



Republic of the Philippines
Department of Education
Region VI – Western Visayas
SCHOOLS DIVISION OFFICE - CAPIZ

10 November 2023

DIVISION MEMORANDUM
NO. **569** S. 2023

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

To: OIC, Assistant Schools Division Superintendent
Chief Education Supervisor
Curriculum Implementation Division
OIC, Chief Education Supervisor
School Governance and Operations Division
Public Schools District Supervisors
Heads of Public Elementary, Secondary and Integrated Schools
All Others Concerned

1. Attached is DepEd Memorandum No. 064, s. 2023 titled "*Screening and Evaluation Tools for the Evaluation and Selection of Reading Resources for the National Reading Program*".
2. Immediate dissemination of this Memorandum is desired.

MIGUEL MAC D. APOSIN EdD, CESO V
Schools Division Superintendent

Encl.: As stated
Reference: As stated
To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION
COMMITTEES
EVALUATION
POLICY
PROGRAMS
PROJECTS
SCHOOLS
SELECTION



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Republic of the Philippines
Department of Education

OCT 23 2023

DepEd MEMORANDUM

No. **064**, s. 2023

**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

1. 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.
2. 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.
3. 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.
4. 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



Encls.:

As stated

Reference:

DepEd Order (No. 013, s. 2023)

To be indicated in the Perpetual Index
under the following subjects:

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



Screening Tool for Level 1 Evaluation or Screening



DepEd Screening Tool for Reading Resources



Title/Series Title: _____

Author(s): _____

Publisher(s): _____

Distributor(s): _____

ISBN(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 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. <i>(Note: If the RR is a set/package, consider the sturdiness of all the components.)</i>		
5. The RR uses paper that is durable. <i>(Note: If the RR is a set/package, consider the durability of the applicable components.)</i>		
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.		
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.)

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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 *JK*

Date: _____



DepEd Evaluation Sheet for Level 2 Evaluation or Content Evaluation



DepEd Evaluation Sheet for Reading Resources



Title: _____

Author(s): _____

Illustrator(s): _____

Publisher/Distributor(s): _____

ISBN(s): _____ Language Used: _____ No. of Pages: _____

Instructions: Examine the Reading Resource (RR) 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.

Criteria	YES	NO	N/A
Factor 1: Content			
1. The RR is/are appropriate for the learner's reading ability level. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3			
2. The RR is appropriate for the intended Reading Profile. (Refer to NRP Policy Guidelines) <input type="checkbox"/> Full Refresher <input type="checkbox"/> Moderate Refresher <input type="checkbox"/> 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.) <input type="checkbox"/> The Philippine Nation and Society <input type="checkbox"/> Gender <input type="checkbox"/> Citizenship and Social Responsibility <input type="checkbox"/> Social Institutions <input type="checkbox"/> Individuals and Social Identity <input type="checkbox"/> Health, Nutrition and Wellness <input type="checkbox"/> Media, Technology, and Communication <input type="checkbox"/> Environment Others (please specify) _____			

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<p>5. The RR enhances the development of desirable values, traits, and skills such as: (If YES, check the applicable values, traits, and skills.)</p> <p>a. Love for Reading</p> <p><input type="checkbox"/> Adaptability, Managing Complexity, and Self-direction <input type="checkbox"/> The Philippine Nation and Society</p> <p>b. Information, Media, and Technology Skills</p> <p><input type="checkbox"/> Visual and Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Multicultural Literacy and Global Awareness</p> <p>c. Life and Career Skills</p> <p><input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> Social and Cross-cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Initiative and Self-direction</p> <p>d. Effective Communication Skills</p> <p><input type="checkbox"/> Teaming, Collaboration, and Interpersonal Skills <input type="checkbox"/> Personal, Social, and Civic Responsibility <input type="checkbox"/> Interactive Communication</p>			
<p>6. The plot/story line/reading selection/article:</p>			
<p>6.1 is appropriate to the intended readers.</p>			
<p>6.2 makes use of familiar objects, themes, or actions to introduce/develop concepts and learnings.</p>			
<p>6.3 stimulates critical thinking.</p>			
<p>6.4 has a logical flow.</p>			
<p>6.5 allows the reader to reconnect with the emotion/s conveyed.</p>			
<p>6.6 ends with a resolution of the conflict introduced and emphasizes the moral of the lesson.</p>			
<p>7. The visuals:</p> <p>7.1 clarify the story. 7.2 are easily recognizable, attractive, and appealing. 7.3 are appropriate to the target readers.</p>			
<p>8. Adequate warning/cautionary notes are provided in topics and activities where safety and health are of concern.</p>			
<p>Note: The RR shall garner a YES response in ALL applicable items to pass this criterion. Please put a check mark on the appropriate box.</p>		PASSED	
		FAILED	

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	YES	NO	N/A
Factor 2: Format and Technical Design/Specifications			
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 to read. 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 of the RR 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 registration, no misprints).			
For Non-Print RRs:			
1. Volume and quality of sound is appropriate.			
2. Pacing is effective and appropriate to instructional purposes.			
3. Audio-visual effects (music, sound, graphics, etc.) are appropriate and effective for instructional purposes.			
Note: The RR shall garner a YES response in at least 7 items for 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.			PASSED
			FAILED
Factor 3: Presentation and Organization	YES	NO	N/A
1. Presentation is engaging, interesting, and understandable by the intended readers.			
2. There is logical and smooth flow of ideas.			
3. The RR is/are aligned with the guidelines issued by the DepEd in terms of:			
3.1 Readability Index			
3.2 Language used			
3.3 Text types/structure/organization			

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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 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.	PASSED		
	FAILED		
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 to pass this criterion. Please put a check mark on the appropriate box.	PASSED		
	FAILED		

Other Comments

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

JK 78

Recommendation

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

Date: _____