

AUGUST 27, 2025

REGIONAL MEMORANDUM
No. 0898, s. 2025

To: Schools Division Superintendent
All Others Concerned

DEVELOPMENT AND PRODUCTION OF VIDEO LESSONS FOR ALTERNATIVE
DELIVERY MODE (ADM) IN EDUCATION IN EMERGENCIES (EiE)

1. In reference to the Joint Memorandum issued by the Office of the Undersecretary for Finance and the Office of the Undersecretary for Curriculum and Teaching dated October 1, 2024, regarding the *Clarificatory Guidelines on the ADM Program Support Funds for the Production of Video Lessons for Grades 1, 4, and 7 in Education in Emergencies (EiE)*, and in alignment with the planned activities discussed during the *Virtual Pre-Planning Consultations*—as outlined in *Regional Memorandum No. 1143, s. 2024*—this Office, through the Curriculum and Learning Management Division (CLMD), hereby directs all Schools Division Offices (SDOs) to commence the development and production of video lessons for ADM in EiE.
2. This initiative aims to:
 - a. provide accessible, high-quality instructional materials for learners affected by emergencies and disruptions in regular schooling;
 - b. ensure continuity of learning through ADM by delivering curriculum-aligned video lessons tailored to the needs and contexts of Grades 1, 4, and 7 learners;
 - c. Strengthen the capacity of schools and divisions to effectively implement ADM within the context of EiE;
 - d. Promote inclusive education by addressing the diverse learning needs of students in remote, conflict-affected, or disaster-prone areas;
 - e. Support and enhance the implementation of DepEd Caraga's EduKahon FlexPath initiative—a comprehensive, pre-positioned educational continuity solution specifically designed to ensure uninterrupted learning during disasters and emergencies.
3. The Terms of Reference (TOR) for each member of the development and production team are provided in Enclosure 1.
4. Approved video lesson scripts may be accessed via the following link: bit.ly/Video_Lesson_Scripts. The subject areas and topics assigned to each SDO are detailed in Enclosure 2.
5. The ADM focal person of each SDO shall submit to the Regional Office, through the Regional ADM focal person, a list of individuals involved in the development and production team for tracking and monitoring purposes.

6. To avoid disruption of classes, all SDOs and schools must strictly adhere to the provisions of DepEd Order No. 9, s. 2005, which institutes measures to increase engaged time-on-task.
7. School heads of teachers assigned to the development and production team must ensure class continuity by strategically assigning tasks without compromising instructional time. Internal arrangements, such as team teaching or substitute teaching, must be implemented.
8. Travel and incidental expenses of the members of the development team, along with other related costs incurred during the development and production of video lessons, shall be charged to the downloaded FLO-ADM funds. In utilizing these funds, each SDO must ensure that all expenditures are eligible and properly documented, in accordance with existing guidelines and financial regulations.
9. FLO-LR funds may also be utilized, subject to existing guidelines. The use of other local funds is encouraged, provided it complies with existing budgeting, accounting, auditing, and procurement laws, rules, and regulations.
10. Additional information, references, and guidance are provided in the accompanying enclosures.
11. For inquiries and other concerns, contact Mr. Leowenmar A. Corvera, Regional ADM Focal Person, at his email address at leowenmar.corvera001@deped.gov.ph.
12. Immediate dissemination of this Memorandum is highly desired.

MARIA INES C. ASUNCION
Director IV
Regional Director

Encl.: As stated

Reference: Joint Memorandum issued by the Office of the Undersecretary for Finance and the Undersecretary for Curriculum and Teaching (October 1, 2024); DepEd Order No. 9, s. 2005
Regional Memorandum 1143, s. 2024
under the following subjects:

FUNDS

LEARNING RESOURCES

WORKSHOPS

CLMD/lac
08/18/2025



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Enclosure 1 to Regional Memorandum⁰⁸⁹⁸ s. 2025

Terms of Reference for the Video Lesson Development and Production Team for
ADM in EiE

Position/Designation	Terms of Reference
Regional ADM Focal Person	-Oversee and coordinate the development and production of video lessons for ADM in EiE. -Ensure that all video lesson development activities are aligned with the Department's standards and ADM objectives. -Collaborate closely with Learning Resource Supervisors and Learning Area Supervisors to monitor progress and address challenges in the production process. -Facilitate communication between the CLMD and the production teams to ensure timely submission, review, and finalization of outputs.
Learning Resource Supervisors	-Lead the quality assurance process for the developed video lessons. -Coordinate with Learning Area Supervisors to ensure that instructional materials are pedagogically sound and appropriate for ADM in EiE contexts. -Facilitate the review and approval process in collaboration with the CLMD, through the Regional ADM Focal Person and the Regional LR Supervisor. -Provide technical assistance to production teams on instructional design.
Learning Area Supervisors	-Serve as subject matter experts for English, Science, and Math for Grades 1, 4, and 7. -Facilitate the review of finalized scripts to ensure alignment with curriculum standards. -Provide subject-specific guidance during the production phase.
	-Lead content review sessions and offer constructive feedback for improvement.

SDO ADM Focal Person	-Serves as the lead implementer of ADM video lesson development and production at the division level. -Coordinate with production teams to ensure adherence to timelines, standards, and content requirements. -Monitor and document the progress of video lesson development activities within their respective divisions. -Provide regular updates and reports to the Regional ADM Focal Person and Regional LR Supervisor -Ensure that all outputs are submitted for review and quality assurance in accordance with established protocols.
Subject Area Experts (Teacher or School Head/s)	-Provide specialized knowledge and expertise in assigned subject areas (English, Science, and Math for Grades 1, 4, and 7) -Review and validate content accuracy, ensuring alignment with curriculum standards and learning competencies -Ensure that video lessons meet the curriculum standards and are age-appropriate for the target grade levels -Participate in content review sessions and provide subject-specific feedback for script improvement
Content Creator (Teacher or School Head)	-Develop engaging and educationally effective video lessons based on curriculum requirements -Ensure that the content of each video lesson is suitable for alternative delivery modalities (ADM) in emergencies. -Incorporate interactive elements and engagement strategies appropriate for the target audience.

Videographers (Teacher or School Head)	-Capture clear visual and audio content that enhances the learning experience of grades 1,. -Coordinate with content creators and subject area experts during filming sessions -Collaborate with video editors to ensure seamless production workflow -Ensure all recorded content aligns with the approved scripts and instructional objectives.
Video Editors (Teacher or School Head)	-Edit raw video footage into polished, professional educational content. -Integrate graphics, animations, text overlays, and other visual elements to enhance learning of the target grade 1,4,7 learners. -Apply consistent branding and visual standards across all video lessons. -Submit completed video lessons for final review according to established timelines



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Enclosure 2 to Regional Memorandum ⁰⁸⁹⁸ s, 2025

Matrix of Assigned Scripts for the Development and Production of Video Lessons under the Alternative Delivery Mode (ADM) in Education in Emergencies (EiE)

Subject Area/Grade Level	SDO	Topic
ENGLISH		
English 4	Surigao del Norte	Making a Summary - finding main idea and supporting details.
English 4	Surigao del Norte	Identifying Purpose of Visual Text.
English 4	Surigao del Norte	Identify Multimedia Elements.
English 4	Surigao del Norte	Draw Conclusion
English 4	Surigao del Norte	Comprehend Literary Texts–Differentiating fantasy from reality
English 4	Surigao del Norte	Comprehend literary texts–Relating to a story.
English 4	Surigao del Norte	Comprehend literary texts; Summarizing Story Events.
English 4	Surigao del Norte	Differentiate Denotative from Connotative Meanings
English 4	Surigao del Norte	Define Words Based on Their Synonyms and Antonyms
English 4	Surigao del Norte	Action Verbs
English 4	Surigao del Norte	Tenses of Verbs.
English 4	Surigao del Norte	Voices of Verbs.
English 4	Surigao del Sur	Story Grammar
English 4	Surigao del Sur	Sequencing Events
English 4	Surigao del Sur	Affixes
English 4	Surigao del Sur	Compound Words.
English 4	Surigao del Sur	Comprehend Literary Texts–Analyzing Sound Device–Onomatopoeia.
English 4	Surigao del Sur	Comprehend Literary Texts–Identifying Type of Plot–Sequential.
English 4	Surigao del Sur	Comprehend Literary Texts–Inferring Theme through characters, events–big idea.
English 4	Surigao del Sur	Root Words.
English 4	Surigao del Sur	Point of View
English 4	Surigao del Sur	Singular And Plural Nouns
English 4	Surigao del Sur	Adjective–Quantitative–Numeral
English 4	Surigao del Sur	Narrative Text
English 4	Dinagat	Enumeration Description
English 4	Dinagat	Chronology Text
English 4	Dinagat	Time Order–Procedural
English 4	Dinagat	Using Friendly Letters
English 4	Dinagat	Using Facial Expression



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English 4	Dinagat	Identifying The Main Idea
English 4	Dinagat	Inferences and Conclusion
English 4	Dinagat	Make Predictions
English 4	Dinagat	Outlining
English 4	Dinagat	Enumeration-Description Texts
English 4	Dinagat	Identifying Author's Purpose
English 4	Dinagat	Fact or Non-Fact Images
English 7	Butuan City	Biographical Context (Poetry)
English 7	Butuan City	Historical Context (Poetry)
English 7	Butuan City	Socio-Cultural Context (Poetry)
English 7	Butuan City	Structural Context (Poetry) - Part 1 And 2
English 7	Butuan City	Local Color, Setting and Diction
English 7	Butuan City	Structural Context-Meter
English 7	Butuan City	Structural Context-Rhyme
English 7	Butuan City	Analyze Literary Texts-Sound Devices In Poetry
English 7	Butuan City	Types of Poetry-Dramatic
English 7	Butuan City	Types of Poetry-Lyric
English 7	Butuan City	Types of Poetry-Narrative
English 7	Butuan City	Maxims, Universal Truths, Philosophies in Literature
English 7	Butuan City	Coherence
English 7	Butuan City	Cohesion
English 7	Butuan City	Structural Context_Tone and Mood (Poetry)
English 7	Butuan City	Structural Context-Style (Poetry)
MATHEMATICS		
Math 1	Agusan del Norte	Count from 31 to 40
Math 1	Agusan del Norte	Count from 41 to 50
Math 1	Agusan del Norte	Count up and down up to 100
Math 1	Agusan del Norte	Count up or down from a given number (up to 30)
Math 1	Agusan del Norte	Count up or down from a given number (up to 40)
Math 1	Agusan del Norte	Count up to 100.docx
Math 1	Agusan del Norte	Identify a number that is one more than or one less than a given number (up to 30).Math1Q1LC
Math 1	Agusan del Norte	Identify a number that is one more than or one less than a given number (up to 40)
Math 1	Agusan del Norte	Identifying a number that is one more than or less than a given number up to 10
Math 1	Agusan del Norte	Counting up and down from a given number (up to 15)
Math 1	Agusan del Norte	Read and Write numerals 31 to 40
Math 1	Agusan del Norte	Read and write numerals 41 to 50.docx
Math 1	Agusan del Norte	Reading and writing numbers 0 to 10 in Symbols.
Math 1	Agusan del Sur	Reading and writing numerals 11-15.
Math 1	Agusan del Sur	Reading and Writing Numerals 21 to 30

Math 1	Agusan del Sur	Counting up and down from a given number (up to 20)
Math 1	Agusan del Sur	Identify a number that is one more than or one less than a given number
Math 1	Agusan del Sur	Reading and Writing numerals 16-20
Math 1	Agusan del Sur	Recognize and represent numerals 31 to 40
Math 1	Agusan del Sur	Recognize and represent numerals 41 to 50docx (2)
Math 1	Agusan del Sur	Recognize represents numerals 51 to 100
Math 1	Agusan del Sur	Recognizing and Representing Numbers 16-20
Math 1	Agusan del Sur	Order Numbers Up to 100 from Smallest to Largest, and Vice Versa
Math 1	Agusan del Sur	COUNTS BY 10's
Math 1	Agusan del Sur	COUNTS BY 5's
Math 1	Agusan del Sur	Counts by 2's up to 100
Math 1	Agusan del Sur	Count from 31 to 40
Math 4	Siargao	Place Value
Math 4	Siargao	Classify triangles according to angles
Math 4	Siargao	Rounding Numbers (1)
Math 4	Siargao	Adding Numbers with Regrouping
Math 4	Siargao	Adding Numbers without Regrouping
Math 4	Siargao	Subtracting Numbers with Regrouping
Math 4	Siargao	Subtracting Numbers without Regrouping
Math 4	Siargao	Classify quadrilaterals according to angles
Math 4	Siargao	Classify quadrilaterals according to sides
Math 4	Siargao	Classify triangles according to sides
Math 4	Bayugan City	Differentiate Different Quadrilaterals
Math 4	Bayugan City	Perimeter of a Rhombus
Math 4	Bayugan City	Perimeter of a Trapezoid
Math 4	Bayugan City	Perimeter of Parallelogram
Math 4	Bayugan City	Read and Write numbers up to 1 000 000 in numerals and in words
Math 4	Bayugan City	Value
Math 4	Bayugan City	Finding the Digit of Number Given Its Place Value
Math 4	Bayugan City	Compare numbers up to 1 000 000 using the symbol equal to, lesser than and greater than
Math 4	Bayugan City	Order Number up to 1 000 000
Math 4	Bayugan City	Estimate the sum and difference of two 5- to 6-digit numbers by rounding the addends

Math 7	Tandag City	How do you spend your allowances.
Math 7	Tandag City	Determine the Measures of Angles and the Number of Sides of Polygons (Part 1)
Math 7	Tandag City	Determine the Measures of Angles and the Number of Sides of Polygons (Part 2)
Math 7	Tandag City	Determine the Measures of Angles and the Number of Sides of Polygons (Part 3)
Math 7	Tandag City	Determine the Measures of Angles and the Number of Sides of Polygons (Part 4)
Math 7	Tandag City	Solving Problems Involving Percentage of Decrease (Part 2)
Math 7	Tandag City	Solving Problems Involving Percentage of Increase (Part 1).
Math 7	Tandag City	Financial Plan_Meaning and its purpose
Math 7	Tandag City	Performance tasks on a personal financial plan
Math 7	Tandag City	Determine the square roots of perfect squares and the cube roots of perfect cubes. (Part 1)
Math 7	Tandag City	Determine the square roots of perfect squares and the cube roots of perfect cubes. (Part 2)
Math 7	Tandag City	Determine the square roots of perfect squares and the cube roots of perfect cubes. (Part 3)
Math 7	Tandag City	Find the Volume of a Cylinder
Math 7	Tandag City	Find the Volume of a Cylinder
Math 7	Tandag City	Solve the missing components of the formula $V=\pi r^2 h$ given the volume of a cylinder
Math 7	Tandag City	Solve the missing components of the formula $V=\pi r^2 h$ given the volume of a cylinder
Math 7	Tandag City	Apply volume formula in solving real-life scenario to find the height of cylindrical objects
Math 7	Tandag City	Apply volume formula in solving real-life scenario to find the height of cylindrical objects
Math 7	Tandag City	Apply volume formula in solving real-life scenario to find the radius of cylindrical objects
Math 7	Tandag City	Apply volume formula in solving real-life scenario to find the radius of cylindrical objects
Math 7	Tandag City	Solve problems involving the volumes of cylinders using the formula $V=\pi r^2 h$
Math 7	Tandag City	Solve problems involving the volumes of cylinders using the formula $V=\pi r^2 h$.
Math 7	Tandag City	Solve Problems Involving Unit Rates (Distance)
Math 7	Tandag City	Solve Problems Involving Unit Rates (related problems)
Math 7	Tandag City	Solve Problems Involving Unit Rates (Speed)
Math 7	Tandag City	Solve Problems Involving Unit Rates (Time)
Math 7	Tandag City	Adding Rational Numbers (Finalized).docx

Math 7	Tandag City	Mathematics 7-Q1-LC14–Dividing Rational Numbers (Final)
Math 7	Tandag City	Multiplying Rational Numbers (Final)
Math 7	Tandag City	Subtracting Rational Numbers (Final)
Math 7	Tandag City	Mathematics 7-Q1-LC8–Solve Money Problems Involving Percentage–Commission
Math 7	Tandag City	Solve Money Problems Involving Percentage–Discount.
Math 7	Tandag City	Solve Money Problems Involving Percentage–Sales Tax
Math 7	Tandag City	Solve Money Problems Involving Percentage–Simple Interest
Math 7	Tandag City	Volume of a Rectangular Prism.
SCIENCE		
Science 4	Bislig City	Scientists and their Inventions
Science 4	Bislig City	Science Inventions
Science 4	Bislig City	Impact of Science Inventions on Everyday Life
Science 4	Bislig City	Chemical Properties
Science 4	Bislig City	Chemical Reactivity of Materials
Science 4	Bislig City	Degradable and Biodegradable
Science 4	Bislig City	Flammability VS. Combustibility
Science 4	Bislig City	Types of Chemical Properties
Science 4	Bislig City	Describe the property change of materials such as size, shape, form, and texture when subjected to heat
Science 4	Bislig City	Describe the signs of a material undergoing high temperature change, including color changes and the production of smoke
Science 4	Bislig City	Explain that heating materials can lead to changes in their properties
Science 4	Bislig City	Discuss the importance of safety measures when dealing with hot materials and fire
Science 4	Bislig City	Changes in the Materials Whether Useful or Harmful
Science 4	Bislig City	Materials Used at Home
Science 4	Bislig City	Proper Ways in Handling Reactive Materials
Science 4	Bislig City	The Community and The Environment
Science 4	Bislig City	The Scientific Method
Science 4	Bislig City	How often do you Segregate and Recycle Materials at Home
Science 4	Bislig City	My Campaign for Clean and Sustainable Environment
Science 4	Bislig City	Where to ask help on Environmental Issues
Science 4	Bislig City	Effects of Pollution on The Local Environment, Wildlife and Their Habitat
Science 4	Bislig City	Addressing Environmental Issues And Concerns In The Local Community By Science
Science 4	Bislig City	Effects of Environmental Issues and Concerns

Science 4	Cabadbaran	Causes of Environmental Issues and Concerns
Science 4	Cabadbaran	Issues and Concerns In The Local Community
Science 4	Cabadbaran	Process skills in conducting a guided survey on environmental issues and concerns
SCIENCE 7		
Science 7	Surigao City	Solutions, Solubility, And Concentration
Science 7	Surigao City	Planning, Following And Recording Scientific Investigation
Science 7	Surigao City	Planning, and Recording Scientific Investigation
Science 7	Surigao City	The Particle Model and The Changes of State
Science 7	Surigao City	Solutions, Solubility and Concentrations (Percent By Mass)
Science 7	Surigao City	Conversion Of Units.
Science 7	Surigao City	Atomic Models_Part 2.
Science 7	Surigao City	Atomic Models_Part 1
Science 7	Surigao City	Incredible Journey of Transformation
Science 7	Cabadbaran	Captivating World of Freezing
Science 7	Cabadbaran	Acids_Bases and Salts (Part 1)
Science 7	Cabadbaran	The Particle Model of Matter
Science 7	Cabadbaran	The Particle Model & Changes Of State.
Science 7	Cabadbaran	Amazing Water Transition
Science 7	Cabadbaran	Marvelous Engagement of Particles
Science 7	Cabadbaran	Standard Units for Physical Quantities
Science 7	Cabadbaran	The Role of Solute And Solvent
Science 7	Cabadbaran	Multicellular Organisms
Science 7	Cabadbaran	Unicellular Organisms



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JOINT MEMORANDUM

TO : **TOLENTINO A. AQUINO**
Regional Director, Region I

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Regional Director, Region IVA

GILBERT T. SADSAD
Regional Director, Region V

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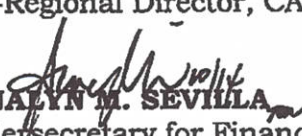
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ALLAN G. FARNAZO
Regional Director, Region XI

CARLITO D. ROCAFORT
Regional Director, Region XII

MARIA INES C. ASUNCION
OIC-Regional Director, CARAGA

FROM : 
ANNALYN M. SEVILLA
Undersecretary for Finance


GINA O. GONONG
Undersecretary for Curriculum and Teaching

SUBJECT : **CLARIFICATORY GUIDELINES ON THE ALTERNATIVE DELIVERY MODE (ADM) PROGRAM SUPPORT FUNDS FOR THE PRODUCTION OF VIDEO LESSON FOR GRADES 1, 4, 7 FOR ADM IN EDUCATION IN EMERGENCY**

DATE : **OCTOBER 1, 2024**

Relative to DM-CT-2024-030, Guidelines on the Utilization and Reporting of the Program Support Funds for Fiscal Year 2024, the following are additional provisions and standards on the production of video lessons for Grades 1, 4, and 7.¹

¹ DMCT-2024-030 - Utilization and Reporting of the Program Support Funds for the Alternative Delivery Mode for Fiscal Year, V. Procedure, Allocation and Use of Program Support Funds, 3. Current Funds, d.



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The following is the list of Regional Offices that received the Program Support Fund:

- a. Region I
- b. Region IVA
- c. Region V
- d. Region VI
- e. Region VII
- f. Region IX
- g. Region XI
- h. Region XII
- i. CARAGA Region

The **one hundred fifty thousand pesos (Php 150, 000.00)** allocated to the identified regions should be exclusively utilized for the production of video lessons for Grades 1, 4, and 7, ensuring that all expenses directly contribute to these activities. This includes:

- a. Supplies and materials, adhering to standard costs;
- b. Meals for the production and quality assurance teams, in line with DepEd Order No. 2, s. 2028, which provides guideline on funding for official activities;
- c. Travel expenses incurred during the production and quality assurance teams of the video lessons for Grades 1, 4, and 7 by the production and quality assurance teams;
- d. Other expenses in support of the abovementioned activities initiated by the Central, Regional, and Schools Division Offices may also be charged against this fund, provided that the expenses are below the capitalization threshold for a semi-expendable property.

The use of fund herein shall be in accordance with existing budgeting, accounting, auditing, and procurement laws, rules and regulations.

The funds herein shall be valid in accordance with the applicable National Budget Circular for Fiscal Year. The obligation and disbursement of these funds must be in accordance with the Cash-based Budgeting System.

The Regional Office, through the Curriculum Learning and Management Division, shall establish the production and quality assurance teams, which shall consist of the trained specialists who have participated in the Workshop on Video Lesson Script Development and the Orientation on the Development of DepEd Teacher Video Lesson Episodes managed by the Bureau of Learning Delivery.

The production of video lessons for Grades 1, 4, and 7 shall adhere to the standards set by the Department as stipulated in Annex 1 of this memo.

Copies of the video scripts may be accessed through the link: bit.ly/Video_Lesson_Scripts

Reports on the utilization of the downloaded funds shall follow the provisions of DM-CT-2024-030 on the Monitoring and Evaluation and shall use the attached accomplishment report of the said memorandum.

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Annex 1.

Technical Specification of Video Lessons

Orientation:	Portrait
Size/resolution:	Minimum 1080p (1920x1080 pixels)
Aspect Ratio:	16:9 (standard widescreen format)
File size:	maximum of 100 MB per video
File type:	MP4
Audio	
Quality:	clear, studio-quality audio with no background noise
Bitrate:	Minimum of 128 kbps
Volume level:	consistent volume level throughout the video
Voiceover:	Professional and clear, with clear, with appropriate tone for the content
Background Music:	light, non-intrusive music, maybe serve as background Music
Type of video lesson:	microlearning videos <i>(Microlearning videos refer to the learning materials in video format that discuss basic concepts or specific topics that can be understood by learners and teachers in a short given time. This is used to ensure that learners have more time to understand and retain parts of the lesson. Research done by Dresden University of Technology showed that shorter content increases knowledge retention by over 20%.)</i>
Video length:	Key stage 1: 1-2 minutes Key stage 2: 2-3 minutes Key stage 3: 3-4 minutes
Content Structure:	
Introduction:	Brief introduction (5-10 seconds) explaining the objective/s of the video.
Main Content:	Focused and concise delivery of key concepts, illustrated with visuals and examples
Conclusion:	Summary of key points
Visual Design:	
Typography:	Sans-serif fonts
Color scheme:	High contrast for text and visuals, with color scheme that is consistent with branding guidelines
Graphics:	High-quality graphics, infographics, and animation to illustrate complex concepts
Subtitles/	



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Closed Captions:	Accurate subtitles. Use readable font size and contrasting color for accessibility
Accessibility:	
Subtitles/ Closed Captions:	Mandatory for all videos
Screen Reader Compatibility:	Ensure that video content is accessible to screen readers
Transcripts:	Provide text transcripts of video content for additional Accessibility
Delivery and Hosting:	
Platform Compatibility:	Compatible with major e-learning platforms (moodles, Blackboard, Canvas) and video hosting services (e.g., YouTube, Vimeo)
Mobile Optimization:	videos should be optimized for mobile devices, ensuring quick load times and responsive design
Download options:	Option to download videos in multiple formats for offline viewing
Quality Assurance:	
Review Process:	Each video should be reviewed for accuracy, clarity, and technical quality before the delivery.
Testing:	Videos should be tested on multiple devices (desktop, mobile, tablet)
Feedback Loop:	Incorporate feedback from pilot user or early viewers to refine content.
Security and Privacy:	
Data Protection:	Ensure that videos comply with data protection regulations, avoiding the inclusion of sensitive information.
Licensing and Permissions:	
Content Licensing:	Ensure that all visual and audio elements (images, music, etc.) are properly licensed for use in educational content.
Permissions:	Obtain necessary permissions for any third-party content included in the videos.



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Annex 2

Evaluation Rating Sheet for Video Lesson

Title: _____ Scriptwriter: _____

Copyright Year: _____ Length (in minutes): _____

Learning Area: _____ Language Used: _____

Instructions: Examine the material carefully and rate it along each evaluation criterion. Encircle the number that corresponds to your answer: **exemplary** = 4, **competent** = 3, **needs work** = 2, and **unacceptable** = 1.

	Exemplary	Competent	Needs Work	Un-acceptable
Content				
1. Appropriateness of content to the learners' level of development	4	3	2	1
2. Achievement of learning objectives	4	3	2	1
3. Development of 21 st century skills (<i>any of the following</i>): a. Communication and collaboration skills; OR b. Information, media, and technology skills; OR c. Creativity, critical thinking, and problem-solving	4	3	2	1
4. Adequacy of warning or cautionary notes in topics and activities where safety and health are of concern.	4	3	2	1
5. Responsiveness to gender equality, disability, and social inclusion	4	3	2	1
Weighted Average:				
Format/Technical Design				
1. Audibility of sound volume	4	3	2	1



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	Exemplary	Competent	Needs Work	Un-acceptable
2. Acceptability of sound quality	4	3	2	1
3. Appropriateness and effectiveness of audio components (i.e. narration, dialogue, music, and sound effects) for instructional purposes	4	3	2	1
4. Appropriateness and effectiveness of visual components (i.e. animations, images, and texts) for instructional purposes.	4	3	2	1
Weighted Average:				
Presentation and Organization				
1. Appeal and comprehensibility of the presentation	4	3	2	1
2. Smooth and logical flow of ideas	4	3	2	1
3. Appropriateness of the length of the material for the attention span of the learners	4	3	2	1
Weighted Average:				
Accuracy and Timeliness				
1. Free from factual errors and obsolete information including conceptual and computational errors	4	3	2	1
2. Free from grammatical and typographical errors	4	3	2	1



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	Exemplary	Competent	Needs Work	Un-acceptable
3. Free from technical errors (e.g. inappropriate or unclear illustrations, missing labels, wrong captions, etc.).	4	3	2	1
Weighted Average:				

This interpretation guide shall be used to provide the appropriate recommendation on the distribution of the multimedia learning resources (MMLRs) based on their weighted average for the factors for evaluation: content; format/technical design; presentation and organization; and accuracy and timeliness.

The weighted average will be computed per factor and the following will be the recommendation for decision-making:

- The material is for revision as needed and subsequent distribution if the weighted average in all factors is at least 3.00.
- The material should NOT be recommended for use in public school if the weighted average in at least one factor is below 3.00.

Recommendation

(Please put a check mark (/) in the appropriate circle.)

- I / We recommend the approval of this multimedia learning resource for possible use in public schools provided that the corrections / revisions included in this report are made. (The development team must implement all recommended corrections before distributing the material.)
- I / We do not recommend the approval of this supplementary learning resource for possible use in public schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet, if necessary.)

Evaluated by:

(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.

Evaluators

Signatures

Date: _____