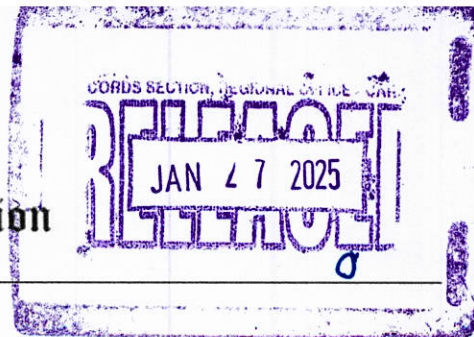




Republic of the Philippines
Department of Education
CARAGA REGION



REGIONAL MEMORANDUM

No. **0079**, s. 2025

To: Schools Division Superintendents
All Others Concerned

PILOT TESTING OF SUPPLEMENTARY LEARNING RESOURCES IN ENGLISH

1. The Department of Education (DepEd) Caraga Region, through the Curriculum and Learning Management Division (CLMD), will conduct a Pilot Testing of Supplementary Learning Resources in English on February 3-4, 2025.
2. This activity aims to
 - a. assess the appropriateness and relevance of **Balangay, Reading Snapshots, and Text Quest** supplementary reading materials on students' reading skills across grade levels,
 - b. evaluate the effectiveness of the materials in enhancing reading skills and literacy among students,
 - c. gather feedback from teachers and learners on the usability, accessibility, and engagement level of the materials,
 - d. identify areas for improvement in the materials based on pilot testing results, and
 - e. provide recommendations for refining and scaling the materials to maximize their impact across the region.
3. **A virtual orientation for Education Program Supervisors in English will be conducted on January 24, 2025, from 2:00 p.m. to 5:00 p.m. via Google Meet (<https://meet.google.com/zzj-pcfq-rxw>).** This session aims to provide an overview of the pilot testing process, explain the purpose and structure of the evaluation tool, and clarify expectations for its implementation.
4. To ensure effective pilot testing, teachers and learners must be prepared to use the materials properly. Data should be collected accurately and on time using the provided evaluation tool, with consistent feedback submitted through the standardized tool to ensure comparability across SDOs. Selected schools are responsible for reproducing the materials based on the number of participating students, ensuring all have access to the necessary resources for a thorough evaluation of the materials' effectiveness.
5. The Education Program Supervisor (EPS) in English and Division LR Managers will oversee the overall implementation, and provide technical assistance to ensure the smooth execution and adherence to the pilot testing guidelines.



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6. Attached are the Template for Pilot testing assignments, Pilot Testing Evaluation Tool for Supplementary Reading Materials and the Guidelines for Conducting the Pilot Testing of Supplementary Reading Materials.
7. The Pilot Testing Assignment shall be accomplished in Excel file and uploaded through the link at https://bit.ly/Caraga_SRMPilotSchools on January 28, 2025.
8. The Education Program Supervisors in English and LRMDs will facilitate the revision of materials. All revised materials, consolidated results and accomplished forms of the pilot testing feedback must be uploaded on February 7, 2025, through the designated link: https://bit.ly/Caraga_SRM2025Revised.
9. For inquiries and additional information, please contact Gladys S. Asis, Education Program Supervisor in English, Curriculum and Learning Management Division, at gladys.asis@deped.gov.ph.
10. Immediate dissemination of and compliance with this Memorandum is directed.

MARIA INES C. ASUNCION
Director IV
Regional Director

Encl.: None

Reference: None

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

CURRICULUM INSTRUCTIONAL MATERIALS LEARNING AREA, ENGLISH

CLMD/gsa
01/21/2025



Republic of the Philippines
Department of Education
 CARAGA REGION

Enclosure No. 1 to Regional Memorandum 0079s., 2025

Pilot Testing School Assignments

Division Name: _____

Submitted By: _____

Material	Name of School	Principal	Name of English Teacher	Grade Level	School Performance Level (High/Medium/Low)	School Context (Urban/Rural/Coastal)
Balangay Title of Materials						
Sample: G9Q2Balangay1MakingConnections						
Reading Snapshots (15) Reading Snapshot (Indicate the Title of the Skills) Follow the numbering of the Skill Sample: RS1. Determine the Author's Purpose						
Text Quest Worksheet (1) Sample: Grade7Q1						
Grade7Q2						
Grade 7Q3						
Grade7Q4						
Grade7LevelTest						



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No. of Schools and Material Distribution

Material	Number of Materials	Number of Schools	Selection Guidelines	Remarks
Balangay	5 or 6	2	Assign to two schools. Distribute materials per school. Ensure diversity in school setting (urban/rural).	Select schools with strong teacher support for SRM testing.
Reading Snapshots	15	3	Assign to three schools. Distribute 5 materials per school or adjust based on capacity.	Include high, medium, and low-performing schools for balanced feedback.
Text Quest Worksheet	1	1	Assign to one school. Select a school with readiness and capacity for detailed evaluation.	Ensure thorough pilot testing and detailed feedback from the selected school.

Division	Assigned outputs of the Division for Pilot Testing
Agusan del Norte	Butuan City
Agusan del Sur	Surigao del Norte
Bayugan City	Agusan del Sur
Bislig City	Cabadbaran
Butuan City	Dionagat
Cabadbaran City	Bislig City
Dinagat Islands	Surigao del Sur
Siargao	Surigao City
Surigao City	Siargao
Surigao del Norte	Tandag City
Surigao del Sur	Bayugan City
Tandag City	Agusan del Norte

Guidelines on the Conduct of Pilot Testing of Supplementary Learning Resources in English

I. Introduction

The development and use of high-quality reading materials are fundamental to improving learners' reading skills and fostering their overall literacy development. Since reading proficiency is a cornerstone of academic success, it is crucial to ensure that Supplementary Reading Materials (SRMs) are both engaging and effective in meeting the diverse needs of learners. To achieve this, a structured pilot testing process is essential to assess the materials' relevance, effectiveness, and alignment with curriculum standards before their full-scale implementation.

In line with this, the Department of Education, through the Curriculum and Learning Management Division (CLMD), seeks to enhance learners' reading proficiency by ensuring that SRMs in English are both effective and relevant. This pilot testing phase plays a critical role in evaluating the materials' suitability, identifying areas for improvement, and collecting valuable insights for refinement, all of which will inform the final version of the materials before they are widely implemented.

This guideline outlines the comprehensive procedures for the **Pilot Testing of Supplementary Learning Resources in English**, specifically the materials *Balangay*, *Reading Snapshots*, and *Text Quest*. The pilot testing serves as a critical step in identifying strengths, addressing gaps, and refining content to ensure the materials' optimal impact on improving reading proficiency among learners across different contexts.

The pilot testing process is anchored on the following key objectives:

The objectives of the Pilot Testing of Supplementary Reading Materials (SRMs) are as follows:

- a. Evaluate the relevance and appropriateness of the *Balangay*, *Reading Snapshots*, and *Text Quest* materials in enhancing students' reading skills across various grade levels, ensuring they cater to the diverse needs of learners.
- b. Determine the effectiveness of these materials in improving reading skills and overall literacy levels among students, focusing on measurable learning outcomes.
- c. Collect feedback from teachers and learners regarding the usability, accessibility, and engagement level of the materials to ensure they are user-friendly and captivating for students.

- d. Highlight areas for revision based on insights gathered during the pilot testing process to ensure the materials address any gaps or challenges in their current form
- e. Offer well-founded recommendations for refining and scaling the materials, ensuring they are optimized for broad implementation and have a positive, lasting impact across the region.

Recognizing the varied educational contexts within the region, this guideline emphasizes inclusivity by selecting pilot schools that represent diverse settings, such as urban and rural locations, as well as varying performance levels. It also underscores the importance of collaborative efforts among regional and division coordinators, school administrators, teachers, and students to ensure the success of the pilot testing process.

Through this systematic approach, the initiative aims to ensure that all learners benefit from materials that are evidence-based, culturally appropriate, and capable of addressing the challenges in reading literacy. The insights and outcomes of this pilot testing will ultimately contribute to the region's overarching goal of fostering a culture of reading excellence and achieving sustained improvements in literacy outcomes.

III. Phases of the Pilot Testing Process

1. Preparation Phase

1.1 Selection of Pilot Schools

- Identify schools that represent diverse contexts such as urban, rural, high-performing, and low-performing.

1.2 Orientation of Key Players

- Conduct orientation sessions for teachers, master teachers and school heads
- Discuss the pilot's objectives, procedures, timeline, and roles.

1.3 Distribution of Materials

- Provide pilot schools with access to the SRMs (*Balangay, Reading Snapshots, Text Quest*).
- Distribute instructional guides and feedback tools.

2. Implementation Phase

2.1 Pilot Testing Period

a. Preparation of Teachers:

- Teachers will be oriented on the use of the Supplementary Reading Materials (SRMs) *Balangay*, *Reading Snapshots*, and *Text Quest* through a virtual meeting or printed instructions.
- Teachers are expected to familiarize themselves with the materials in advance.

b. Implementation in the Classroom:

- Teachers will conduct a one-time class session using the SRMs as they are, without making any adjustments or modifications to the materials.
- The session should align with the prescribed material provided for the pilot testing.

c. Teacher's Role During the Session:

- Teachers will ensure the materials are used exactly as provided, maintaining the integrity of the original content.
- Teachers will observe the learners' reactions, engagement, and challenges while using the materials.

d. Feedback Collection:

- After the session, teachers will complete the provided feedback forms, documenting their observations, any challenges encountered, and the effectiveness of the materials in meeting the lesson objectives.
- Teachers will also gather feedback from students regarding the materials' accessibility and engagement.

e. Report Submission:

- Teachers will submit their completed feedback forms to the designated school head or Division Coordinator for further analysis and evaluation.

2.2 Teacher Monitoring and Documentation

- Teachers observe and document classroom implementation, including challenges and successes.
- Maintain a daily log of activities.

2.3 Classroom Observations

- Master Teachers in English or designated observers monitor implementation and document findings.

3. Data Collection Phase

3.1 Feedback Gathering

- Collect completed feedback forms from teachers and students.

3.2 Consolidation of Results

- Summarize and analyze quantitative and qualitative data to identify trends, strengths, and areas for improvement.

4. Evaluation and Refinement Phase

4.1 Analysis of Feedback

- Assess feedback against quality criteria, such as the alignment with reading competencies and other reading components.

4.2 Material Revision

- Address identified gaps, inconsistencies, or challenges through revisions.
- Convene with the development and quality assurance team to review the revised materials.

4.4 Final Editing

- Conduct editorial checks on grammar, formatting, and layout.

IV. Roles and Responsibilities

1. Regional Coordinator

- Develop the framework, tools, and guidelines for pilot testing.
- Orient division English/Reading coordinators
- Analyze feedback and lead material refinement.

2. Division Coordinators

2.1. Division Coordinators- English

- Oversee the pilot testing in assigned schools.
- Orient division English/Reading coordinators, School Head, Master Teachers, English Teachers
- Consolidate Division feedback.
- Submit comprehensive reports to the region.

2.2 Division Coordinators- LRMDs

- Oversee the pilot testing in assigned schools.
- Coordinate with the Division coordinator and convene with the development and quality assurance team to review the revised materials according to LR standards
- Upload the revised material to the division designated drive link for finalization

3. School Heads

- Provide administrative support for pilot implementation.
- Ensure adherence to guidelines.

1. Master Teachers

- Conduct classroom observations and consolidate feedback
- Provide feedback and document student engagement and challenges

2. Teachers

- Implement SRMs in their classrooms.
- Document observations and provide feedback.
- Administer assessments and participate in focus group discussions

5. Students

- Actively engage with the SRMs during reading sessions.
- Participate in assessments and feedback sessions.

Guidelines for the Pilot Testing of Text Quest Materials

I. Purpose of the Pilot Testing

The pilot testing aims to evaluate the effectiveness, clarity, and alignment of the Text Quest materials to the reading competencies in the curriculum. Feedback collected will be used to refine the materials for broader implementation.

II. Assignment of Materials to Classes in a school

1. School Assignments:

- **Class A:** Quarter 1 Test
- **Class B:** Quarter 2 Test
- **Class C:** Quarter 3 Test
- **Class D:** Quarter 4 Test
- **Class E:** Grade Level Test (Cumulative)

2. Grade Level:

Each class will pilot test the assigned material for the selected grade level. The grade level will be based on the competencies targeted by the test set.

III. Preparation and Orientation

1. Orientation for Participating Schools:

- A virtual orientation will be conducted to clarify the objectives, procedures, and expectations for the pilot testing.
- Schools will receive detailed instructions on administering their assigned test set and collecting feedback.
- Teachers involved in the administration must be familiarized with the evaluation tools and feedback mechanisms.

2. Test Materials:

- The materials, including the Text Quest and feedback forms, shall be accessed via google drive will be provided to the learners before the testing period.

IV. Administration of the Pilot Testing

1. Testing Period:

The pilot testing will be conducted over **two days**. Schools must follow the schedule strictly:

- **Day 1:** Administer the assigned quarterly or overall test.
- **Day 2:** Facilitate feedback collection from students and teachers.

2. Test Environment:

- Ensure a quiet, conducive testing environment to minimize distractions and ensure accurate results.
- Follow the prescribed time limits for each test set.

3. Student Participation:

- All students in the selected class of the grade level must participate in the pilot test.
- Attendance sheets must be submitted along with test results.

V. Feedback Collection

1. Uniform Evaluation:

- Use the standardized rubric and feedback form provided to collect insights from students and teachers.
- Ensure that feedback addresses the following areas:
 - Clarity of instructions.
 - Relevance and alignment to competencies.
 - Difficulty level of items.
 - Overall usability of the materials.

2. Student Feedback:

- Students will provide feedback immediately after the test using a simplified form.
- Include questions on their perception of the test's difficulty and relevance.

3. Teacher Feedback:

- Teachers will evaluate the administration process, clarity of instructions, and observed student performance.
- Submit consolidated feedback from all participating students in their school.

Post-Pilot Testing Activities:

1. Collection and Consolidation of Results

- EPS in English are tasked with collecting and consolidating all results from the pilot testing conducted in the assigned schools on **February 4, 2025**. The feedback from teachers and students must be compiled and ready for transmission to the material writers.

2. Revision of Materials

- Upon receiving the feedback, the writers shall revise the materials accordingly, incorporating suggestions and recommendations. All revisions must ensure that the materials are in **clean copy** format, with the **layout finalized** for publication or dissemination.

3. Submission of Revised Materials

- The revised materials, in clean copy, will be submitted to the EPS in English for initial review. Afterward, the EPS will forward the materials to the **Division Learning Resource Supervisor** for **final review on the LR standard and uploading of materials**.

4. Final Review and Uploading of Materials

- After the final review by the Division LR, the materials will be uploaded into the designated folder in **Google Drive** on **February 7, 2025**. The upload link is:
https://bit.ly/Caraga_SRM_S_2025Revised.

5. Important Reminders:

- Strict adherence to the deadlines is mandatory.
- EPS in English must ensure that all revisions and clean copies are submitted on time to prevent delays in the final process.

VI. Submission of Results

Submission Process:

Please be reminded that the **consolidated results** of the pilot testing feedback must be submitted by all Schools Division Offices (SDOs) through the designated link. This should include the following:

1. **Consolidated Results in Excel File**
 - The file should summarize the feedback received from the pilot testing. Ensure all necessary data points are included, such as the schools' names, grade levels, and overall feedback scores. See attached Template.
2. **Feedback Forms**
 - All feedback forms from teachers, students, and others should be uploaded, ensuring they are legible and complete.
3. **Attendance Sheets**
 - The attendance sheets for all schools involved in the pilot testing should be submitted in their original format.

Please make sure that all files are organized and clearly labeled for easy reference. Upload the documents via the link on **February 7, 2025**.

File Naming Convention:

Balangay:

[Division Name]Balangay Revised GradeLevel Quarter

Example: **AgusanDelNorte_Balangay_Revised_Grade5_Quarter1**

Reading Snapshot:

[Division Name]ReadingSnapshot Revised GradeLevel RS_1

Text Quest:

[Division Name]TextQuest Revised GradeLevel Quarter

Example: **ButuanCity_TextQuest_Revised_Grade7_Quarter4**

○

A. Field Testing Validation Tool for Learners (FORM)

Name of Validator (optional): _____ Grade & Section: _____

Name of School: _____ Division/District: _____

Region: _____

Please tick the appropriate column of your honest answer for each criterion.
(Lagyan ng tsek (✓) ang angkop na kolum ayon sa iyong tugon sa bawat saligan (criterion).

Particulars	Yes	No	Remarks	
			Page No.	Comments
1. Is the language used in the LR easily understood by the target user? <i>(Ang ginamit na wika ay angkop at madaling maunawan ng gagamit.)</i>				
2. Are the instructions easily understood by the target user? <i>(Ang mga panuto ay madaling naunawan ng gumamit.)</i>				
3. Can the target user accomplish the activities? <i>(Ang mga gawain ay angkop at natapos ng gumamit.)</i>				
4. Can the target user perform the activities on a required period of time? <i>(Ang mga gawain ay kayang gawin at tapusin ng gumamit sa itinakdang oras.)</i>				
5. Are the illustrations/pictures interesting? <i>(Ang mga ilustrasyon/larawan ay angkop at nakakapukaw ng interes ng gumamit?)</i>				
6. Are the illustrations/pictures helpful to the target user in understanding the lessons and activities? <i>(Ang mga ilustrasyon at/o larawan ay nakatulong sa mas malinaw</i>				

Particulars	Yes	No	Remarks	
			Page No.	Comments
<i>na pagkaunawa ng gumamit sa mga aralin at gawain?)</i>				
7. Are the illustrations/pictures clear? <i>(Ang mga ilustrasyon/larawan ay malinaw?)</i>				
8. Is lay out of the LR attractive, orderly, and consistent? <i>(Ang layout ay kaakit-akit, maayos, at konsistent.)</i>				
9. Is the LR free from offensive content on gender, cultural and race? <i>(Ang kagamitang pampagkatuto ay hindi kakikitaan ng opensibong paksa tungkol sa kasarian, kultura, at lahi.)</i>				
10. Are there errors found in the LRs? (please specify) <i>(Mayroon bang hindi tama, hindi updated na paksa at/o konsepto sa kagamitang pampagkatuto?) (maging espesipiko)</i>				
Suggestions/Recommendations				

Name and Signature of the Learner

Date

B. Student Feedback Form

Title: *Student Feedback Form for Pilot Testing*

Objective: Gather students' perspectives on the materials' clarity, engagement, and relevance.

Section A: Student Information

- Name: (Optional) _____
- School: _____
- Grade Level: _____
- School: _____

Section B: Feedback on Activities

1. Did you enjoy the activities? (Yes/No)
 - Why or why not? _____

2. Were the instructions clear? (Yes/No)
 - Comments: _____

Section C: Learning Experience

3. Did the materials help you understand the lessons better? (Yes/No)

- Examples: _____

Section D: Suggestions

4. What did you like most about the materials?

5. How can the materials be improved?

A. Field Testing Validation Tool for Teachers (FORM)

Name of the Teacher: _____

Name of School: _____

Region and Division: _____

Grade Level and Learning Area: _____

Directions: Please tick the appropriate column for your honest answer to each criterion.

Criteria	Yes	No	Remarks	
			Page No.	Comments
Learning Competencies				
3. Are the teaching methods, learning activities, and evaluation measures congruent with the learning objectives?				
4. Is the content age and developmentally appropriate to target users?				
Content				
1. Are the activities appropriately contextualized with the content/topic?				
2. Is the content properly and comprehensively developed?				
3. Are there conceptual, factual errors and computational errors?				
4. Are there grammatical and spelling errors?				
5. Are the copyrighted text and visual images properly cited?				
6. Are there obsolete information?				
7. Are there violations of social contents?				
8. Are the visuals, photos, illustrations, etc. relevant and not misleading to the concepts presented?				
9. Was the contextualization in the LR/lesson able to facilitate learning?				

Criteria	Yes	No	Remarks	
			Page No.	Comments
Coherence and Clarity of Thought				
1. Do the statements/phrases make sense?				
2. Are the thoughts/ideas logically sequenced?				
3. Are conjunctions and transitional phrases used to link sentences or paragraphs?				
4. Is the choice of words/expressions appropriate?				
5. Are the sentences too long or complex?				
Layout and Design				
1. Does the last page occupy at least half of the text area to fully utilize the paper?				
2. Do the pages contain awkward spacing and/or lines that are too loose or too tight?				
3. Do the paragraph endings have one word or half a word on the last line of a paragraph?				
4. Do the page endings end with a hyphenated word or an awkward page turn?				
5. Do the pages contain bad breaks which affect readability?				
6. Are the labels placed only on the left and right margins?				
Readability of the Material				
2. Are the sentence and paragraph structures appropriate, varied, and interesting?				
3. Are the lessons, instructions, exercises, questions, and activities clear to the target users?				

Criteria	Yes	No	Remarks	
			Page No.	Comments
4. Does the LR facilitate understanding and comprehension for the target users?				
5. Is the language appropriate for the target users?				
6. Are the headings or titles appropriate to the contents?				
7. Are words, whether local or foreign, correctly spelled?				

Signature of Validator

Date

Signature of Learning Area EPS

Date

B. Teacher Feedback Form

Title: Pilot Testing Feedback Form for Teachers

Objective: Collect feedback on the usability, content, and effectiveness of the SRMs.

Section A: Teacher Information

- Name: _____
- School: _____
- Grade Level: _____
- Division: _____

Section B: Feedback on Content

1. Are the materials aligned with the curriculum standards? (Yes/No)
 - If no, please specify which areas need improvement:
2. Are the instructions clear and easy to follow? (Yes/No)
 - Comments:

Section C: Effectiveness

3. Did the materials help improve students' reading comprehension? (Yes/No)

- Examples/observations:

4. Were students engaged with the activities? (Yes/No)
 - Comments:

Section D: Suggestions

5. What are the strengths of the materials?

6. What specific revisions do you recommend?

Classroom Observation Checklist

Title: *Classroom Observation Checklist for Pilot Testing*

Objective: Monitor the implementation of Supplementary Reading Materials in classrooms

Observer's Name: _____

School and Grade Level Observed: _____

Date: _____

Checklist Items:

- ☐ Materials are used exactly as provided and administered in the class effectively
- ☐ Students are engaged in activities.
- ☐ Instructions are delivered clearly.
- ☐ Students show active participation in discussions.
- ☐ Teachers provide feedback and guidance during activities.

Comments/Observations:

- Strengths of the session:

- Areas for improvement:

- Suggestions/Recommendations:

Learner Feedback Form for Text Quest Materials

Instruction: Please provide your feedback for the assigned Text Quest material. Be honest and detailed to help us improve its quality and effectiveness.

I. Basic Information

- **Name of School:** _____
- **Division:** _____
- **Grade Level:** _____
- **Quarter:** (Please check one)
☐ Quarter 1 ☐ Quarter 2 ☐ Quarter 3 ☐ Quarter 4 ☐ Overall Test
- **Date of Testing:** _____

II. Student Feedback (To be filled out by the teacher based on student responses)

1. How clear were the instructions in the material?

☐ 1 (Not clear at all) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Very clear)

2. Was the content engaging and easy to understand?

☐ 1 (Not engaging/difficult) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Very engaging/easy)

3. What was the overall difficulty level of the material?

☐ 1 (Too easy) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Too hard)

4. Additional comments or suggestions from students:

Teacher Feedback Form for Text Quest Materials

Instruction: Please provide your feedback for the assigned Text Quest material. Be honest and detailed to help us improve its quality and effectiveness.

I. Basic Information

- **Name of School:** _____
- **Division:** _____
- **Grade Level:** _____
- **Quarter:** (Please check one)
☐ Quarter 1 ☐ Quarter 2 ☐ Quarter 3 ☐ Quarter 4 ☐ Overall Test

Date of Testing: _____

II. Teacher Feedback

1. **How aligned was the material to the competencies for the quarter?**
☐ 1 (Not aligned) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Fully aligned)
2. **Were the test items relevant to the skills being measured?**
☐ 1 (Not relevant) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Highly relevant)
3. **Was the length of the test appropriate for the time allotted?**
☐ 1 (Too short) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Too long)
4. **How was the overall usability of the material?**
☐ 1 (Not usable) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Highly usable)
5. **Observations during the test administration:**
 - **Were the students engaged?**
☐ Yes ☐ No
 - **Did they finish the test within the allotted time?**
☐ Yes ☐ No

III. Suggestions for improvement:

IV. Overall Evaluation

1. **Rate the material overall:**

☐ 1 (Needs major revision) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Excellent, ready for implementation)

2. **Additional feedback or recommendations:**

Signature of Validator

Date

Signature of Learning Area EPS

Date

0079

(Excel)

[illegible]

A. Field Testing Validation Tool for Teachers (FORM)

Name of the Teacher: _____
 Name of School: _____
 Region and Division: _____
 Grade Level and Learning Area: _____

Directions: Please tick the appropriate column for your honest answer to each criterion.

Criteria	Yes	No	Remarks	
			Page No.	Comments
Learning Competencies				
3. Are the teaching methods, learning activities, and evaluation measures congruent with the learning objectives?				
4. Is the content age and developmentally appropriate to target users?				
Content				
1. Are the activities appropriately contextualized with the content/topic?				
2. Is the content properly and comprehensively developed?				
3. Are there conceptual, factual errors and computational errors?				
4. Are there grammatical and spelling errors?				
5. Are the copyrighted text and visual images properly cited?				
6. Are there obsolete information?				
7. Are there violations of social contents?				
8. Are the visuals, photos, illustrations, etc. relevant and not misleading to the concepts presented?				
9. Was the contextualization in the LR/lesson able to facilitate learning?				

Criteria	Yes	No	Remarks	
			Page No.	Comments
Coherence and Clarity of Thought				
1. Do the statements/phrases make sense?				
2. Are the thoughts/ideas logically sequenced?				
3. Are conjunctions and transitional phrases used to link sentences or paragraphs?				
4. Is the choice of words/expressions appropriate?				
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Layout and Design				
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5. Do the pages contain bad breaks which affect readability?				
6. Are the labels placed only on the left and right margins?				
Readability of the Material				
2. Are the sentence and paragraph structures appropriate, varied, and interesting?				
3. Are the lessons, instructions, exercises, questions, and activities clear to the target users?				



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Criteria	Yes	No	Remarks	
			Page No.	Comments
4. Does the LR facilitate understanding and comprehension for the target users?				
5. Is the language appropriate for the target users?				
6. Are the headings or titles appropriate to the contents?				
7. Are words, whether local or foreign, correctly spelled?				

Signature of Validator

Date

Signature of Learning Area EPS

Date

B. Teacher Feedback Form

Title: Pilot Testing Feedback Form for Teachers

Objective: Collect feedback on the usability, content, and effectiveness of the SRMs.

Section A: Teacher Information

- Name: _____
- School: _____
- Grade Level: _____
- Division: _____

Section B: Feedback on Content

1. Are the materials aligned with the curriculum standards? (Yes/No)
 - If no, please specify which areas need improvement:
2. Are the instructions clear and easy to follow? (Yes/No)
 - Comments:

Section C: Effectiveness

3. Did the materials help improve students' reading comprehension? (Yes/No)

- Examples/observations:

4. Were students engaged with the activities? (Yes/No)
 - Comments:

Section D: Suggestions

5. What are the strengths of the materials?

6. What specific revisions do you recommend?

Classroom Observation Checklist

Title: *Classroom Observation Checklist for Pilot Testing*

Objective: Monitor the implementation of Supplementary Reading Materials in classrooms

Observer's Name: _____

School and Grade Level Observed: _____

Date: _____

Checklist Items:

- ☐ Materials are used exactly as provided and administered in the class effectively
- ☐ Students are engaged in activities.
- ☐ Instructions are delivered clearly.
- ☐ Students show active participation in discussions.
- ☐ Teachers provide feedback and guidance during activities.

Comments/Observations:

- Strengths of the session:

- Areas for improvement:

- Suggestions/Recommendations:

Enclosure No. 1 to Regional Memorandum ____s., 2025

Enclosure No. 4 to Regional Memorandum 0079s., 2025

Learner Feedback Form for Text Quest Materials

Instruction: Please provide your feedback for the assigned Text Quest material. Be honest and detailed to help us improve its quality and effectiveness.

I. Basic Information

- **Name of School:** _____
- **Division:** _____
- **Grade Level:** _____
- **Quarter:** (Please check one)
☐ Quarter 1 ☐ Quarter 2 ☐ Quarter 3 ☐ Quarter 4 ☐ Overall Test
- **Date of Testing:** _____

II. Student Feedback (To be filled out by the teacher based on student responses)

1. How clear were the instructions in the material?

☐ 1 (Not clear at all) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Very clear)

2. Was the content engaging and easy to understand?

☐ 1 (Not engaging/difficult) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Very engaging/easy)

3. What was the overall difficulty level of the material?

☐ 1 (Too easy) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Too hard)

4. Additional comments or suggestions from students:

Teacher Feedback Form for Text Quest Materials

Instruction: Please provide your feedback for the assigned Text Quest material. Be honest and detailed to help us improve its quality and effectiveness.

I. Basic Information

- **Name of School:** _____
- **Division:** _____
- **Grade Level:** _____
- **Quarter:** (Please check one)
☐ Quarter 1 ☐ Quarter 2 ☐ Quarter 3 ☐ Quarter 4 ☐ Overall Test

Date of Testing: _____

II. Teacher Feedback

1. **How aligned was the material to the competencies for the quarter?**
☐ 1 (Not aligned) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Fully aligned)
2. **Were the test items relevant to the skills being measured?**
☐ 1 (Not relevant) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Highly relevant)
3. **Was the length of the test appropriate for the time allotted?**
☐ 1 (Too short) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Too long)
4. **How was the overall usability of the material?**
☐ 1 (Not usable) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Highly usable)
5. **Observations during the test administration:**
 - **Were the students engaged?**
☐ Yes ☐ No
 - **Did they finish the test within the allotted time?**
☐ Yes ☐ No

III. Suggestions for improvement:

IV. Overall Evaluation

1. **Rate the material overall:**

☐ 1 (Needs major revision) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Excellent, ready for implementation)

2. **Additional feedback or recommendations:**

Signature of Validator

Date

Signature of Learning Area EPS

Date

0079

(Excel)

[illegible]

