



Republic of the Philippines
Department of Education
CARAGA REGION

29 JULY 2026

REGIONAL MEMORANDUM
No. 0722, s. 2026

To: Schools Division Superintendents
Chiefs, Curriculum Implementation Division (CID)
Chiefs, School Governance and Operations Division (SGOD)
Division Blended Learning 4.1 Focal Persons
Public Schools District Supervisors
Public Secondary School Heads
Division Information Technology Officers
All Others Concerned

**MONITORING AND EVALUATION FRAMEWORK FOR THE BLENDED LEARNING
4.1 PILOT IMPLEMENTATION, SCHOOL YEAR 2026-2027**

1. **Activity.** In line with **Regional Memorandum No. 0611, s. 2026**, this Office issues **the Monitoring and Evaluation (M&E) Framework for the Blended Learning 4.1 (BL 4.1) Pilot Implementation, SY 2026-2027 (Enclosure No. 1.)**

2. **Objective and Scope.** This Framework aims to operationalize the implementation-fidelity and pedagogical-quality monitoring requirements of the BL 4.1 pilot, governing six standardized instruments administered across the Treatment Group and Standard Implementation Cohort schools:

Annex	Tool	Frequency
A	Tool 1 – Implementation Fidelity Checklist	Bi-weekly
B	Tool 2 – Teacher Implementation Self-Assessment	Mid-term / End-term
C	Tool 3 – Learner Participation and Engagement Tracker	Weekly
D	Tool 4 – Parent/Guardian Feedback Form	End-of-term
E	Tool 5 – Distance Learning Day Quality Rubric	Weekly
F	Tool 6 – Home Learning Day Verification Visit Report	Per random sampling schedule

3. This Framework covers implementation-fidelity and pedagogical-quality monitoring only. The psychometric assessment system (Pre-Test, Midline, and Post-Test administration, and the Learner Background and Non-Cognitive Instrument) remains governed separately under **Enclosure 2 to Regional Memorandum No. 0611, s. 2026**, and is not affected by this issuance.



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4. **Operational Directives and Responsibilities.** Schools Division Offices (SDOs), through their Curriculum Implementation Divisions (CID), are directed to:
- Orient** School Heads, ICT Coordinators, Class Advisers, and Teacher-Facilitators of Treatment Group and Standard Implementation Cohort sites on the use of Tools 1–6 prior to monitoring activities;
 - Deploy** Division Assessment Monitors at a ratio of one monitor per cluster of five schools, per Section V of the enclosed Framework;
 - Ensure** the timely transmission of validated Tool 1–6 data to the Regional Office, through CLMD, according to the submission timelines specified in each Annex; and
 - Coordinate** with CLMD on Tool 6 random home visits and on Child Find referrals arising from Tool 3 or Tool 6 findings.
5. **School Heads/Principals** are reminded that program-fidelity accountability under this Framework is non-delegable, as detailed under Section V (Roles and Responsibilities) of the enclosed document, and that outputs generated through Tools 1–6 shall concurrently serve as Means of Verification (MOV) for RPMS/IPCRF purposes under PPST, PPSSH, and PPSS Domains as specified therein.
6. **Data Governance and Safeguards.** All data collected through this Framework shall be processed in strict accordance with the **Data Privacy Act of 2012 (R.A. No. 10173)** and the child-safeguarding provisions cited in Section VI of the enclosed Framework.
7. **Effectivity.** This Memorandum takes effect immediately upon issuance and remains in force for the duration of the BL 4.1 pilot, through the End-of-Year Program Review and the issuance of the Regional Final BL 4.1 Program Assessment Report in May 2027.
8. **Inquiries.** For queries and clarifications, all concerned may coordinate with **Rhea J. Yparraguirre**, Education Program Supervisor (EPS, Curriculum and Learning Management Division, at rhea.yparraguirre@deped.gov.ph.
9. Immediate and widest dissemination of this Memorandum to all concerned is directed.

ALLAN G. FARNAZO
Director IV

RGY/CLMD/RM- Monitoring and Evaluation Framework
11959/JULY 27, 2026



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**Monitoring and Evaluation Framework for the Blended Learning 4.1
Pilot Implementation, SY 2026-2027**

✓	Curriculum Management
✓	Management/Contextualization of Teaching-Learning Delivery Systems

I. Rationale

The Blended Learning 4.1 (BL 4.1) Pilot Implementation for School Year 2026–2027 is a structural, evidence-driven enhancement to the instructional delivery system of the Department of Education, Caraga Region, launched through Regional Memorandum No. 0611, s. 2026. The pilot addresses two verified structural conditions across the region's public secondary schools: classroom shortages and oversized class sizes that compromise teacher-learner engagement, and the persistent disruption of instructional time caused by recurring natural disasters and the requisitioning of school facilities as evacuation centers. Eligibility for the pilot is determined by two locally computed indices — the Classroom Shortage Index (CSI) and the Disaster Exposure Severity (DES) index — with schools required to meet a minimum gate score of at least one on both the CSI and the DES, regardless of their combined total score, before qualifying for implementation.

The instructional core of BL 4.1 is a four-plus-one weekly schedule: Grade 9 learners attend synchronous face-to-face instruction four days a week (Monday, Tuesday/Wednesday/Thursday as scheduled, and Friday), with one Home Learning Day (HLD) scheduled within the Tuesday-to-Thursday window. The Introduce, Practice, Reinforce, Apply, and Assess (IPRAA) pedagogical cycle governs instructional sequencing: the Introduce and Assess phases are delivered exclusively face-to-face, while Practice, Reinforce, and Apply may be distributed between face-to-face instruction and the Home Learning Day.

Because BL 4.1 is deployed under a randomized controlled trial design — comparing a Treatment Group against a Standard Implementation Cohort to generate policy-actionable evidence — strict implementation fidelity is a precondition for the validity of the regional evaluation. This Monitoring and Evaluation (M&E) Framework establishes the mechanism by which the Region verifies that fidelity: tracking schedule adherence, pedagogical alignment to IPRAA, digital ethics and AI-resistance in accordance with DepEd Order No. 003, s. 2026, and the engagement and wellbeing of learners navigating independent asynchronous study.

This Framework is anchored on the Guidelines on Learning Continuity in Emergencies (Department of Education, 2026b), which informs the pilot's disaster-resilience features without altering the structural, non-emergency basis of BL 4.1 established under Section I of Enclosure 1 to Regional Memorandum No. 0611, s.



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2026; the Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies (Department of Education, 2024), which supports alternative delivery modes during instructional disruption; the Revised Guidelines on Classroom Assessment, Grading System, and Awards and Recognition for the K to 12 Basic Education Program (Department of Education, 2026c); and the Foundational Guidelines on Artificial Intelligence in Basic Education (Department of Education, 2026a). The instruments in this Framework are further aligned to the Philippine Professional Standards for Teachers, School Heads, and Supervisors (Department of Education, 2017, 2020a, 2020b), ensuring that monitoring data doubles as Means of Verification (MOV) for the Results-Based Performance Management System (RPMS). This Framework governs implementation-fidelity and pedagogical-quality monitoring; the psychometric assessment system (Pre-Test, Midline, and Post-Test administration, and the Learner Background and Non-Cognitive Instrument) is governed separately under Enclosure 2 to Regional Memorandum No. 0611, s. 2026.

II. Scope

- **Institutional:** All public secondary schools in DepEd Region XIII (Caraga) that meet the CSI/DES gate requirement and have completed the three-level pre-qualification process under Regional Memorandum No. 0366, s. 2026, whether designated Treatment Group or Standard Implementation Cohort sites.
- **Geographic:** All Schools Division Offices (SDOs) of DepEd Caraga Region.
- **Pedagogical:** Grade 9 classes delivering the Revised Grade 9 curriculum competencies through the IPRAA cycle, under the High-Tech, Hybrid, or Offline technology track assigned to each school.
- **Temporal:** Effective from School Year 2026–2027, upon release of Regional Memorandum No. 0611, s. 2026, through the End-of-Year Program Review and issuance of the BL 4.1 Program Assessment Report in May 2027.

III. Definition of Terms

Term	Operational Definition
Blended Learning 4.1 (BL 4.1)	A structural learning-delivery model combining four days of face-to-face instruction with one designated Home Learning Day (HLD) per week.
Home Learning Day (HLD)	The single day within the Tuesday-to-Thursday window on which Grade 9 Treatment Group learners engage in structured, asynchronous, independent study guided by the Weekly Home Learning Plan; not applicable to the Standard Implementation Cohort.
IPRAA Cycle	The pedagogical sequence — Introduce, Practice, Reinforce, Apply, Assess — governing instructional design across the school week.
Weekly Home Learning Plan (WHLP)	The prescriptive, teacher-prepared document specifying the tasks, resources, and time allocations a learner must complete on the Home Learning Day, independently and without real-time teacher or parental instruction.



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Term	Operational Definition
Treatment Group	Schools and Grade 9 classes fully implementing the BL 4.1 four-plus-one schedule, IPRAA cycle, WHLP, and associated digital-ethics protocols.
Standard Implementation Cohort (Baseline Cohort)	Schools and Grade 9 classes maintaining the standard five-day face-to-face schedule, serving as the comparative baseline in the regional evaluation.
Classroom Shortage Index (CSI)	A composite local index of absolute classroom shortages, multiple-shift scheduling, and oversized learner-to-teacher ratios.
Disaster Exposure Severity (DES) Index	A composite local index measuring the frequency and magnitude of a school's use as an evacuation center and its community's vulnerability to recurrent hazards.
Technology Tracks	High-Tech (full digital platform access), Hybrid (mixed digital/offline), and Offline (pre-loaded files and printed modules), assigned by the Regional Office based on verified infrastructural capability.
Means of Verification (MOV)	Documented evidence generated by the M&E tools that supports RPMS/IPCRF performance appraisal.
Mobile Device Management (MDM)	The security and control system governing government-issued tablets, enabling remote application control, GPS tracking, and command lock/data wipe.

IV. Design and Components

The M&E design integrates three interlocking components, operationalized through six standardized tools (Annexes A–F).

Component 1 — Implementation Fidelity and Engagement Tracking

- **Implementation Fidelity Checklist (Tool 1):** Conducted bi-weekly by School Heads, designated Master Teachers, or Division Assessment Monitors to verify schedule adherence, IPRAA compliance, technology-track fidelity, and enforcement of cognitive rest breaks (20-20-20 rule).
- **Learner Participation and Engagement Tracker (Tool 3):** Encoded weekly by Class Advisers to record the intersection of physical attendance, HLD task submission, and technical impediment flags, functioning as an early-warning system.
- **Home Learning Day Verification Visit Report (Tool 6):** Conducted through coordinated random home visits by CLMD and CID personnel to independently verify learner physical presence and active engagement on the Home Learning Day, in fulfillment of Section IX of Enclosure 1 to Regional Memorandum No. 0611, s. 2026.



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Component 2 — Pedagogical Quality Assurance and RPMS Integration

- **Distance Learning Day Quality Rubric (Tool 5):** A weekly desk review by Master Teachers, Department Heads, or School Heads auditing WHLPs for IPRAA alignment, AI-resistance, and scaffolding clarity prior to distribution.
- **Teacher Implementation Self-Assessment (Tool 2):** Administered mid-term and end-term, generating MOVs for RPMS/PPST Domains 1, 4, 5, and 7.

Component 3 — Stakeholder Verification and Feedback

- **Parent/Guardian Feedback Form (Tool 4):** Administered end-of-term to evaluate household burden, device functionality, and adherence to the Tripartite Agreement, ensuring instruction is not being improperly shifted to households.

V. Roles and Responsibilities

Regional Office (RO). Through the Curriculum and Learning Management Division (CLMD), the Regional Office exercises overall policy authority over the M&E Framework: it develops and validates the six monitoring instruments, provides technical assistance to SDOs and schools, conducts regional-level monitoring and data analysis, consolidates findings into the BL 4.1 Program Assessment Report, and issues official program communications and interpretive guidance. The CLMD, in coordination with the SDO Curriculum Implementation Division (CID), conducts coordinated random home visits using Tool 6 to independently verify Home Learning Day compliance.

Schools Division Office (SDO). The CID conducts rapid-response monitoring visits at a ratio of one monitor per cluster of five schools, deploying technical assistance to schools falling below compliance thresholds identified through Tool 1 and Tool 5 data, and jointly conducts Tool 6 home visits with CLMD. The Division Information Technology Officer (DITO) resolves systemic technology-track failures flagged through Tool 3. The SDO orients School Heads and ICT Coordinators, verifies school-level compliance, and transmits validated monitoring data to the Regional Office.

District. Public Schools District Supervisors (PSDS) consolidate Tool 1 and Tool 5 compliance trends across schools within their district before SDO-level review, coordinate with School Heads and Guidance Counselors on home visitation under Child Find protocols when Tool 3 or Tool 6 flags a fully disengaged learner and escalate district-wide infrastructural or CSI/DES-related concerns to the SDO for technology-track re-evaluation.

School. School Heads/Principals hold non-delegable accountability for program fidelity: they conduct or assign Tool 1 audits, oversee Tool 5 WHLP quality review, coordinate school-level access for Tool 6 home visits, convene Learning Action Cell (LAC) sessions in response to compliance data, and convene Fact-Finding Committees for device-related incidents. Master Teachers and Department Heads serve as instructional leaders conducting Tool 5 rubrics and mentoring peers. Teacher-Facilitators/Class Advisers design AI-resistant WHLPs, complete Tool 3 weekly tracking, and accomplish Tool 2 self-assessments. ICT Coordinators manage



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device and platform readiness, MDM controls, and technical support for online components.

VI. Monitoring and Evaluation

Data Privacy, Child Safeguarding, and Ethical AI Use. All data collected through Tools 1–6 shall be processed in accordance with the Data Privacy Act of 2012 (Congress of the Philippines, 2012). In compliance with the Foundational Guidelines on Artificial Intelligence in Basic Education (Department of Education, 2026a), AI use during the Home Learning Day is restricted to exploratory ideation and clarification; Tool 5 specifically audits WHLP tasks to ensure they demand authentic human cognitive engagement rather than AI-replicable output.

RPMS Linkage and Integration. Scores from Tool 5 and reflections from Tool 2 serve as MOVs for teacher IPCRF evaluations under PPST Domains 1, 4, 5, and 7 (Department of Education, 2017). Successful deployment of Tool 1 and proactive mitigation of issues raised through Tool 4 provide auditable evidence of School Head proficiency under PPSSH Domains 3 and 5 (Department of Education, 2020a). Aggregated regional data further supports division supervisors' PPSS Domain 1 and Domain 3 competencies (Department of Education, 2020b).

Key Performance Indicators

KPI	Source Tool	Target
Pedagogical Fidelity	Tool 1	100% compliance on IPRAA cycle mapping
WHLP Rigor	Tool 5	100% of tasks score Level 3 (Proficient) or higher on AI-Resistance
Learner Engagement	Tool 3	80% weekly WHLP completion rate
HLD Verification Consistency	Tool 6	90% agreement rate between Tool 6 visit findings and Tool 3 self-reported codes

Data Triangulation. School leaders are required to cross-reference findings across tools rather than reading each in isolation. Where Tool 4 reveals household burden but Tool 2 shows a teacher self-rating high proficiency, Tool 5 is used to objectively audit the WHLPs in question — typically surfacing that "Introduce" content is being improperly assigned on the Home Learning Day. Where Tool 3 shows a cluster of connectivity or device flags, School Heads cross-reference against Tool 1's technology-fidelity domain and, where infrastructure is failing systemically, escalate to the DITO for possible track re-assignment. Where a Tool 6 home visit finding conflicts with a learner's Tool 3 attendance or submission code, the Class Adviser and School Head must reconcile the two records and document the resolution in the Tool 3 monthly summary.

Elevation to Regional Policy. At the close of each academic term, SDOs aggregate compliance, participation, and quality data from Tools 1–6, which — together with the cognitive outcome data generated under Enclosure 2 to Regional Memorandum



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No. 0611, s. 2026 — form the basis of the Regional Final BL 4.1 Program Assessment Report, due in May 2027, informing the Region's decision on scaling, modifying, or restricting BL 4.1 beyond the pilot.

VII. References

- Congress of the Philippines. (2012, August 15). *Republic Act No. 10173: Data privacy act of 2012*. Official Gazette of the Republic of the Philippines. <https://www.officialgazette.gov.ph/2012/08/15/republic-act-no-10173/>
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- Department of Education. (2024, December). *DepEd Order No. 022, s. 2024: Revised guidelines on class and work suspension in schools during disasters and emergencies*.
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- Department of Education. (2026c, June 4). *DepEd Order No. 15, s. 2026: Revised guidelines on classroom assessment, grading system, and awards and recognition for the K to 12 basic education program*.
- Department of Education, Caraga Region. (2026a, June). *Regional Memorandum No. 0366, s. 2026: Conduct of the three-level selection and pre-qualification process for the Blended Learning 4.1 pilot scale-up, School Year 2026–2027*.
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VIII. Annexes: Monitoring Tools

- Annex A: Tool 1 — Implementation Fidelity Checklist (Bi-Weekly)
- Annex B: Tool 2 — Teacher Implementation Self-Assessment
- Annex C: Tool 3 — Learner Participation and Engagement Tracker
- Annex D: Tool 4 — Parent/Guardian Feedback Form
- Annex E: Tool 5 — Distance Learning Day Quality Rubric
- Annex F: Tool 6 — Home Learning Day Verification Visit Report

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Annex A — Tool 1: Implementation Fidelity Checklist (Bi-Weekly Compliance Monitoring)

How to Use This Tool

- **Who fills this out:** The School Head, a designated Master Teacher, or the assigned Division/District Monitor.
- **When:** Every two weeks, for each implementing Grade 9 section, on a scheduled face-to-face day.
- **Applicability:** Domains A–C (Schedule Adherence, Pedagogical Cycle, WHLP Deployment) apply to **Treatment Group sections only**. For Standard Implementation Cohort sections, complete only Part I and Domains D and E where applicable (e.g., where a Standard Cohort section also uses government-issued devices).
- **Before you begin:** Have the section's published WHLP, the Master Class Program/Testing Schedule, and (if applicable) the ICT Coordinator's platform dashboard on hand for cross-referencing.
- **While observing:** Mark each indicator Compliant or Non-Compliant based on direct classroom observation and document review — do not rely on teacher self-report alone.
- **For every "Non-Compliant" mark:** Write the specific corrective action required and a target completion date in the Action field. Do not leave it blank.
- **Escalation rules (two distinct pathways — do not conflate):**
 - **Pedagogical Escalation (LAC Session):** If Domain B (Pedagogical Cycle) shows two or more **"Non-Compliant"** marks across two consecutive audits, the School Head must convene a Learning Action Cell (LAC) session within 5 school days.
 - **Property/Incident Escalation (DITO Notification / Fact-Finding Committee):** If Domain D (Technology & Track Fidelity) shows **"Non-Compliant"**, notify the Division IT Officer (DITO) within 24 hours. Where the non-compliance involves a lost, stolen, or damaged device, the School Head must separately convene a Fact-Finding Committee within 5 school days per Enclosure 3/4 to Regional Memorandum No. 0611, s. 2026 — a distinct process from the LAC session above.
- **After completing the audit:** Total the compliance count in Part III, sign the form, and submit a copy to the SDO within 3 school days. Retain the original at the school.

Annex A — Tool 1: Implementation Fidelity Checklist
(Bi-Weekly Compliance Monitoring)

PART I — IDENTIFYING INFORMATION

Field	Details
School Name	
Schools Division Office	
Grade & Section	
Assigned Technology Track	☐ High-Tech ☐ Hybrid ☐ Offline
Cohort	☐ Treatment Group ☐ Standard Implementation Cohort
Date of Monitoring	
Monitoring No. (this term)	
Name of Monitor	
Position/Designation of Monitor	☐ School Head ☐ Master Teacher ☐ Division/District Supervisor

PART II — THE FIDELITY CHECKLIST INSTRUMENT

Domain	Audit Indicator	Compliance Status	Means of Verification (MOVs)	Corrective Action Required/ Target Date
A. Schedule Adherence (Treatment only)	A1. Class adheres strictly to the 4-day F2F / 1-day HLD schedule; Monday and Friday are exclusively F2F.	☐ Compliant ☐ Non-Compliant	Master Class Program	
	A2. HLD is scheduled within the authorized Tuesday–Thursday window.	☐ Compliant ☐ Non-Compliant	Master Schedule	
B. Pedagogical Cycle (IPRAA) (Treatment only)	B1. "Introduce" and "Assess" phases occur exclusively face-to-face.	☐ Compliant ☐ Non-Compliant	DLL, WHLP mapping	
	B2. "Practice, Reinforce, Apply" phases are appropriately mapped to the HLD.	☐ Compliant ☐ Non-Compliant	WHLP task design	

Domain	Audit Indicator	Compliance Status	Means of Verification (MOVs)	Corrective Action Required/ Target Date
C. WHLP Deployment (Treatment only)	C1. WHLP is distributed prior to the HLD with instructions enabling independent completion.	☐ Compliant ☐ Non-Compliant	Learner confirmation / LMS timestamp	
D. Technology & Track Fidelity (All Cohorts)	D1. Delivery matches the school's assigned track.	☐ Compliant ☐ Non-Compliant	Pre-Qualification Output Card	
	D2. Devices used solely for education; MDM active (High-Tech/Hybrid only).	☐ Compliant ☐ Non-Compliant	ICT Coordinator logs	
E. Learner Wellbeing & Safety (All Cohorts)	E1. Screen-based activities integrate cognitive rest breaks (20-20-20 rule).	☐ Compliant ☐ Non-Compliant	Direct observation	
	E2. Cohort integrity maintained (no unauthorized presence on HLD).	☐ Compliant ☐ Non-Compliant	Campus attendance log	

PART III — COMPLIANCE SUMMARY

Total Indicators Marked "Compliant"	___ / 9 (Standard Cohort: ___ / 4, Domains D-E only)
Overall Rating	☐ Fully Compliant ☐ Substantially Compliant ☐ Partially Compliant ☐ Non-Compliant
LAC Session Required?	☐ Yes ☐ No — Date, if yes: _____
DITO Escalation Required?	☐ Yes ☐ No — Date notified, if yes: _____
Fact-Finding Committee Required?	☐ Yes ☐ No — Date convened, if yes: _____

Prepared by:

Noted by:

Signature over Printed Name OF Assessor
Date: _____

Signature over Printed Name of School Head
Date: _____

**Submit to the Curriculum Implementation Division (CID) within 3 school days of the audit. Retain the original at the school for the current school year.*



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Annex B — Tool 2: Teacher Implementation Self-Assessment (Mid-Term / End-Term)

How to Use This Tool

- **Who fills this out:** The Teacher-Facilitator, self-rating their own practice.
- **When:** At the mid-point of each term (formative) and again at the end of each term (summative, for RPMS integration).
- **Step 1:** Complete Part I identifying information.
- **Step 2:** For each competency in Part II, honestly rate yourself 1–4 using the scale below, and briefly cite the specific document or practice that justifies your rating (e.g., "WHLP dated June 10," "LAC minutes").
- **Step 3:** Complete the qualitative reflection questions in Part III in your own words — these are not scored, but inform your professional-development targets.
- **Step 4:** Schedule a professional dialogue with your Master Teacher or Department Head to review your ratings together; both of you sign Part IV.
- **After completion:** Submit to your School Head, who files it as a Means of Verification (MOV) in your IPCRF Portfolio.

Rating Scale:

- 4 = Highly Proficient/Exemplary
- 3 = Proficient
- 2 = Developing
- 1 = Beginning



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Annex B — Tool 2: Teacher Implementation Self-Assessment
(Mid-Term / End-Term)

PART I — IDENTIFYING INFORMATION

Teacher Name	
Learning Area / Grade & Section	
Division	
School ID & School Name	
Assessment Period	☐ Mid-Term ☐ End-Term
Date Accomplished	

PART II — BL 4.1 PEDAGOGICAL PROFICIENCY RATING

PPST Alignment	Competency	Self-Rating	Means of Verification (MOVs)
Domain 4.1 – Planning & Management	WHL P Instructional Design: I consistently design WHLPs with clear tasks, resources, and realistic time allocations.	☐ 1 ☐ 2 ☐ 3 ☐ 4	
Domain 1.5 – Higher-Order Thinking	AI-Resistant Task Curation: I design HLD tasks requiring metacognitive writing, personal reflection, and local application.	☐ 1 ☐ 2 ☐ 3 ☐ 4	
Domain 4.3 – Relevance & Responsiveness	IPRAA Cycle Execution: I restrict Introduce/Assess to F2F and reserve the HLD for Practice/Reinforce/Apply.	☐ 1 ☐ 2 ☐ 3 ☐ 4	
Domain 1.3 – Positive Use of ICT	Track-Specific Delivery: I optimize my assigned technology track and avoid unauthorized platforms.	☐ 1 ☐ 2 ☐ 3 ☐ 4	
Domain 5.1 – Assessment Strategies	Contingency Management: I deploy offline backup or time-recovery protocols when connectivity/devices fail.	☐ 1 ☐ 2 ☐ 3 ☐ 4	
Average Rating: ____ / 4			

PART III — QUALITATIVE REFLECTION AND TARGET SETTING

1. Which IPRAA phase (Practice, Reinforce, or Apply) yielded the highest quality of independent learner output this term, and what strategy contributed to that?

2. What is your primary difficulty in calibrating HLD cognitive load — are tasks completed too quickly (low rigor) or not submitted (excessive difficulty/unclear scaffolding)?

3. Based on any competency rated "Developing" or "Beginning," what specific technical assistance do you need before next term?

PART IV — PROFESSIONAL DIALOGUE AND CERTIFICATION

Master Teacher/Department Head Feedback:

Teacher Signature over Printed Name

Date: _____

Master Teacher/Department Head Signature over Printed Name

Date: _____

Submit to the School Head for filing as an RPMS/IPCRF MOV. If two or more teachers in the same department rate "Developing" on AI-Resistant Task Curation, the School Head coordinates with the HRD for a targeted intervention.



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Annex C — Tool 3: Learner Participation and Engagement Tracker (Weekly)

How to Use This Tool

- **Who fills this out:** The Class Adviser or designated Subject Teacher.
- **When:** Every Friday afternoon or immediately after collecting the week's HLD outputs.
- **Applicability:** The F2F Attendance column applies to all cohorts. The HLD Submission column applies to **Treatment Group sections only**; for Standard Implementation Cohort sections, mark this column "N/A."

Step 1: Complete the header fields.

Step 2: For every learner, encode the three codes (F2F Attendance, HLD Submission, Tech/Access Flag) using the legend below. Do not leave any cell blank — use "0" or "None" where nothing applies.

Step 3: Apply the triage logic below to decide whether an intervention is needed and write it in the Remarks column.

Step 4: Total the week's codes in the Weekly Summary row.

- **Escalation:** Any learner coded FA / NS / 4 must be forwarded immediately to the Guidance Counselor and PSDS for home visitation under Child Find protocol. Where a Tool 6 home visit was also conducted for the learner this week, reconcile the two records per the Data Triangulation provisions of the M&E Framework.
- **After completion:** Retain weekly sheets at the school; compile and submit a monthly summary to the School Head, who forwards patterns of concern to the SDO.

Coding Legend

- **F2F Attendance:**
 - P = Present all 4 days
 - A1/A2/A3 = Absent 1–3 days
 - FA = Fully Absent
- **HLD Submission:** C = Complete | P = Partial | NS = No Submission
- **Tech/Access Flag:**
 - 0 = No issues
 - 1 = Connectivity failure
 - 2 = Device malfunction
 - 3 = Power outage
 - 4 = Health/family emergency



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Annex C — Tool 3: Learner Participation and Engagement Tracker (Weekly)

Class Section: ___ Academic Week: ___ Assigned Track: (HT / Hybrid / LT)

LRN Name	& F2F Status	HLD Submission	Tech Flag	Teacher Intervention / Remarks

(continue rows as needed for full section roster)

Weekly Summary:

Total P: ___ Total A1-A3: ___ Total FA: ___ | Total C: ___ Total P (partial): ___
Total NS: ___ | Total Tech Flags (1-4): ___ | Learners Escalated to Child Find: ___

TRIAGE QUICK-REFERENCE

Pattern Observed	Meaning	Required Action
Present F2F + No Submission + No tech flag	Autonomy deficit — has the tools but lacks self-regulation	Adjust scaffolding; consider peer mentoring
Cluster of tech flags across the cohort	Systemic infrastructure failure	Escalate to School Head / DITO for track re-evaluation
FA + NS + Flag 4	Learner at risk of marginalization	Forward immediately to Guidance Counselor and PSDS

Prepared by:

(Class Adviser/Subject Teacher)

Date: _____



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Compile weekly sheets into a monthly summary and submit to the School Head by the first school day of the following month.

Annex D — Tool 4: Parent/Guardian Feedback Form (End-of-Term)

How to Use This Tool

- **Who fills this out:** The Parent/Guardian of a Treatment Group learner.
- **Who distributes/collects it:** The Class Adviser, at the end of each academic term.
- **Instructions for the Class Adviser:** Distribute the printed form (or the low-bandwidth digital link for High-Tech cohorts) with the note below read aloud or attached. Collect completed forms within 5 school days.
- **Instructions for the Parent/Guardian:** Answer every item honestly. Your response is confidential and will not affect your child's grades.
- **After collection:** The Class Adviser compiles Section A and B responses into an aggregated, anonymized summary and forwards patterns of concern to the School Head. Do not attribute individual responses by name in any report.

Note to Parent/Guardian: As a partner in your child's education under the Blended Learning 4.1 Pilot, your honest feedback helps us improve the Home Learning Day experience. Please complete this brief survey. Your responses are confidential and will not affect your child's academic grades.

Division: _____ School: _____

Learner Name: _____ Grade & Section: _____

Term: ☐ 1 ☐ 2 ☐ 3

SECTION A — HOUSEHOLD EXPERIENCE, WORKLOAD, AND AUTONOMY

Survey Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Independent Learning: My child completes WHLP tasks independently, without my needing to teach the academic content.	☐	☐	☐	☐
2. Time Management: Time spent on HLD tasks is reasonable and leaves room for rest and family activities.	☐	☐	☐	☐
3. Environment: I can provide a quiet, safe study space during the HLD.	☐	☐	☐	☐
4. Communication: The school gives clear instructions, and I know how to reach the Class Adviser for HLD issues.	☐	☐	☐	☐

SECTION B — TECHNOLOGY, DEVICES, AND SECURITY (if applicable)



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Survey Statement	Yes	No	N/A	Remarks
1. Functionality: The DepEd-issued tablet functioned properly throughout the term.	☐	☐	☐	
2. Security & Ethics: My child used the device strictly for education; MDM security blocks remained active.	☐	☐	☐	
3. Support: Reported issues were resolved efficiently within 24 hours.	☐	☐	☐	

SECTION C — OPEN FEEDBACK

1. What was the single biggest challenge your household faced managing the BL 4.1 schedule this term?

2. What changes would better support your child's independent study on Home Learning Days?

Signature over Printed Name of Parent/Guardian

Date: _____

Return to the Class Adviser within 5 school days. The Class Adviser compiles an aggregated, anonymized summary for the School Head; a cohort-wide "Disagree" pattern



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on Statement A1 requires immediate WHLP review, and persistent Section B complaints are routed to the Division Supply Officer.

Annex E — Tool 5: Distance Learning Day Quality Rubric (Weekly Task Monitoring)

How to Use This Tool

- **Who fills this out:** Master Teachers, Department Heads, or the School Head.
- **When:** Weekly, before each Home Learning Day window.
- **Applicability:** This tool applies to WHLPs produced for **Treatment Group sections only**; the Standard Implementation Cohort does not produce WHLPs.
- **Step 1 — Sampling:** Select a random 20% of WHLPs submitted per learning area for the upcoming HLD.
- **Step 2 — Scoring:** For each sampled WHLP, rate all three dimensions using the 4-point scale, based on a desk review of the WHLP and accompanying activity sheets/modules.
- **Step 3 — Decision:** Sum the three scores (max 12) and mark the Distribution Status. Any dimension scored "1" requires immediate revision before the WHLP is distributed to learners.
- **Step 4 — Feedback:** Write specific, actionable comments — particularly on how to move a Level 2 task to Level 3 — and share them with the teacher before the HLD.
- **After completion:** File the rubric as an MOV; track scores over successive weeks. Consistent Level 1–2 scores on Dimension 2 (AI-Resistance) for a teacher or department trigger a targeted LAC session.



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Annex E — Tool 5: Distance Learning Day Quality Rubric

Teacher Evaluated: _____ Learning Area: _____

Date of Evaluation: _____

THE RUBRIC INSTRUMENT

Dimension	4 Exemplary	3 Proficient	2 Developing (Minor Revision)	1 Beginning (Immediate Revision)	Score
1. IPRAA Sequence Alignment (No new primary concepts taught on HLDs)	Tasks masterfully Practice/Reinforce /Apply concepts fully introduced/ assessed F2F; transition is explicit.	Tasks appropriately focus on Practice/Reinforce/Apply; no new concepts introduced asynchronously.	Tasks blur Introduce and Practice; F2F instruction was insufficient for HLD demands.	Tasks introduce entirely new concepts, illegally shifting teaching to the learner/parent.	
2. AI-Resistance & Authenticity (Compliance with DepEd Order No. 003, s. 2026)	Tasks are fully AI-resistant — metacognitive, hyper-local, or experiential synthesis.	Tasks require personal input/local context; AI could output parts but not the core requirement.	Tasks are generic (e.g., "summarize," "define"); AI could complete 80%+ accurately.	Tasks are rote/multiple-choice, highly susceptible to AI generation.	
3. Scaffolding and Clarity	Instructions impeccably clear; realistic time allocations; explicit contingency steps.	Instructions clear; resources provided; reasonable time estimates.	Instructions vague/complex; parental clarification likely needed; time estimates missing.	Instructions chaotic; resources missing; learner cannot proceed without teacher intervention.	

FINDINGS:

Total Quality Score	___ / 12
Distribution Status	☐ Approved for Immediate Distribution ☐ Approved with Minor Edits ☐ Rejected — Revise and Resubmit
Instructional Leader Comments / Constructive Feedback	

Evaluated by:

Signature over Printed Name
Date: _____

Noted by (Teacher, acknowledging receipt of feedback):

(Signature over Printed Name)
Date: _____

File as an MOV supporting PPST Domains 1, 4, 5, and 7, per the RPMS Linkage provisions of the M&E Framework for the BL 4.1 Pilot Implementation. Consistent low scores on Dimension 2 for a teacher or department trigger a targeted LAC session, consistent with the evaluating School Head's instructional leadership responsibilities under the Philippine Professional Standards for School Heads (PPSSH).

Annex F — Tool 6: Home Learning Day Verification Visit Report (Coordinated Random Home Visit)

How to Use This Tool

- **Who fills this out:** CLMD personnel and/or SDO CID personnel conducting a coordinated random home visit, per Section IX of Enclosure 1 to Regional Memorandum No. 0611, s. 2026.
- **When:** On a scheduled Home Learning Day, per the random sampling schedule set jointly by the Regional Office and SDO.
- **Applicability:** Treatment Group learners only.
- **Before you begin:** Coordinate with the School Head and Class Adviser to obtain the learner's WHLP for the day and confirm the household address on record. Inform the Parent/Guardian in advance in accordance with data privacy and child-safeguarding protocols; visits must not be conducted in a manner that discloses the learner's cohort assignment to unauthorized third parties.
- **While observing:** Record physical presence, engagement with WHLP tasks, and household environment based on direct observation. Do not rely on parent self-report alone for the presence indicator (V1).
- **Escalation rule:** If the learner is not physically present or shows no evidence of WHLP engagement, notify the School Head and Class Adviser within 24 hours for triangulation against Tool 3 records. Where a pattern across visits indicates risk of learner disengagement, refer to the Guidance Counselor and PSDS under Child Find protocol.
- **After completing the visit:** Sign the form and submit to the SDO CID within 3 school days; the CID forwards a copy to CLMD for regional consolidation.



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Annex F — Tool 6: Home Learning Day Verification Visit Report
(Coordinated Random Home Visit)

PART I — IDENTIFYING INFORMATION

School Name	
Schools Division Office	
Grade & Section	
Learner Name / LRN	
Date and Time of Visit	
Assigned Technology Track	☐ High-Tech ☐ Hybrid ☐ Offline
Cohort	☐ Treatment Group
Visiting Personnel (Name/Position)	☐ CLMD ☐ SDO CID

PART II — VERIFICATION CHECKLIST

Indicator	Finding	Remarks
V1. Learner physically present in the household at time of visit	☐ Yes ☐ No	If No, reason (specify):
V2. Learner observed actively engaged with WHLP tasks at time of visit	☐ Yes ☐ No ☐ Not Observed	
V3. WHLP materials (digital or printed) present and in use	☐ Yes ☐ No	
V4. Household environment consistent with Tool 4, Section A (quiet, safe study space)	☐ Yes ☐ No	
V5. Device (if applicable) present, functional, and used for WHLP tasks only	☐ Yes ☐ No ☐ N/A	
V6. Parent/Guardian confirms no academic instruction, or task completion was provided on their behalf	☐ Yes ☐ No	

PART III — TRIANGULATION AGAINST TOOL 3 RECORDS

Tool 3 F2F/HLD code for this learner, this week	
Consistent with Visit Findings?	☐ Yes ☐ No — if No, explain discrepancy below and notify Class Adviser within 24 hours
Discrepancy Explanation	

PART IV — FINDINGS AND RECOMMENDATION

Overall Verification Result	☐ Confirmed Compliant ☐ Discrepancy Noted ☐ Learner Unreachable
Recommended Action	☐ None ☐ Refer to Class Adviser for follow-up ☐ Refer to Guidance Counselor and PSDS (Child Find)

Visiting Personnel Signature over Printed Name: _____

Date: _____

Noted by (School Head): _____

Date: _____

Submit to the Curriculum Implementation Division (CID) within 3 school days of the visit. CID forwards a copy to CLMD for regional consolidation and inclusion in the BL 4.1 Program Assessment Report.



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