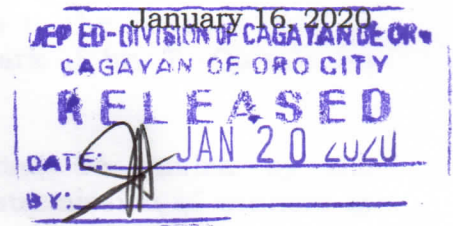





Republic of the Philippines  
**Department of Education**  
REGION X  
DIVISION OF CAGAYAN DE ORO CITY

**DIVISION MEMORANDUM**

No. 52 s. 2020



To: Public School District Supervisors  
Education Program Supervisors  
All Public Elementary and Secondary School Heads  
School Reading Coordinators

From:   
CHERRY MAE L. LIMBACO  
Schools Division Superintendent

Subject: **Addendum to DM no. 33, s.2020**  
**Call for Entry to the Search for Best School Reading Program**  
*Implementers Implementation of Hamon: Bawat Bata Bumabasa and Enhanced Project CNR*

1. As per Division Memorandum number 33, s. 2020 titled "*Call for Entry to the Search for Best School Reading Program Implementers Implementation of Hamon: Bawat Bata Bumabasa and Enhanced Project CNR*", the field is hereby informed on the criteria to be used for judging the search.
2. The search aims to:
  - a. identify schools with the most functional and effective reading program and interventions as well as teachers who manifest characteristics of an outstanding reading teacher based on a given set of indicators;
  - b. evaluate the extent and sustainability of the implementation of reading programs and interventions, and
  - c. enhance and strengthen reading programs and interventions in schools as a means to improve the learners' overall achievement level and the school in general.
3. Enclosure are the following:
  - a. Enclosure 1: Criteria for Judging Best Reading Clinic
  - b. Enclosure 2: Criteria for Best School Reading Implementer
  - c. Enclosure 3: Criteria for Outstanding Reading Teacher



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- Each district shall submit the official results to the Schools Division Office c/o Division Reading Coordinator Mark John T. Gabule on January 23, 2020 (district level winners).
- Moreover, division evaluators/validators shall be guided by the following schedules for their evaluation and submission of winners in the division level on **January 31, 2020**.

Activity	Evaluators/Validators	Target Date
a) Best Reading Clinic	Mark John T. Gabule Jean S. Macasero Sol P. Aceron Juan A. Mingo Eleanor H. Rollan Ryan Q. Blanco Jimboy Eugenio	January 27-30, 2020
d) Outstanding Reading Teacher	Eduardo T. Cartel Ray O. Maghuyop Janry Colonia Derold Marl S. Aves Mary Anthony C. Sieras	January 27-30, 2020
e) Best School Reading Implementer	Joel D. Potane Romeo C. Aclo Jerry G. Roble January Gay Valenzona Jean T. Loquillano Leah P. Manzano	January 27-30, 2020
f. List of Schools Responding to the Hamon: Bawat Bata Bumabasa	Mark John T. Gabule Lanie M. Signo Gemma Pajayon	January 23, 2020

- Evaluation sheet/Criteria can be access thru the given link:

<http://bit.ly/2FBFMrz>

- For your guidance and compliance.



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Enclosure 1:

**Best Reading Clinic**

Criteria	Score (0-10) <i>Note: 0- lowest; 10- highest</i>	Weight	Total Score	General consideration
<b>Impact to Learners and Teachers</b> ( <b>MOV</b> s: monitoring system; assessment results/feedback; best practices; core reading program is available, action plan)		<b>40%</b>		The clinic supports improvement in reading skills: phonology, phonemics, vocabulary; fluency, comprehension, language, social, and writing development.
<b>Stakeholders Involvement</b> ( <b>MOV</b> s: narrative reports; donation reports; stakeholder's engagement in day to day operation, campaigns/promotions)		<b>5%</b>		Resource Management (Collaboration, Engagement, Donations, etc.)
<b>Functional Reading Clinic</b> ( <b>MOV</b> s: logbooks; photodocumentation; number of learners catered; students know routines and how to interact; house rules; list of teachers contribution of IMs, schedule is posted, organizational structure and functions)		<b>20%</b>		Multiple opportunities for students to read, write, participate in meaningful experiences.
<b>Reading Environment</b> Print rich, child-friendly, conducive, well-establish, very clean, layout plan/design		<b>10%</b>		The clinic provides appropriate materials to help students work independently or collaboratively.
<b>Creativity, Content and Relevance</b> ( <b>MOV</b> s: presence of 6 elements in reading, students can access materials; space is used;; contextualized, indigenized and localized materials)		<b>10%</b>		Is the clinic engaging and motivating for all students, teachers and stakeholders? Is the clinic well organized?  Variety of reading materials
<b>Variety of Text and Non-text Based Learning Resources</b> ( <b>MOV</b> s: list of all IMs, manipulative IMs, with clear captions/labels/descriptions; etc) Varied types of reading materials Appropriateness of reading materials		<b>15%</b>		The clinic allows learners to apply, practice, and reflect on the skills and strategies they need to become proficient readers and writers.
<b>Total</b>		<b>100%</b>		



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Enclosure 2:

Source: RM no 243 s. 2019 Implementation of Project CNR

**BEST SCHOOL READING PROGRAM**

Criteria	Score (0-10) <i>Note: 0-lowest; 10-highest</i>	Weight %	Total score
Functional Reading Program		20%	
Innovations/Best Practice		20%	
Research-based Reading Interventions		20%	
Reading Materials Adopted and Utilized		20%	
CNR Activities Implemented		20%	
		<b>100%</b>	

Enclosure 3:

**CRITERIA FOR OUTSTANDING READING TEACHER**

Criteria	Score (0-10) <i>Note: 0-lowest; 10-highest</i>	Weight %	Total score
<b>Performance in Teaching English (Reading Language)</b> <ul style="list-style-type: none"><li>• Performance rating for the last 2 years with at least VS results</li><li>• Pupils performance in English for the last 2 years showing percentage of increase in Reading level<ul style="list-style-type: none"><li>✓ Phil-IRI</li><li>✓ Other English/Reading Tests certified by the principal</li></ul></li></ul>		15%	
<b>Outstanding Contribution to Literacy Development</b> <ul style="list-style-type: none"><li>✓ Instructional Materials produced in the last 5 years</li><li>✓ Books and Workbooks</li><li>✓ Prototype lesson plans used by the school/district/division for demo teaching</li></ul>		20%	



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<b>Criteria</b>	<b>Score (0-10) Note: 0- lowest; 10- highest</b>	<b>Weight %</b>	<b>Total score</b>
<ul style="list-style-type: none"><li>✓ Evaluation materials used by the school/district/division</li><li>✓ Innovative Teaching Approaches in English</li></ul>			
<b>Action Research on Reading/Literacy</b>		<b>15%</b>	
<b>Instructional Materials/Devices</b> made out of indigenous/recycled materials (present photos/short description per materials)		<b>10%</b>	
<b>Creative Outputs</b> -poems, short stories, essays, written/published; plays, acrostics etc.		<b>5%</b>	
<b>Leadership Potential</b> <ul style="list-style-type: none"><li>✓ Involvement in co-curricular activities in literacy</li><li>✓ Involvement in Training programs (speaker/trainer; facilitator; demonstration teacher; training program designer; director</li><li>✓ Position Leadership<ul style="list-style-type: none"><li>-English/Reading Coordinator</li><li>-ALS, Remedial Coordinator, etc</li></ul></li></ul>		<b>20%</b>	
<b>Professional Development</b> <ul style="list-style-type: none"><li>✓ Educational Attainment</li><li>✓ Advanced Trainings/Scholarship (National/Regional/Division/School</li><li>✓ Membership in Professional Organization related to reading</li></ul>		<b>10%</b>	
<b>Community involvement related to reading literacy</b> <ul style="list-style-type: none"><li>✓ Barangay literacy program</li><li>✓ Adult education</li><li>✓ Library</li><li>✓ Others</li></ul>		<b>5%</b>	
<b>TOTAL</b>		<b>100%</b>	
<b>Note:</b> All documents should be duly certified/authenticated by the principal/school head/PSDS/proper authorities  <b>Source:</b> Deped Memo no. 166, s. 2009 (adapted)	<b>Remarks:</b>		



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