Republic of the Philippines
Department of Education
Cordillera Administrative Region
SCHOOLS DIVISION OF BAGUIO CITY

DepED DIVISION OFFICE
BAGUIO CITY
RELEASED
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By:
Time: CTRL No.:

November 9, 2026

DIVISION MEMORANDUM
No. 760-2026

PARTICIPATION OF BEAG ARTISTS IN LIBRARY HOB ACTIVITIES

To: Chief Education Supervisors
English and MAPEH EPSs
Public School District Supervisors
Public School Heads/Principals
All Others Concerned

1. Relative to the establishment of Library HOBs (Hooked On Books) in Bonifacio Elementary School (November 12-14, 2026) and Doña Aurora ES (November 26-28), identified artists of SDO Baguio and members of the Baguio Educators Arts Guild (BEAG) below are encouraged to take part on the said event for Quality Assurance, preferably during their available/vacant time, after classes or weekends and refer to the attached guidelines.

Name	*School*
Jimmy Garcia	Bakakeng ES
Charmie Basuel	Lucban IS
Ivy Batay-an	Happy Hollow NHS
Leslee Chomawin	DAES
Joan Dalilis	Laurel ES
Ben Ebanio	BCNSHS
Jocel Naniong	BCHS
Greg Parrocha	Mabini ES
Blecyrezza Piluden	BCHS
Jason Quinopez	Doña Nicasia ES

2. This initiative also aims to provide the said artists additional skills in mural painting from their collaboration with the team of LINKS Phils, and for benchmarking purposes with the best practices observed to be adopted in future school art projects/programs.

3. Hence, the support and consideration of their schools regarding this endeavor are highly appreciated.

4. For clarification or inquiries, please feel free to contact Ms. Juliet C. Sannad, Chief of the CID at (074) 619-3491.

5. Immediate and wide dissemination of this Memorandum to all concerned is desired.

SORAYA T. FACULO PhD, CESO V
Schools Division Superintendent

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CO Form 7.8 Evaluation for the Development of New Non-Print Resources

Project code/name: Client:

Title: _____

Subject area(s): _____

Grade / Year level: _____

Date of Publication: _____

Media format/s. (Check all that apply (√)

___Word document ___PDF ___ Adobe Shockwave ___PowerPoint ___Java applet ___HTML ___ GIF ___Excel ___Rich Text Format RTF ___Other (specify): ___Adobe flash

File size (download):

Instruction: Examine the material carefully and for each evaluation criterion consider the extent to which the resource meets the criteria. Check the appropriate number [with **4** being *Very Satisfactory (VS)*; **3** - *Satisfactory (S)*; **2** - *Poor*; and **1** – *Not Satisfactory*]. For a rating below 4, write your comments/justifications on each evaluation criterion. If an evaluation criterion is *Not Applicable (NA)*, the material is rated **3** on said criterion. Attach extra sheets if necessary. Your report may be completed in soft or hardcopy. Please write legibly if completing in hardcopy

Factor A. Content Quality	**VS 4**	**S/NA 3**	**Poor 2**	**Not Satisfactory 1**
1. Content is consistent with topics/skills found in the DepED Learning Competencies for the subject and grade/year level it was intended.				
2. Concepts developed contribute to enrichment, reinforcement, or mastery of the identified learning objectives.				
3. Content is accurate.				
4. Content is up-to-date				
5. Content is logically developed and organized				
6. Content is free from cultural, gender, racial, or ethnic bias				
7. Content stimulates and promotes critical thinking				
8. Content is relevant to real-life situations				
9. Language (including vocabulary) is appropriate to the target user level				
10. Content promotes positive values that support formative growth.				
Total Points				
Note: Resource must score **at least 30 points** out of a maximum **40 points** to pass this criterion. Please put a check (√) mark on the appropriate box		**Passed**		
		Failed		

Factor B. Instructional Quality	**VS 4**	**S/NA 3**	**Poor 2**	**Not Satisfactory 1**
1. Purpose of the material is well defined				
2. Material achieves its defined purpose.				
3. Learning objectives are clearly stated and measurable.				

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4. Level of difficulty is appropriate for the intended target user				
5. Graphics / colors / sounds are used for appropriate instructional reasons.				
6. Material is enjoyable, stimulating, challenging, and engaging				
7. Material effectively stimulates creativity of target user.				
8. Feedback on target user's responses is effectively employed				
9. Target user can control the rate and sequence of presentation and review.				
10. Instruction is integrated with target user's previous experience.				
Total Points				
Note: Resource must score **at least 30 points** out of a maximum **40 points** to pass this criterion. Please put a check mark (√) on the appropriate box		**Passed**		
		Failed		

Factor C. Technical Quality	**VS 4**	**S/NA 3**	**Poor 2**	**Not Satisfactory 1**
1. Audio enhances understanding of the concept.				
2. Speech and narration (correct pacing, intonation, and pronunciation) is clear and can be easily understood.				
3. There is complete synchronization of audio with the visuals, if any				
4. Music and sound effects are appropriate and effective for instructional purposes.				
5. Screen displays (text) are uncluttered, easy to read, and aesthetically pleasing.				
6. Visual presentations (non-text) are clear and easy to interpret				
7. Visuals sustain interest and do not distract user's attention.				
8. Visuals provide accurate representation of the concept discussed				
9. The user support materials (if any) are effective.				
10. The design allows the target user to navigate freely through the material.				
11. The material can easily and independently be used.				
Technical Evaluation: Complete Section G. Interoperability: Technical format Checklist for conformance If not already completed prior to this review.				
12. The material will run using minimum system requirements.				
13. The program is free from technical problems.				
Total Points				
Note: Resource must score **at least 39 points** out of a maximum **52 points** to pass this criterion. Please put a check mark (√) on the appropriate box		**Passed**		
		Failed		

Factor D. Other Findings **Note down observations about the information contained in the material, where the following errors are found:**	**Not present 4**	**Present but very minor & must be fixed 3**	**Present & requires major redevelopment 2**	**Do not evaluate further 1**
1. Conceptual errors				

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2. Factual errors				
3. Grammatical and / or typographical errors				
4. Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.)				
Total Points				

Note: Resource must score **at least 16 points** out of a maximum **16 points** to **pass** this criterion. Please put a check (√) mark on the appropriate box		**Passed**
		Failed. All issues must be documented in the Comments section.

Other Comments
(Please write your comments and recommendations on the material not captured in Factors 1-4. Use additional sheet if necessary.)

Recommendation/s

Evaluator(s):
Date:

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QUALITY FORMS	Document Code: QF-CID-LRMDS-006 Revision: 00 Effectivity date: 11-25-2020
Social Content Evaluation	Name of Office: **CURRICULUM IMPLEMENTATION DIVISION – LEARNING RESOURCES MANAGEMENT SECTION**

CO Form 7.1.4 Social Content Evaluation

Adapted from: DepED 2008, Regional Handbook in the Content Evaluation of Supplementary Materials. IMCS.

DepED has produced the following guidelines to support design, development and evaluation of instructional materials.

Purpose: To ensure that text, art, and photos / illustrations of textbooks and teacher's manuals and other instructional materials teach social values as well as Government's educational thrusts, the following guidelines on social content are prescribed:

	Yes	No	Remarks
The Nation and Citizenship			
Treat national symbols and institutions with respect.			
Foster obedience to and respect for the Constitution and the law.			
Encourage participative and responsible citizenship (e.g., depicting individual initiative rather than overdependence on organized government aids and dole-outs).			
Avoid any bias favoring foreign products, practices, and values.			
Use illustrations and photographs of Philippine communities, objects, animals, and people.			
Show Filipino technology, games, dances, dress, food, festivals, celebrations, and customs.			
Society			
Depict contributions of men and women, ethnic and cultural groups in economic and social progress.			
Foster attitudes of tolerance, understanding, and appreciation of the diverse sectors and groups in society.			
Present a balanced rural and urban society.			
Give example of lifestyles or situations existing outside Metro Manila. Use both rural and urban situations without stereotyping either.			
Avoid comparisons, which may be divisive to social classes, cultural, or religious groups.			
Show respect for different family patterns (nuclear, extended, single parent or two parents).			
Promote and respect the rights of children, elderly, differently able, and other vulnerable sectors of society.			
Refrain from devoting space and attention to fads or transitory personages and events, untested theories or views.			
Promote the need for the high ethical standards and codes of behavior and their observance in all aspects of Philippine society.			
Do not depict physical, sexual, and mental abuse of adults and children as well as violent sports and entertainment.			
Do not give situations that would encourage crime, violence, and vices.			
Avoid materials that malign people, promote violation of laws and matters contrary to law and morality.			
Race, Ethnicity, and Culture			
Respect racial, ethnic, and cultural diversity in our society.			
Avoid bias and stereotypes in reference to any individual or groups.			
Avoid inaccurate, unnecessary, or inappropriate portrayal of or reference to racial/ethnic or cultural customs, symbols, observances, festivals, dress, names, or language.			
Religion			
Use religious references, symbols, celebrations, and language (in the text, illustrations, and photographs) only when appropriate to the subject matter.			

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Ensure that any appropriate references to religious groups are accurate and authentic within the setting and/or period of history presented.			
Role Models			
Avoid sex bias; stereotyping of male and female roles.			
Portray husbands and wives as partners in homemaking and family management			
As much as possible avoid choice of living persons as role models, except for persons of exceptional and acknowledged accomplishment or virtue regardless of their racial, ethnic, or cultural origin or affiliation.			
Refrain from glorifying or unduly extolling persons and their accomplishments.			
Present a balanced picture of roles of workers and managers.			
Show good role models of public servants such as police officers, soldiers, and government officials instead of caricaturing or ridiculing them.			
Show workers who contribute to Philippine development.			
Gender			
Avoid sexist language, bias, and stereotyping of males and females as to professions, occupations, contributions to society, and home and family roles and behaviours.			
Do not differentiate either explicitly or implicitly between the capability of males and females to contribute to the political, economic, or social well being of Philippine society or the world.			
Maintain balance in treatment of gender roles, occupations, and contributions in the text and illustrations.			
Population			
Promote responsible parenthood and shared decision-making in various areas of home life (e.g., family planning, family financing, education of the children, etc.)			
Health and Safety			
Promote physical and mental well-being of males and females, children and adults.			
Discourage use of tobacco, alcohol, narcotics, and restricted drugs.			
Avoid depicting enjoyment of junk food.			
Promote health and safety standards and precautions.			
Environment			
Portray efforts to conserve the country's natural resources and protect the quality of the environment.			
Promote personal and community involvement in environmental management for sustainable development.			
Others			
Avoid commercial brand names and corporate logos.			
Encourage humane treatment of animals and respect for life of all kinds (including plants).			

Evaluation completed by:
Date:
Contact details:

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