write your comments/justifications on each evaluation criterion. If an evaluation criterion is Not Applicable (NA), the material is rated 3 on said criterion. Attach extra sheets if necessary. Your report may be completed in soft or hardcopy. Please write legibly if completing in hardcopy Factor 1: Content VS S/NA Poor Not Satisfactory 1. Content is suitable to the student's level of development. 2. Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended. 3 Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc. 4.Material is free of ideological, cultural, religious, racial, and gender biases and prejudices. 5.Material enhances the development of desirable values and traits such as: (Put a check mark only to the applicable values 5.8 Honesty and trustworthiness 5.1 Pride in being a Filipino 5.2 Scientific attitude and reasoning 5.9 Ability to know right from wrong 5.10 Respect 5.3 Desire for excellence 5.4 Love for country 5.11 Critical and creative thinking 5.12 Productive work 5.5 Helpfulness/Teamwork/Cooperation

5.6 Unity	<b>5</b> .	13 Other: (Pl	ease specify	)
5.7 Desire to learn new things				
6. Material has the potential to arouse interest of target reader.				
7. Adequate warning/cautionary notes are provided in topics and activities where safety and health are of concern.				
Total Points				
Note: Resource must score at least 21 points out of a maximum 28 points to pass this criterion. Please put a check mark on the appropriate box		assed		
		1		1
Factor 2: Format	VS 4	S/NA 3	Poor 2	Not Satisfactory
1.Prints		1		1.
Size of letters is appropriate to the intended user.				
1.2 Spaces between letters and words facilitate reading.				
1.3 Font is easy to read.				
1.4 Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registration).				
2. Illustrations				
2.1 Simple and easily recognizable.				
2.2 Clarify and supplement the text.				
2.3 Properly labelled or captioned (if applicable)				
2.4 Realistic / appropriate colors.				
2.5 Attractive and appealing.				
2.6 Culturally relevant.			100	
3. Design and Layout				
3.1 Attractive and pleasing to look at.				
3.2 Simple (i.e., does not distract the attention of the reader).				
3.3 Adequate illustration in relation to text.				
3.4 Harmonious blending of elements (e.g., illustrations and text).				
4. Paper and Binding				-
4.1 Paper used contributes to easy reading.				
4.2 Durable binding to withstand frequent use.				

5. Size and Weight of Resource

5.1 Easy to handle.5.2 Relatively light.

**Total Points** 

Passed Failed

Factor 3: Presentation and Organization	V S 4	S/NA 3	Poor 2	Not Satisfactory
Presentation is engaging, interesting, and understandable.				
2. There is logical and smooth flow of ideas.				
<ol> <li>Vocabulary level is adapted to target reader's likely experience and level of understanding.</li> </ol>				
<ol> <li>Length of sentences is suited to the comprehension level of the target reader.</li> </ol>				
<ol><li>Sentences and paragraph structures are varied and interesting to the target reader.</li></ol>				
Total Points				
Note: Resource must score at least 15 points out of a maximum 20 points to pass this criterion. Please put a check mark on the appropriate box	□ <sub>Pa</sub>	ssed		

Factor 4: Accuracy and Up-to-datedness of Information  Note down observations about the information contained in the material, citing specific pages where the following errors are found	Not present 4	Present but very minor & must be fixed	Present & requires major redevelopment 2	Poor Do not evaluate further.
:	.,			
Conceptual errors.				
2. Factual errors.				
Grammatical errors.				
Computational errors.				
5. Obsolete information.	-			

inappro	ographical and other minor errors (e.g., opriate or unclear illustrations, missing labels, captions, etc.).				
Total F	Points				
points	Resource must score 24 out of a maximum 24 to pass this criterion. Please put a check mark on propriate box.	Passed Failed- the comme	· All issues	s must be doo	cumented in
Other	Comments				
	e write your comments and recommendations on the eet if necessary.	e material not	t captured	in Factors 1-4	. Use addit
	mmendation				
	schools until the identified issues ha	ave been fi	xed.		
(Pleas	material that fails in at least one of the for not be recommended for possible use it see put a check mark ( ) in the appropriate box    I / We recommend the approval of this mathat the corrections / revisions included in this (non-DepED owned resources) the Publisher revisions in their next printing or provide erra	terial for pos s report are r must impler ta.)	of the eventual of the eventua	in public sch or commercia ecommended	ools provid Il resource I correction
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(Pleas i. ii. (Pleas	material that <b>fails in at least one of the fo</b> not be recommended for possible use if se put a check mark ( ) in the appropriate box  I / We recommend the approval of this mathat the corrections / revisions included in this (non-DepED owned resources) the Publisher revisions in their next printing or provide erra  I / We do not recommend the approval of the reasons stated below and/or cited in this necessary.)  The sign below and at the back of each page.)  We certify that this evaluation report and recommend the sign below and recommend the sign below and at the back of each page.)	terial for pos s report are r must impler ta.) this material evaluation re	of the event of th	in public schoor commercia ecommended ole use in pub ease use sep	ools provid Il resource: Il correction olic schools arate shee



#### DepEd Evaluation Checklist for Storybooks

Annex 1	ANN NG EDUL
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· KA	ON.
18	TOR MA NG PROPERTY

Title:		ISBN
Author(s):	Publisher/D	istributor(s):
Copyright Year:	Language Used:	No. of Pages:

**Instructions:** Examine the LR carefully and rate it along each evaluation criterion. Do the following:

- 1. Check the appropriate column [YES or NO] for your assessment guided by the indicators.
- 2. For a NO response, write your comments/justifications/findings by filling out the Summary of Findings. Attach extra sheets if necessary.
- 3. If an evaluation criterion is Not Applicable (NA), check the column for NA.
- 4. Your report must be completed in ink. Please write legibly.

Cı	riteria		YES	NO	N/A
Fa	ctor 1:	Content			
1.	Them	e		Two to the	
		neme/s is/are engaging, appropriate, and relevant to the reader.			
2.	Socio-c	ultural sensitivity			
	Guide (Pu	ne LR is consistent with the DepEd Social Content elines. at a check mark on the box of the Social Content theme/s s/are violated.)			
		The Philippine Nation and Society			
		Citizenship and Social Responsibility			
		Individuals and Social Identity			
		Social Institutions			
		Gender			de la
		Media, Technology, and Communication			
		Health, Nutrition and Wellness			
		Environment			
		Safety and Security			
3.	Develo	pmental aspect	YES	NO	N/A
	r	The story considers the developmental needs of the target reader in 21st Century Skills such as: (Put a check mark only to the applicable values and traits.)			
	• Lea	rning and Innovation			
		Higher Order Thinking Skills and Sound Reasoning			
		Critical Thinking, Problem Solving, and Risk-taking			
		Adaptability, Managing Complexity, and Self-direction			40.75
		Creativity and Curiosity			





#### DepEd Evaluation Checklist for Storybooks

Criteri	a	YES	NO	N/A
• Ir	formation, Media, and Technology Skills			
	Visual and Information Literacy			4
	Basic Scientific, Economic, and Technology Literacy			
	Multicultural Literacy and Global Awareness		7.70	7.72
	Media Literacy			
• L	ife and Career Skills			
	Flexibility and Adaptability			
	Social and Cross-cultural Skills			
	Leadership and Responsibility			
	Initiative and Self-direction			
	Productivity and Accountability			
• E	ffective Communication Skills			
	Teaming, Collaboration, and Interpersonal Skills			
	Personal, Social, and Civic Responsibility			
	Interactive Communication			
4. Plot	/ Story Line			
4.1	The story length is appropriate to the age group.			
4.2	The plot makes use of familiar objects, themes, or actions to introduce/develop concepts and learnings.			
4.3	The plot stimulates critical thinking.			
4.4	The plot has a logical flow.			
4.5	The plot allows the reader to connect with the emotion/s conveyed.			
4.0	The story ends with a resolution of the conflict introduced.			
4.	7 The story does not promote hate and negative behavior.			
5. Cha	racters			
5.1	The roles of the characters are well-defined.			
5.2	The character/s drive/s the plot of the story.			
6. Vist	ials			
6.	The illustrations clarify the story.			
6.2	2 The illustrations are easily recognizable, artistically attractive, and appealing.			
6.3	3 The illustrations are appropriate to the target readers			
7 La	nguage			
7.1	Vocabulary used is appropriate to the target reader.			



#### DepEd Evaluation Checklist for Storybooks

Criteria	YES	NO	N/A
7.2 The material makes use of wordplay appropriate to the target reader (i.e., repetition, puns, etc.).			
7.3 Sentences are clear, simple, and appropriate.			
7.4 Sentences are grammatical.			
7.5 The story book has no substantial mechanical errors.			
Note: The LR shall garner YES response in ALL items to pass this		COMPLI	ED
criterion. Please put a check mark on the appropriate box.		NOT CO	MPLIED

Factor 2: Format	
1. Prints	
1.1 Size of letters is appropriate to the target reader.	
1.2 The typeface (e.g., Arial, Times New Roman, etc.) is easy to read.	
1.3 Spaces between letters and words facilitate easy reading.	
2. Design and Layout	
2.1 Layout is appropriate to the target reader.	
2.2 Cover is appropriate to the target reader.	
2.3 The pages observe appropriate balance of illustrations and text.	
3. Paper and Binding	
3.1 Paper used facilitates ease in reading.	
3.2 Binding is durable and can withstand frequent use.	
3.3 Size is appropriate and relatively easy to handle.	
3.4 Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registrations, no misprints).	
Note: The LR shall garner YES response in ALL items to pass this	COMPLIED
criterion. Please put a check mark on the appropriate box.	NOT COMPLIE

#### **Other Comments**

(Please write your comments and recommendations on the material not captured in Factors 1 to 2. Use additional sheets if necessary.)



Date:



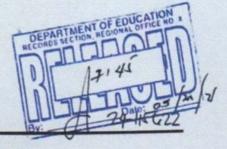
#### DepEd Evaluation Checklist for Storybooks

# Final Recommendation Please put a checkmark (✔) in the appropriate box. | Minor revision. This material is found compliant to all criteria. However, minimal revision is recommended following the Summary of Findings, Corrections, and Review (SPCR) Form and LR with marginal notes. | Major revision. This material is non-compliant to any of the criteria; thus, major revision is recommended following the Summary of Findings, Corrections, and Review (SPCR) Form and LR with marginal notes. | For field validation. This material is found compliant to all criteria with NO corrections. (Please sign below and at the back of each page.) I/We certify that this evaluation report and recommendation are my/our own and have been made without any undue influence from others. | Evaluator/s: Signature/s: | Signature/s



# Republic of the Philippines Department of Education

**REGION X - NORTHERN MINDANAO** 



September 25, 2024

REGIONAL MEMORANDUM No. 0750, s. 2024

> UPDATED REGIONAL MEMORANDUM NO. 0647, S. 2024 (TRAINING ON TEACHING READING ACROSS LEARNING AREAS FOR SECONDARY SCHOOL TEACHERS AND CONVERGENCE OF CURRICULUM AND INSTRUCTINAL LEADERS)

To: Schools Division Superintendents
All Others Concerned

- 1. Following Regional Memorandum No. 647, s. 2024, vis-à-vis the Department's National Learning Recovery Program (NLRP), this Office will facilitate a Training on Teaching Reading across Learning Areas for Secondary Teachers and Convergence of Curriculum and Instructional Leaders within Cagayan de Oro City, on November 24-29.
- 2. The participants are entitled to claim compensatory time-off (CTO) when any of the training schedules fall during declared holidays, regular official holidays, and weekends.
- 3. Their board and lodging will be charged to the Regional Office's (RO) Funds and OSEC-10-24-4177 while their travel, per diem, and incidental expenses shall be charged against local funds, subject to the usual accounting and auditing rules and regulations.
- 4. Attached is the allotted number of participants per division.
- 5. For queries, please contact Mr. Carlos B. Llamas III at 0939-924-8540 or email at carlos.llamas@deped.gov.ph.

6. This Office directs the immediate and wide dissemination of this Memorandum.

DR. ARTURO B. BAYOCOT, CESO III
Regional Director

ATCH.: As stated
To be indicated in the <u>Perpetual Index</u>
under the following subjects:

TEACHERS

TRAINING PROGRAMS

CLMD/CLIamas3



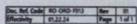




Address: DepEd Regional Office X, Zone 1, Upper Balulang, Cagayan de Oro City
Telephone No: (088) 881-3137

Email Address: region10@deped.gov.ph

Website: r10.deped.gov.ph





Attachment to Regional Memorandum No. 0730, s. 2024

# Participants for the Training on Teaching Reading across Learning Areas for Secondary Teachers and Convergence of Curriculum and Instructional Leaders

#### November 24-29, 2024

	No	. of Pax
Office/ SDO	Teachers (All learning Areas must be represented)	EPS and/or School Head
Regional Office		5
Bukidnon	8	2
Cagayan de Oro City	8	2
Camiguin	8	2
El Salvador City	8	2
Gingoog City	8	2
Iligan City	8	2
Lanao del Norte	8	2
Malaybalay City	8	2
Misamis Occidental	8	2
Misamis Oriental	8	2
Oroquieta City	8	2
Ozamiz City	8	2
Tangub City	8	2
Valencia City	8	2
Total	112	33

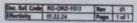






Address: DepEd Regional Office X, Zone 1, Upper Balulang, Cagayan de Oro City Telephone No: (088) 881-3137

Email Address: region10@deped.gov.ph Website: r10.deped.gov.ph







## Republic of the Philippines Department of Education

REGION X - NORTHERN MINDANAO



September 6, 2024

REGIONAL MEMORANDUM No. 0447, s. 2024

> TRAINING ON TEACHING READING ACROSS LEARNING AREAS FOR SECONDARY SCHOOL TEACHERS AND CONVERGENCE OF CURRICULUM AND INSTRUCTIONAL LEADERS

To: Schools Division Superintendents All Others Concerned

- DepEd Order No. 10, s. 2024 highlights the teaching of reading to the learners as a significant part of the teaching load of teachers, especially during the National Reading Program (NRP) time.
- 2. Hence, this Office will conduct a **Training on Teaching Reading across Learning Areas for Secondary School Teachers and Convergence of Curriculum and Instructional Leaders** to ensure that teachers, especially in the secondary schools, are capacitated on teaching reading to secondary school learners who have a difficulty in reading and comprehension. The following are scheduled activities:

Activity	Date	Venue
Pre-work Activity in Training Teachers in Teaching Reading for Secondary Schools Learners	September 12-13	Within Cagayan de Oro City
Training on Teaching Reading across Learning Areas for Secondary Teachers and Convergence of Curriculum and Instructional Leaders	November 24-29	Within Cagayan de Oro City

- The participants are entitled to claim compensatory time-off (CTO) when any
  of the training schedules fall during declared holidays, regular official holidays, and
  weekends.
- 4. Each participant is expected to secure the following:
  - a. Laptop
  - b. Pocket wifi/mobile internet data
  - c. Extension cord
  - d. School and SDO Reading data for the last three years







Address: DepEd Regional Office X, Zone 1, Upper Balulang, Cagayan de Oro City

Telephone No: (088) 881-3137 Email: region10@deped.gov.ph Website: r10.deped.gov.ph

Doc. Ref. Code	RO-ORD-F013	Rev	01
Effectivity	01-22-24	Page	11011

- 5. The participants' board and lodging will be charged to RO Funds while the their travel, per diem, and incidental expenses shall be charged against local funds, subject to the usual accounting and auditing rules and regulations
- 6. For queries, please contact Mr. Carlos B. Llamas III at 0939-924-8540 or email at <a href="mailto:carlos.llamas@deped.gov.ph">carlos.llamas@deped.gov.ph</a>
- 7. This Office directs the immediate and wide dissemination of this Memorandum.

DR. ARTURO B. BAYOCOT, CESO III
Regional Director

ATCH.: As stated

To be indicated in the <u>Perpetual Index</u> under the following subjects:

CURRICULUM

LEARNING AND DEVELOPMENT

READING EDUCATION

TEACHERS

TRAINING

PROGRAMS

RE:

Training on Teaching Reading across Learning Areas for Secondary School Teachers and Convergence of Curriculum and Instructional Leaders

CLMD/CLlamas3

#### Participants for the Pre-work Activity in Training Teachers in Teaching Reading for Secondary Schools Learners

#### September 12-13

Speakers:

Name	Office/ SDO
Mala Epra B. Magnaong	Regional Office
Carlos B. Llamas III	Regional Office
Ramon G. Abrera, Jr.	Regional Office
Armando A. Agustin	Regional Office
Rejynne Mary Ruiz	Bukidnon
Levie Llemit	Gingoog City
Leabel Ll. Morales	Gingoog City
Imelda Bentillo	Malaybalay City
Joannette Clarpondel Caparaz	Misamis Occidental
Sally Aguilar	Misamis Oriental
Angelita Maribojoc	Ozamis City
Total	11

Additional Participants as TWG Member

Office/ SDO	No. of Pax
Bukidnon	1
Cagayan de Oro City	2
Camiguin	2
El Salvador City	2
Gingoog City	1
Iligan City	2
Lanao del Norte	2
Malaybalay City	1
Misamis Occidental	1
Misamis Oriental	1
Oroquieta City	2
Ozamis City	1
Tangub City	2
Valencia City	2
Total	22

# Participants for the Training on Teaching Reading Across Learning Areas for Secondary Teachers and Convergence of Curriculum and Instructional Leaders

#### November 24-29

Office/ SDO	No. of Pax
Regional Office	5
Bukidnon	10
Cagayan de Oro City.	10
Camiguin	10
El Salvador City	10
Gingoog City	10
Iligan City	10
Lanao del Norte	10
Malaybalay City	10
Misamis Occidental	10
Misamis Oriental	10
Oroquieta City	10
Ozamis City	10
Tangub City	10
Valencia City	10
Total	145